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

Agenda

Board of Trustees' Board Meeting

Date: Monday, November 23, 2020

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

Location: Virtual

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 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: In-camera meeting of November 9th, 2020 regarding HRS matters, Private, Private, Private meeting of November 9th, 2020 regarding HRS Matters, Private, Private meeting of November 9th, 2020 regarding HRS matters and In-camera meeting of November 23rd, 2020 regarding HRS matters	Board of Trustees		Approval
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)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Board of Trustee Meeting Minutes of October 26, 2020	Board of Trustees	pp.4-8	Approval
3.2 SEAC Minutes of October 7, 2020	Board of Trustees	pp.9-16	Information
3.3 Audit Minutes of September 30, 2020	Board of Trustees	pp.17-18	Information
3.4 CPIC Minutes of September 29, 2020	Board of Trustees	pp. 19-21	Information
3.5 Financial Statements/Year End Report	Board of Trustees	pp. 22-55	Approval
3.6 Audit Committee Annual Report approval	Board of Trustees	pp. 56-60	Approval
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Update	L. Notten	pp.61-63	Information
5.2 ESL and ELD at the WCDSB	J. Klein/C. Mage	pp.64-69	Information
5.3 Special Education Update	L. Shoemaker/ G. Foran/ E. Schreiter/ T. Battistella	pp. 70-77	Information
5.4 Mental Health Update	L. Shoemaker/E. Schreiter	pp.78-86	Information
5.5 Update on WCDSB COVID Education Delivery Plan	L. Notten	pp.87-90	Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	A. Barbosa, K. Morrison	pp.91-93	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Report	Chair	pp. 94	Information
8.2 OCSTA/CCSTA Communications	Chair	pp. 95-171	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy II 004 Advocacy and Advertising Is there a need to review the Policy?	B. Schmalz	pp. 172	Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Report from the CEO **12.2 Shared concerns**			
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Dec 2: SEAC (Virtual) •Dec 7: Inaugural •Dec 14: Board of Trustees' Meeting •Dec 17: CEC Virtual Christmas Liturgy & Celebration •Jan 11: COW •Jan 16: OCSTA Virtual Seminar •Jan 25: Board of Trustees' Meeting	Chair		Information
13.2 Pending Items: **13.3** Pending Items for OCSTA Consideration	Committee/Task Force	Due Date	Action Taken
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment **Confirm decisions made tonight**	Director of Education		
15.1 Confirm Decision made tonight	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

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

Minutes

Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, October 26, 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
*Via Teams

Student Trustees Present:
Abby Barbosa & *Kate Morrison
*Via Teams

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

Special Resources For The Meeting:

Regrets:

Recorder:
Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair of the Board called the meeting to order at 6:02 p.m.

1.1 Territorial Acknowledgment
The Territorial Acknowledgement was declared by Trustee Conway.

1.2 Opening Prayer & Memorials
The meeting opened with prayer service led by Fr. Joseph de Viveiros followed by a presentation of awards including Distinguished Graduate Award, Community Partner's Award and Chair's Award.

1.3 Approval of Agenda

It was noted that 1.5 is for approval.

2020-226-- It was moved by Trustee da Silva seconded by Trustee Weiler:
THAT the agenda for Monday, October 26, 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:
2020-227-- It was moved by Trustee Schmalz seconded by Trustee Dupuis:
THAT the Items for Action for:

- **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**

be now approved. --- Carried by *consensus.*

2 Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

3 Consent Agenda: Board of Trustees (Minutes of meetings)

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 September 28, 2020
3.2 SEAC Minutes of September 9, 2020
3.3 Governance Minutes of October 19, 2020

2020-228- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

Governance Committee Approval
2020-229- It was moved by Trustee Schmalz and seconded by Trustee Reitzel:
THAT the Governance Minutes of October 19, 2020 be now approved. --- Carried by consensus

3 Delegations

4 Advice from the CEO

5.1 Director's Update
Director Notten provided the Board of Trustees with an update on the various virtual meetings attended provincially and locally.

5.2 Learning Commons Update
Superintendent Maharaj provided an introduction of the Learning Commons report, the presentation was led by Shelley Wood, Library Support Services Supervisor. The presentation included update on the five-year project, before and after project pictures, data regarding online book services and return to school update.

5.3 Well Being Plan Update
Superintendent Merkel and Superintendent Olson provided the Board of Trustees with an update on the Well Being Plan. Update included highlights for Safe and Accepting Schools, Mental Health & Wellness, Healthy Schools and Equity/Inclusion and next steps.

Trustees asked clarifying questions including whether there would be a wellness survey for staff, clarification on upcoming PD day for all staff, awareness of student anxiety surrounding exams and update on the possible hiring of an equity officer.

5.4 Update on WCDSB COVID Education Delivery Plan
Director Notten provided an update on the COVID Education Delivery Plan. Report included updated statics on face to face vs. virtual learning, past and upcoming transitions dates and challenges, possible modes of delivery and current hiring difficulties.

Trustees asked clarifying questions and provided feedback. Concerns noted on outcome of delivery modality and the impact on students from last transition. Trustees requested monthly updates with respect to the education delivery. Director Notten confirmed she will continue to provide updates as provided in last two boards.

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

7. Reports From Board Committees/Task Forces

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. Asked Trustees to start thinking about possible resolutions for upcoming spring AGM.

9 Policy Discussion

9.1 Governance Report
Trustee Van Alphen provided an update on October 19th, 2020 Governance meeting and the recommendation made by the committee.

2020-230 -- It was moved by Trustee Weiler and seconded by Trustee Price:
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. --- Carried by consensus

2020-231 -- It was moved by Trustee da Silva and seconded by Trustee Weiler:
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. --- Carried by consensus

Trustee Price noted that a motion should be brought forward, allowing the Chair to start the process of looking for consultants.

2020-232 -- It was moved by Trustee Price and seconded by Trustee Reitzel:
That the Board of Trustees direct the Chair of Board to seek out consultation on professional development on the Board's monitoring reports. ---carried by consensus

10 Assurance of Successful Board Performance

10.1 Board Policy II 003 Board Job Description
Trustee Van Alphen confirmed review of Board Policy II 003 Board Job Description and confirmed that the Board is in compliance.

2020-233 -- It was moved by Trustee Van Alphen and seconded by Trustee Gravelle;
THAT the Board of Trustees reviewed Board Policy II 003 Board Job Description and find that the Board is in compliance. --- 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 confirmed that Trustee Dupuis bought forth a motion and asked Trustees it there was a seconder to open the issue up for discussion.

2020-234 -- It was moved by Trustee Dupuis and Second by Trustee Schmalz:
That the Trustees enter discussion regarding Rising Prevalence of Mental Health Issues Among Students. ---- carried by consensus

Trustee Dupuis discussed son's mental illness and success in using natural methods to manage illness including special diet and vitamin supplements. Round table discussion took place amongst Trustees. Trustees agreed on the importance of mental health but struggled whether it was their role to implement studies with students. Trustee Dupuis argued that the Board could take a lead role in the province. Superintendent Shoemaker discussed the Board's role in student mental health and all the services and work that is being done. It was noted that the Board regularly brings forth reports on Mental Health and that there is one coming up in November.

Trustee Dupuis argued that this would be a volunteer study and no harm to students as only taking vitamins. Point of Order was noted at 8:51 p.m. by Trustee da Silva.

Director Notten noted that mental health is a complex issue, and our Board has done exceptional work and been awarded for the work. Confirmed that Dr. Shoemaker is scheduled to bring a report to November Board and that the Board is not in a position to invite families into research studies.

Trustee Gravelle noted point of order at 8:56 p.m.

Student Trustee Barbosa noted that there is a lot of great mental health resources, however, feels from personal experience may not always be accessible to students.

Trustee Reitzel agreed on both sides and would like to have summary of what the Board is doing.

A motion was brought forth to extend beyond 9:00 p.m.

2020-235 -- It was moved by Trustee Schmalz and seconded by Trustee Van Alphen:
That the meeting be extended past 9:00 p.m. --- Carried by consensus

Director Notten again confirmed that a report is already scheduled to come to Board in November and can include the role nutrition plays in overall wellbeing.

Trustee Van Alphen noted that since a report is coming in November, do not see the need for motion to go forward.

Trustee Dupuis reiterated that the study will not endanger anyone. Trustees satisfied with report scheduled for November. Chair Conway read the motion brought forth by Trustee Dupuis and asked for seconder.

2020-236 -- It was moved by Trustee Dupuis and seconded by Trustee Schmalz:
That a Director 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.
--- Consensus was not reached

Trustees will await a Board Report in November with respect to Mental Health.

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.

16 Closing Prayer

17 Motion to Adjourn

2020-239 -- It was moved by Trustee Price and seconded by Trustee da Silva
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:10 p.m.

Chair of the Board

Secretary

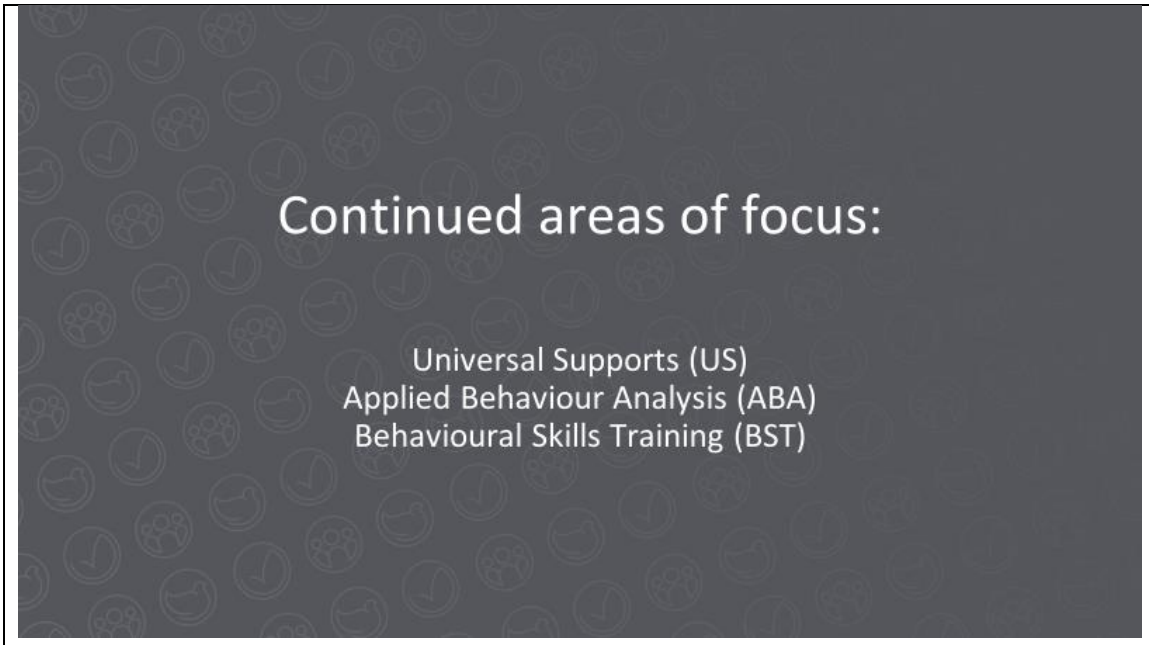
SEAC Committee Meeting Agenda

Date& Time:	October 7th, 2020 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	November 4th 2020

Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sarah Van Dyke

Administrative Officials: Laura Shoemaker, Gerald Foran
Regrets: Sue Simpson

1. Opening Prayer **Welcome**	L. Shoemaker
2. Approval of Agenda Motion by: Tracey Weiler Seconded: Jeanne Gravelle	
3. Declared Pecuniary Interest N/A	
4. Approval of the September 9th Minutes Motion by: Karen Kovats Seconded: Jeanne Gravelle	
5. School System Operational Business **5.1 ABA/BCBA Report** Waterloo Catholic District School Board Quality, Inclusive, Faith Based Education Supporting Students on the Autism Spectrum using Evidence-Based Practices October 2020	L. McDonald



Levels of Support

In-school team:

- Classroom Teacher
- Special Education Teacher
- Special Education Program Head (Secondary)
- Administration
- Educational Assistant (EA)
- Child and Youth Care Worker (CYCW)
- Designated Early Childhood Educator (DECE)

Additional services/supports for in-school teams:

- Pre-school transition
- Within & Out of board transition
- Newly diagnosed
- New assessment- drive IEP review
- Times of change, challenge & transition
- Professional development

Additional Services/Supports:

Collaborative Team:

- Special Education Liaison
- Speech-Language Pathologist
- Psychoeducational Consultant
- Social Worker
- Board Certified Behaviour Analyst (BCBA) or ABA Facilitator

Additional Services:

- Itinerant Teacher of the Deaf and Hard of Hearing
- Consulting Audiologist
- Itinerant Teacher of the Visually Impaired
- Itinerant Teacher the Gifted
- Community Transitions Support Worker
- Communication Disorder Assistant
- Mental Health Lead
- Special Education Assistive Technology Resource Teacher

The Role of the BCBA/ABA Facilitator

Assigned to a Family of Schools (FOS)
In-school and virtual

- Collaborate with in-school and other Collaborative Team members
- Training and application of Universal Supports and the implementation of a variety of evidence-based ABA strategies
- Focus on building capacity with school staff to assist in student skill acquisition, independence and inclusion
- Data collection, review and analysis to inform programming, IEP and BSP development, implementation and monitoring
- Develop and deliver training using evidence based practice (BST), workshops and resources to school staff
- Provide families with resources about ASD and ABA strategies

The Role of the BCBA/ABA Facilitator

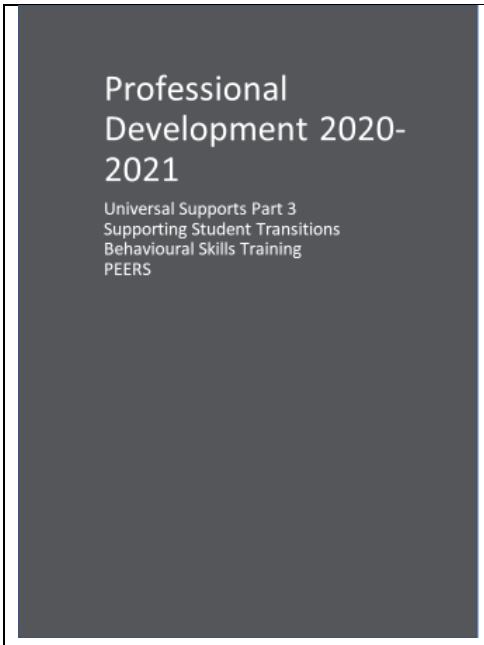
Consultation & Full Referral to ABA support

Consultation may include:

- School team case conference
- Gather information, review student profile
- Complete school-based observation(s) to determine target behaviours
- Collect, analyze and review ABC data with school staff to inform development of BSP, if applicable, in collaboration with CYCW as required

Full Referral may include:

- Completion of all aspects outlined in Consultation Support
- In-school coaching and modeling of ABA strategies
- Collaboration with school based CYCW, SLP etc. as applicable
- Additional follow-up meeting with parents is available



- Ongoing professional development is available to all staff, from across disciplines e.g. BCBA, SLP, A- Tech etc.
- Main focus continues to be Universal Supports- "essential for some, beneficial for all"
- All training is done using an evidence-based 4-step teaching model: Behavioural Skills Training (BST)
- Ongoing development of online resources created for staff and families
  - Parent Resources for Covid Skill Building
  - Core Resources for September Return to Learn
- PD is tracked by date, topic and targeted staff

Parent Resources:
https://drive.google.com/drive/folders/1DVR8mBRd1XPF9sCMIwIkhQJEJmH3OKB2?usp=sharing

Q&A

5.2. Mental Health Report

S. Porty

"Experts" share tips on return to school - YouTube
https://www.youtube.com/watch?time_continue=4&v=PNZwnRn2Rh0&feature=emb_logo

Mentally Healthy Return to School Toolkit
Practical Resources to Promote and Protect Mental Health at School

August 2020

The First 10 Days (and Beyond)

Creating Caring Connections and Supporting Student Mental Health and Well-Being During the Return to School

Getting ready

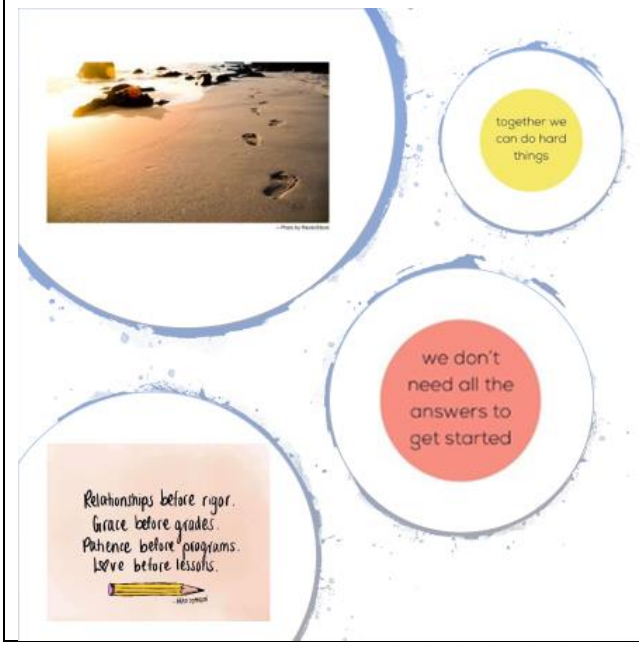
It is the start of a school year like no other. Something none of us prepared for, and for which there are few roadmaps or signposts to guide us. We are welcoming students back to school during a moment in time when there are more questions than answers. So, how do we proceed?

We proceed together.
It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another. *Wheatley (2004) Disturb Me, Please*

We learn.
We need to learn about safety protocols and, in some settings, find strategies for straddling physical and remote learning. But to truly receive students well, honouring the vast range of experiences and emotions that they will bring in their backpacks, we need to educate ourselves about other things too.

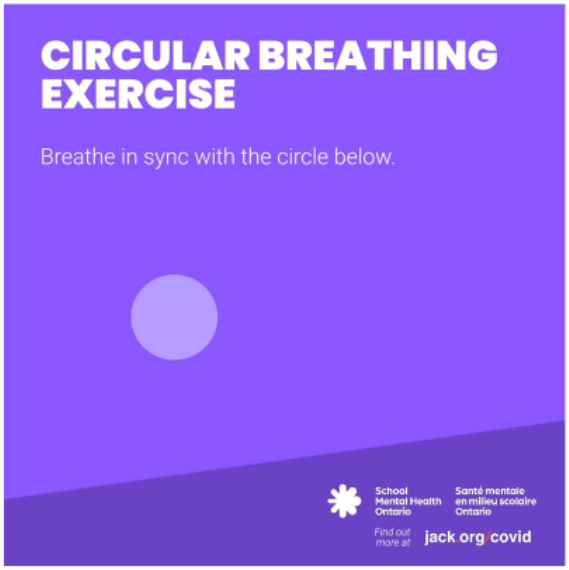
We need to reflect deeply on instances of systemic racism and anti-Black racism, *anti-Asian racism and anti-Indigenous racism in our society, and on the inequities that have been amplified through the pandemic. We need*

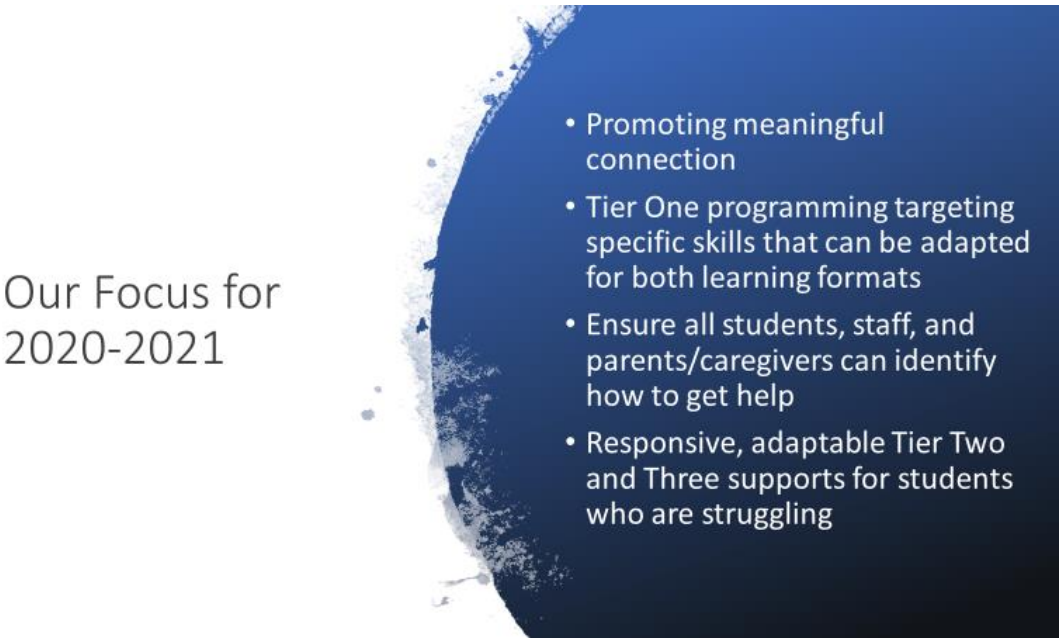
https://smho-smso.ca/wp-content/uploads/2020/08/The-First-10-Days.pdf



We're keeping in mind...

- This might be the first time the students have worn a mask.
- This might be the first time in 6 months that they have socialized with friends.
- This might be their first time in 6 months they have left their home without their parent/caregiver.
- We are all still learning to be tolerant of uncertainty.
- We may go through a period of discomfort before getting to a place of comfort and safety.





6. Ministry Updates **(10 min)** 6.1. Durham District School Board SEAC Letter to the Minister of Education; September 2020 Spec incident portion – grant for students with complex needs. We know that students will require one or more people for support during the day. Asking for extension of deadline. SIP deadline might have to be extended at this time.	L. Shoemaker
7. SEAC Committee Functions Reaching to new committee members - virtual	
8. Policy Advice to the Board N/A	
9. Updates **(20 minutes)**	

9.1. Association Updates • WRDDS - Virtual Buddy Walk exceeded expectations and raised around $57,000. • WRFN - The School Issues Support Group met virtually on Wednesday September 30th with guest Catherine Legere, Social Worker with Sunbeam Developmental Resource Centre presenting on anxiety. KidsAbility has re-opened its Kitchener site (this week) where the WRFN office is located. We will now start to plan a return to our office. Even though some of us will return to the office, all WRFN programs will continue to be offered via email, phone and through virtual platform for quite some time. **9.2. Trustee Updates** September Board of Trustees Meeting: https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-september-2020/	
10. Pending Items **N/A**	
11. Adjournment Motion by: Jeanne Gravelle Seconded: Kim Murphey	
12. Action Items Place Holder	

Waterloo Catholic District School Board

Minutes

Audit Committee Open Meeting

Date: **September 30, 2020**

Time: 6:00 p.m.

Location: CEC, Board Room

Next Meeting: November 4, 2020

Attendees:

Committee Members:
Greg Reitzel, Wendy Price, Kevin Dupuis

Community Members:
Jessica Perkovic, Jennifer Gruber

Administrative Officials:
Loretta Notten, Shesh Maharaj, Laura Isaac, Shane Durham

Guests:
Andrea Eltherington

Regrets:

1. Welcome and Opening Prayer

2. Approval of Agenda
   Motion: Greg Reitzel
   Seconded: Wendy Price

3. Declared Pecuniary Interest
   None

4. Approval of the Minutes
   - Meeting of June 9, 2020

   Motion: Kevin Dupuis
   Seconded: Wendy Price

5. Discussion Items

   5.1 Audit Committee Administration
   - Election of the Chair
   - Shane opened the floor for nominations

   Motion: To elect Jessica Perkovic as Chair of the Audit Committee for the 2020-2021 school year.
   Motion: Greg Reitzel
   Seconded: Wendy Price
   Carried by consensus

- 2020-21 Terms of Reference
  - Shane included the Terms of Reference in the package, there is a requirement to review annually. No changes have been made except to update dates where required

  Motion: *That the Audit Committee approve the Terms of Reference as presented*
  Motion: Greg Reitzel
  Seconded: Kevin Dupuis
  Carried by consensus

- AC Member Terms
  - Shane reviewed the Audit Committee member terms
  - Shane noted that the Term start date for Trustees is to remain at January 1st annually
  - Jessica is in her final term; Audit Committee will need to find a replacement which will be co-ordinated by Shane at a later date

- Conflict of interest forms
  - Shane will distribute the forms to the Committee which the group will need to sign annually
  - Shane keeps the forms in his locked office

5.2 RIAT Update

- September update
  - Andrea provided an update about professional development that RIAT staff have undertaken; RIAT staff have met the PD required for designation purposes

- RIAT Mandate
  - Mandate is required to be signed by the Chair; Shane to provide to Jessica

5.3 Audit Committee Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:21pm
Motion: Kevin Dupuis
Seconded: Wendy Price
Carried by consensus

6 Pending Items

7 Adjournment at 7:24pm
Motion: Kevin Dupuis
Seconded: Wendy Price
Carried by consensus

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

35 Weber St. W., Unit A
Kitchener, ON, Canada N2H 3Z1
519-578-3660
info@wcdsb.ca

Catholic Parent Involvement Committee - Minutes

Date:	Tuesday, **September 29**, 2020
Time:	6:00 pm (Dinner @ 5:30 pm)
Location:	Catholic Education Centre, Board Room 109a, 35 Weber St. W., Kitchener
Next Meeting:	Tuesday, November 10, 2020
Committee Members	**Attendees:** Sharon Adie — Principal Rep - Elementary Bree Almeida — Elementary - St. Benedict FOS Marchelina Andrea — Elementary - St. Mary's FOS Manuel da Silva — Trustee Fr. Joseph de Viveiros, C.R. — Diocesan Rep Alice Figueiredo — Elementary - Monsignor Doyle FOS Emily Hartlen — Elementary - Resurrection FOS Margaret Ingoldsby — Principal Rep - Secondary Judy Merkel — Superintendent Denise Porter — Secondary - Waterloo Brian Schmalz — Trustee (alternate) Kimberley Snage — Chair & Member-at-Large **Regrets:** Wilma Laku — Member-at-Large David Perlaky — Secondary - Cambridge Wendy Price — Trustee Maria Turner — Member-at-Large Andrea Visneskie — Elementary - St. David FOS Patrycja Wiecek — Secondary – Kitchener **Recorder:** Lisa Legault — Admin Assistant Action Items — Noted in green

TOPIC	Presenter
1. Opening Prayer & Welcome, Territorial Acknowledgement, Added Agenda items *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.*	**Judy / Father Joseph**

2. Approval of Agenda Alice and Marchelina moved that the agenda be accepted. Fr. Joseph seconded the motion. CARRIED.	**Judy**
3. Approval of the Minutes of May 13, 2020 Kim moved that the May 13, 2020 Minutes be accepted as presented; Fr. Joseph seconded the motion. CARRIED.	**Judy**
4. Elections: Chair and Vacant Seats Emily, Alice, and Bree submitted CPIC applications prior to this meeting. They were welcomed by the committee and appointed to their positions for two-year terms. Kim has returned to the committee; she was also welcomed and appointed to her Member-at-Large position. Judy invited nominations for the Chair position. Kim self nominated. Members present and virtual were given an opportunity to voice objections. No objections were brought forward. Kimberley Snage was unanimously elected as CPIC Chair for a one-year term.	**Judy**
5. Superintendent Update Remote learning, back to school plans, and health department updates have been made available on the Board website. The Board has been working hard to reassure our stakeholders that we are supporting everyone as best we can. Overall, there has been a positive response from students and parents. St. Isidore Virtual Learning School has almost 3,300 students in its virtual elementary school and 900 students in its virtual secondary school. Kim's children attend St. Isidore and she provided her feedback - communication has been excellent, and her children are enjoying the experience. She noted that the lack of socialization is difficult for shy children in virtual learning.	**Judy**
6. Meeting Norm Creations Members discussed a one-page document of suggested CPIC Meeting Norms. Members are invited to provide Judy with their feedback by indicating which Norms resonated with them. Judy will provide a summary of the selected Norms at the next meeting.	**Judy**
7. Goal Setting CPIC will revisit our mandate this year to ensure that our goals are aligned with the Ministry guidelines. Strategies and engagements which support our mandate should be developed. The pandemic has changed the landscape so we should focus on what is important to parents now by drafting short and long-term goals. The unique challenges facing parents during this pandemic were discussed. Parents may benefit from: - coping techniques for managing children while the parents are working from home - supports for parents struggling with anxiety (food insecurity, health issues, etc.) - resources for parents and grandparents who are struggling to understand the technology needed to assist virtual learners - other sources of support for parents who want to give their children extra help with their studies (and cannot afford expensive tutoring) - additional supports for single parents or those with special needs children At the next meeting, specific goals will be discussed to enable us to support parents in faith-filled ways as they navigate the challenges of assisting their children in learning (either in-person or online) during the pandemic.	**Kim**
6. By-law Updates - Community Membership This year, our current CPIC by-laws will be updated to include the following Ministry-mandated by-laws: - community membership – suggestions include Parents for Children's Mental Health (PCMH) and Waterloo Region Family Network (WRFN) - conflict of interest - conflict resolution Judy will research CPIC by-laws from other school boards, such as Hamilton Wentworth, to garner examples of how to effectively incorporate the Ministry's mandatory by-laws. Members are encouraged to suggest the names of other community agencies to whom we could extend an invitation to join CPIC.	**Judy**

7. Trustee Update Brian and Manuel gave a summary of the September 28th meeting. For more details on the latest Board of Trustees meeting, click on this link: September 28, 2020 Past Committee of the Whole Minutes are posted on the WCDSB website. CPIC may wish to invite the student trustees, Abby Barbosa and Kate Morrison, to a future meeting.	**Brian / Manuel**
8. **Discussion Items/ Updates:**	
8.1 Committee Updates **8.2 Finance and Audit – Budget Update** The Board has received $33,000 for parent engagement. The majority of the funds will be going to the schools ($500 x 49 schools = $25,000). Last year, an additional $1,000 was offered to each Family of Schools to encourage them to hold a faith-based evening for their community. Unfortunately, the onset of the pandemic delayed some of these planned events, so the funds are still being held at those schools in anticipation of a return to normal. A date in November will be chosen for the final (virtual) session of Fred Master's popular series, Money Management. The remaining CPIC funds ($13,950) can be spent on incidentals such as meals for CPIC meetings or on presenters. CPIC will discuss the best use of these funds at a later meeting. **8.3 Parent Engagement / Pro Grant** **a. October 28, 2020 Commissioning** The flyer was distributed. It is hoped that schools will hold their CSAC meetings to coincide with the Commissioning. There was a discussion about extending it past 7:30 p.m. to accommodate on-boarding. Judy, Denise, and Kim will work on a presentation for our next meeting for a proposed onboarding plan. **8.4 Communications - Framework Proposal** - Copies of document entitled *Communications Plan* were distributed. Members should contact Kim with feedback on the Communications Plan so we can develop clear direction on how to reach our parent community. - The D2L site is rich in resources and ready to launch. Easier access to the site is planned. Members should contact Kim with feedback on the Communications Plan so we can develop clear direction on how to reach our parent community. **8.5 Next Steps** – After a discussion, it was agreed that CPIC meetings should: - avoid the first Tuesdays as they are usually reserved for school council meetings/ staff meetings - be available for members to attend virtually as everyone agreed members have access to technology - be held six times a year to allow for the prompt development of initiatives	**Chairperson / Judy**
9. Gratitude and Closing Prayer	**Father Joseph**
10. Adjournment Members agreed unanimously to continue the meeting past 7:30 p.m. Therefore, the meeting adjourned at 7:52 p.m.	

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

Report

Date: November 23, 2020

To: Board of Trustees

From: Director of Education

Subject: Approval of 2019-2020 Financial Statements

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 Board of Trustees is required to approve the annual financial statements. The task of reviewing the financial statements is carried out by the Audit Committee pursuant to O. Reg 361/10. After discharging their responsibilities related to this matter, the Audit Committee passed the following motion on November 4, 2020:

"*That the audited Consolidated Financial Statements and 4th Quarter dashboard report for the year ended August 31, 2020 be approved by the Board of Trustees."*

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

Education Act Section 252 "Financial Statements"

"252. (1) Every year, the treasurer of every board shall prepare the financial statements for the board by the date prescribed under subsection (3) and, on receiving the auditor's report on the financial statements, shall promptly give the Ministry two copies of the financial statements and the auditor's report. 1997, c. 31, s. 113 (1)."

"252 (2) Within one month after receiving the auditor's report on the board's financial statements, the treasurer shall do one of the following:

1. *Publish the financial statements and the auditor's report on the board's website or, if the board does not have a website, make the financial statements and the auditor's report available to those affected by them in another manner that the treasurer considers appropriate.*
2. *Mail or deliver a copy of the financial statements and auditor's report to each of the board's supporters. 2016, c. 5, Sched. 8, s. 3"*

O. Reg 361/10 s.9 (4) "Duties of an audit committee"

"*To recommend, if the audit committee considers it appropriate to do so, that the board approve the annual audited financial statements."*

Alignment to the MYSP:

Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all

Background/Comments:

The audited Consolidated Financial Statements and year ending position of the Board for August 31, 2020 were presented to the Audit Committee on November 4, 2020. Chirag Shah, Partner and John Czubak, Senior Accountant from the Board's external audit firm PricewaterhouseCoopers LLP were in attendance to present their findings during the audit.

Management was pleased to report to the Audit Committee that there was a planned and moderate surplus for the fiscal year ending August 31, 2020. The surplus was attributed to increased enrolment, cost savings due to supply staff, programming changes due to closure and utilities. These favourable variances were partially offset by the additional staff required to support student needs and pupil-teacher ratios during the school year as well as unexpected COVID costs incurred.

After reviewing the audited Consolidated Financial Statements, asking questions of management and the external auditor, the Audit Committee passed a motion to recommend that the Board of Trustees approve the audited Consolidated Financial Statements.

Upon approval of the Consolidated Financial Statements, management will publish the Consolidated Financial Statements as required by s. 252(2) of the Education Act to the Board's website.

Recommendation:

That the Board of Trustees approve the 2019-20 audited Consolidated Financial Statements as attached.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Chief Financial Officer

Laura Isaac
Senior Manager, Financial Services

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

Consolidated Financial Statements of

Waterloo Catholic District School Board

Year ended August 31, 2020

November 23, 2020

MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

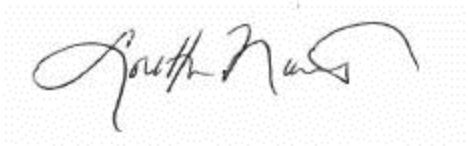
The accompanying consolidated financial statements of the Waterloo Catholic District School Board (the "Board") are the responsibility of the Board's management and have been prepared in compliance with legislation, and in accordance with the financial reporting provisions described in note 1(a) to the consolidated financial statements.

A summary of the significant accounting policies is described in Note 1 to the consolidated financial statements. The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

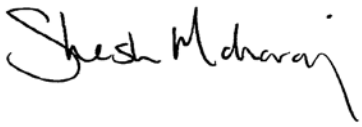
Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management, the Board's internal auditor, and the audit team shared between school boards in the area.

The Audit Committee of the Board meets with management and the external auditors to review the consolidated financial statements and to discuss any significant financial reporting or internal control matters prior to their approval of the consolidated financial statements.

The consolidated financial statements have been audited by PricewaterhouseCoopers LLP, independent external auditors appointed by the Board. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.



Loretta Notten
Director of Education



Shesh Maharaj
Chief Financial Officer

Independent auditor's report

To the Board of Trustees of Waterloo Catholic District School Board

Our opinion

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of Waterloo Catholic District School Board and its organizations (together, the Board) as at August 31, 2020 and the results of its operations, changes in its net debt and its cash flows for the year then ended in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

What we have audited
The Board's consolidated financial statements comprise:

- the consolidated statement of financial position as at August 31, 2020;
- the consolidated statement of operations for the year then ended;
- the consolidated statement of cash flows for the year then ended;
- the consolidated statement of changes in net debt for the year then ended; and
- the notes to the consolidated financial statements, which include a summary of significant accounting policies.

Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the consolidated financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence
We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

PricewaterhouseCoopers LLP
465 Richmond Street, Suite 400, London, Ontario, Canada N6A 5P4
T: +1 519 640 8000, F: +1 519 640 8015

"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.

Emphasis of matter – basis of accounting and restriction on distribution and use

We draw attention to note 1 to the consolidated financial statements, which describes the basis of accounting. The consolidated financial statements are prepared to assist the Board to comply with the financial reporting requirements of the Ontario Ministry of Education. As a result, the consolidated financial statements may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibilities of management and those charged with governance for the financial information

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's responsibilities for the audit of the financial information

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

DRAFT

Chartered Professional Accountants, Licensed Public Accountants

London, Ontario
November 4, 2020

Waterloo Catholic District School Board

Consolidated Statement of Financial Position

August 31, 2020 with comparative figures for 2019

	2020	2019
Financial assets		
Cash and cash equivalents	$ 34,507,851	$ 26,259,657
Accounts receivable (note 2)	29,251,896	24,824,114
Accounts receivable - Government of Ontario approved capital (note 3)	59,469,574	65,492,355
Total financial assets	123,229,321	116,576,126
Liabilities		
Accounts payable and accrued liabilities (note 4)	33,078,637	20,946,361
Deferred revenue (note 5)	27,968,209	28,151,819
Deferred capital contributions (note 6)	258,411,976	257,001,573
Retirement and other employee future benefits payable (note 7)	5,291,535	4,989,167
Net debenture debt and capital leases (note 8)	51,663,339	58,519,808
Total liabilities	376,413,696	369,608,728
Net debt	(253,184,375)	(253,032,602)
Non-financial assets		
Prepaid expenses	443,960	638,097
Tangible capital assets (note 10)	289,830,397	288,292,770
Total non-financial assets	290,274,357	288,930,867
Contractual obligations and contingencies (notes 13 and 15)		
Accumulated surplus (note 16)	$ 37,089,982	$ 35,898,265

See accompanying notes to consolidated financial statements.

On behalf of the Board:

Loretta Notten, Director of Education

Bill Conway, Chair of the Board

Waterloo Catholic District School Board

Consolidated Statement of Operations

August 31, 2020 with comparative figures for 2019

	2020 Budget (Note 18) Unaudited	2020 Actual	2019 Actual
Revenues			
Provincial grants - grants for student needs	$ 283,044,947	$ 281,747,736	$ 279,482,115
Provincial grants - other	3,075,927	5,054,274	5,023,136
Federal grants and fees	1,895,227	1,642,818	1,986,272
Other fees and revenues	11,119,431	10,133,933	14,726,379
Investment income	250,000	491,584	523,300
School fundraising	5,401,284	3,411,600	5,794,282
Total revenues	304,786,816	302,481,945	307,535,484
Expenses			
Instruction	238,166,508	239,520,783	237,756,330
Administration	9,301,512	10,018,356	9,146,552
Transportation	6,764,925	6,233,894	6,382,547
Pupil accommodation	44,735,779	41,854,025	42,686,790
School funded activities	5,338,162	3,250,776	5,619,351
Other	397,975	412,394	565,542
Total expenses (note 12)	304,704,861	301,290,228	302,157,112
Annual surplus	81,955	1,191,717	5,378,372
Accumulated surplus, beginning of year	35,898,265	35,898,265	31,148,498
Ministry adjustment (note 19)	-	-	(628,605)
	35,898,265	35,898,265	30,519,893
Accumulated surplus, end of year	$ 35,980,220	$ 37,089,982	$ 35,898,265

See accompanying notes to consolidated financial statements.

Waterloo Catholic District School Board

Consolidated Statement of Cash Flows

August 31, 2020 with comparative figures for 2019

	2020	2019
Operating activities		
Annual surplus	$ 1,191,717	$ 5,378,372
Sources and (uses):		
Items not involving cash:		
Amortization of tangible capital assets	17,062,082	16,584,773
Grants recognized for deferred capital contributions	(17,062,082)	(16,584,773)
Gain on sale of tangible capital assets	(546,500)	(2,568,985)
Increase (decrease) in retirement and other employee future benefits payable	302,368	(113,952)
Ministry adjustment	-	(628,605)
Transfer from deferred revenue to deferred capital contributions	4,721,405	4,189,748
	4,477,273	878,206
Changes in non-cash assets and liabilities:		
Increase in accounts receivable	1,594,999	8,389,752
Increase (decrease) in accounts payable and accrued liabilities	12,132,276	(458,604)
Increase in deferred revenue	(221,410)	(383,308)
Decrease in prepaid expenses	194,137	197,499
	13,700,002	7,745,339
Cash provided by operating activities	19,368,992	14,001,917
Capital activities		
Proceeds on sale of tangible capital assets	1,306,325	4,190,781
Cash used to acquire tangible capital assets	(19,359,534)	(24,457,882)
Cash applied to capital activities	(18,053,209)	(20,267,101)
Financing activities		
Capital grants received	13,751,080	16,906,890
Decrease in deferred revenue - capital	37,800	68,718
Debt repaid and sinking fund contributions	(6,856,469)	(6,519,426)
Cash provided by financing activities	6,932,411	10,456,182
Change in cash and cash equivalents	8,248,194	4,190,998
Cash and cash equivalents, beginning of year	26,259,657	22,068,659
Cash and cash equivalents, end of year	$ 34,507,851	$ 26,259,657

	2020	2019
The components of cash and cash equivalents are as follows:		
Cash	$ 34,472,177	$ 26,223,983
Cash equivalents	35,674	35,674
	$ 34,507,851	$ 26,259,657

	2020	2019
Cash paid for interest	$ 2,919,596	$ 3,304,165
Cash received for interest	491,584	523,300

See accompanying notes to consolidated financial statements.

Waterloo Catholic District School Board

Consolidated Statement of Changes in Net Debt

August 31, 2020 with comparative figures for 2019

	2020 Budget Unaudited	2020 Actual	2019 Actual
Annual surplus	$ 81,955	$ 1,191,717	$ 5,378,372
Tangible capital asset activity			
Acquisition of tangible capital assets	(33,625,393)	(19,359,534)	(24,457,882)
Amortization of tangible capital assets	17,848,208	17,062,082	16,584,773
Gain on sale of tangible capital assets	-	(546,500)	(4,869,357)
Proceeds on sale of tangible capital assets	-	1,306,325	4,190,781
Total tangible capital asset activity	(15,777,185)	(1,537,627)	(8,551,685)
Other non-financial asset activity			
Acquisition of prepaid expenses	(443,960)	(443,960)	(638,097)
Use of prepaid expenses	443,960	638,097	835,596
Total other non-financial asset activity	-	194,137	197,499
Increase in net debt	(15,695,230)	(151,773)	(2,975,814)
Net debt, beginning of year	(253,032,602)	(253,032,602)	(249,428,183)
Ministry adjustment	-	-	(628,605)
	(253,032,602)	(253,032,602)	(250,056,788)
Net debt, end of year	$ (268,727,832)	$ (253,184,375)	$ (253,032,602)

See accompanying notes to consolidated financial statements.

As disciples of Christ, the mission of the Waterloo Catholic District School Board (Board) is to educate and to nurture hope in all learners to achieve their full potential to transform God's world.

1. Significant accounting policies:

The consolidated financial statements have been prepared by management in accordance with the basis of accounting described below.

(a) Basis of accounting:

The consolidated financial statements have been prepared in accordance with Ontario Regulation 395/11 of the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are different from the requirements of Canadian Public Sector Accounting Standards (PSAB). Canadian public sector accounting standards require that:

- government transfers, which contain a stipulation that creates a liability, are deferred and recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with Canadian Public Sector Accounting Standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Canadian Public Sector Accounting Standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with Canadian Public Sector Accounting Standard PS3510.

1. Significant accounting policies (continued):

(a) Basis of accounting (continued):

Accordingly, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include assets, liabilities, revenues and expenses of various organizations, that exist at the school level and which are controlled by the Board, are reflected in the consolidated financial statements.

Student Transportation Services of Waterloo Region (STSWR) is a transportation consortium operated through a partnership agreement between the Board and the Waterloo Region District School Board whereby certain costs are shared. As a result, a proportionate amount of STSWR's assets and liabilities have been consolidated with the Board's financial statements.

(c) Cash and cash equivalents:

Cash and cash equivalents consist of cash on hand and bank balances.

(d) Deferred revenue:

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

(e) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions (DCC) as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purposes
- Other restricted contributions received or receivable for capital purposes
- Property taxation revenues which were historically used to fund capital assets

1. Significant accounting policies (continued):

(f) Retirement and other employee future benefits payable:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuities, workers' compensation, and long-term disability benefits.

As part of negotiated collective agreements for unionized employees that bargain centrally the OECTA Employee Life and Health Trust (ELHTs) was established in 2016-2017. The following ELHTs were established in 2017-2019: CUPE, Unifor and ONE-T for non-unionized employees. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to the school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustee associations and the Government of Ontario. Upon transition of the employee groups' health, dental and life benefits plans to the ELHT, school boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN),

The Board continues to provide health, dental and life insurance benefits for a small group of grand-fathered retired OECTA and CUPE individuals.

The Board has adopted the following policies with respect to accounting for these employee benefits:

(i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates, and discount rates. In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days (if applicable) at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains and losses are recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

1. Significant accounting policies (continued):

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as retirement gratuities and life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group. Any actuarial gains and losses related to past service of employees are amortized over the expected average remaining service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for workers' compensation, long-term disability, and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise;

(ii) The costs of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer defined pension plan benefit, are the employer's contributions due to the plan in the period; and

(iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

(g) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset	Estimated Useful Life in Years
Land improvements with finite lives	15
Buildings and building improvements	40
Portable structures	20
First–time equipping	10
Furniture	10
Equipment	5-15
Computer hardware and software	5
Vehicles	5-10
Leasehold improvements, leased buildings	Over the lease term

1. Significant accounting policies (continued):

Assets under construction and assets that related to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized and the carrying value is written down to the lower of carrying value and net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as “assets held for sale” on the Consolidated Statement of Financial Position.

(h) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

Government transfers for capital that meet the definition of a liability are referred to as DCC. Amounts are recognized into revenue as the liability is depreciated over the useful life of the tangible capital asset. DCC and tangible capital assets will differ by land, which is not depreciated, and items which are not directly supported by the Ministry, such as computer purchases. These unsupported tangible capital assets are funded through operating dollars.

(i) Investment income:

Investment income is reported as revenue in the period earned. When required by the funding government, investment income earned on externally restricted funds such as pupil accommodation, education development charges (EDC) and special education forms part of the respective deferred revenue balances.

(j) Net debenture debt and capital leases:

Net debenture debt and capital leases are recorded net of related sinking fund balances.

(k) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the Provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

(l) Use of estimates:

The preparation of consolidated financial statements (note 1(a)) in conformity with the basis of accounting requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Significant items subject to such estimates and assumptions

1. Significant accounting policies (continued):

include the carrying amount of tangible capital assets, valuation allowances for receivables, estimating provisions for accrued liabilities and obligations related to employee future benefits.

Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the period in which they become known.

(m) Property tax revenue:

Under Canadian PSAB guidelines, the entity that determines and sets the tax levy records the revenue in the financial statements. In the case of the Board, this is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as Provincial Grants.

(n) Adoption of new accounting standards:

The entity has adopted the following new Canadian Public-Sector Accounting Standards, which became effective for fiscal years beginning on or after April 1, 2017. Adoption of these standards has resulted in no retrospective adjustments.

(i) PS 2200, Related Party Disclosures
This section defines a related party and identifies disclosures for related parties and related party transactions, including key management personnel, Board members, and close family members. This new section defines a related party and establishes disclosure required for related party transactions. Disclosure of information about related party transactions and the relationship underlying them is required when they have occurred at a value different from that which would have been arrived at if the parties were unrelated, and they have, or could have, a material financial effect on the financial statements.

(ii) PS 3420, Inter-entity Transactions
This section establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.

(iii) PS 3210, Assets
This section provides guidance for applying the definition for assets set out in PS 1000, financial statement concepts, and establishes general disclosure standards for assets.

(iv) PS 3320, Contingent Assets
This section defines and establishes disclosure standards for contingent assets when the occurrence of a confirming future event is likely. Contingent assets are not recorded in the consolidated financial statements.

(v) PS 3380, Contractual Rights
This section defines and establishes disclosure standards for contractual rights when rights to economic resources will result in both an asset and revenue in the future.

2. Accounts receivable:

Accounts receivable consists of the following:

	2020	2019
Province of Ontario	$ -	$ 11,563,354
Local Municipalities	21,403,721	6,447,489
Other	7,848,175	6,813,271
	$ 29,251,896	$ 24,824,114

As a way to support local taxpayers affected by COVID-19, the Province of Ontario supported municipalities in their request to have property taxes deferred for a number of months. This has resulted in an increased accounts receivable balance from local municipalities in the amount of $21,403,721 (2019 - $6,447,489). This amount will be fully recovered by the Board in the 2020-2021 school year.

3. Accounts receivable - Government of Ontario approved capital:

The Province of Ontario replaced variable capital funding with a one-time debt support grant on August 31, 2010. The Board received a one-time grant that recognized capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt. The Board may also receive yearly capital grants to support capital programs which would be reflected in this accounts receivable balance.

The Board has a receivable balance from the Province of Ontario of $59,469,574 as at August 31, 2020 (2019 - $65,492,355) with respect to capital grants.

4. Accounts payable - Government of Ontario:

As outlined in Note 3 above, the Province of Ontario allowed municipalities to defer their payments of education related tax levies to school boards. As an offset, the province provided a top up cash flow payment of $14,191,838 (2019 - $nil) to the Board. As each municipality will settle their outstanding receivable balance with the Board during 2020-2021 school year, so too will the Board have to repay the province for their cashflow support.

5. Deferred revenue:

Revenues received which have been set-aside for specific purposes by legislation, regulation or agreement, are included in deferred revenue and reported on the Consolidated Statement of Financial Position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2020, is comprised of:

	Balance at August 31, 2019	Externally restricted revenue and interest	Revenue recognized	Transferred to DCC	Balance at August 31, 2020
Proceeds of disposition	$ 14,035,025	$ 1,344,415	$ -	$ 4,721,405	$ 10,658,035
School renewal	-	3,748,712	210,997	1,820,393	1,717,322
Child care retrofit	71,077	-	-	-	71,077
Special education equipment	94,915	867,146	791,938	-	170,123
Labour framework	1,093,118	-	17,010	-	1,076,108
Third Party	12,738,802	7,482,527	6,624,715	267,098	13,329,516
Other grants	118,882	2,917,514	2,090,368	-	946,028
	$ 28,151,819	$ 16,360,314	$ 9,735,028	$ 6,808,896	$ 27,968,209

6. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2020	2019
Deferred capital contributions, beginning of year	$ 257,001,573	$ 252,489,708
Add:		
Capital contributions received	11,883,416	12,553,880
Transfers from deferred revenue	6,808,896	8,404,163
Less:		
Revenue recognized in the year	(17,062,082)	(16,584,755)
Disposal and reclassification of tangible capital assets	(219,827)	138,577
Deferred capital contributions, end of year	$ 258,411,976	$ 257,001,573

7. Retirement and other employee future benefits:

Retirement and other employee future benefits as of August 31, 2020 were as follows:

(a) Employee future benefits liabilities:

			2020	2019
Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Accrued employee future benefit obligations at August 31	$ 1,537,816	$ 3,931,484	$ 5,469,300	$ 5,086,384
Unamortized actuarial loss/(gain)	(177,739)	(26)	(177,765)	(97,217)
Employee future benefits liabilities	$ 1,360,077	$ 3,931,458	$ 5,291,535	$ 4,989,167

7. Retirement and other employee future benefits (continued):

(b) Employee future benefits expenses:

Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	2020 Total employee future benefits	2019 Total employee future benefits
Current year benefit cost	$ -	$ 1,307,014	$ 1,307,014	$ 1,124,695
Plan amendment	-	-	-	245,861
Recognized actuarial loss	25,270	(72,061)	(46,791)	(322,436)
Interest on accrued benefit obligation	30,323	70,665	100,988	143,820
Employee future benefit expenses	$ 55,593	$ 1,305,618	$ 1,361,211	$ 1,191,940

Actuarial losses are due to the change in the discount rate used for the retirement gratuity benefits are being amortized over Expected Average Remaining Service Life (EARSL) of 6.66 years. During the year, benefit payments of $1,059,242 (2019 - $1,306,181) were made.

Retirement life insurance and health care benefits have been grand-parented for existing retirees and employees who retired on or before August 31, 2013. Effective September 1, 2013, any new retiree accessing retirement life Insurance and health care benefits pays the full premiums for such benefits and will be included in a separate experience pool that is self-funded.

Pension plans:

(i) Ontario Teacher's Pension Plan:

Employees with an Ontario College of Teachers certificate are eligible to be members of the Ontario Teacher's Pension Plan (OTPP). Employer contributions for these employees are provided directly to OTPP by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

7. Retirement and other employee future benefits (continued):

(ii) Ontario Municipal Employees Retirement System:

Most support staff of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal employee contributions to the plan. During the year ended August 31, 2020, the Board contributed $4,404,667 (2019 - $3,988,461) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this plan is included in the Board's consolidated financial statements.

Retirement benefits:

(i) Retirement gratuities:

The retirement gratuity plan entitles employees to a cash payment upon retiring into an OMERS or OTPP pension with 10 or more years of service. The gratuity is the lesser of (i) $4,000 and (ii) $40/day up to a maximum of 50% of unused sick leave days as at August 31, 2012.

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

Other employee future benefits:

(i) Workplace Safety and Insurance Board obligation:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act and does have a stop loss insurance policy that limits claim payments to $300,000. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Long-term disability benefits:

The Board provides long-term disability benefits including partial salary compensation and payment of life insurance premiums and health care benefits during the period an employee is unable to work or until their normal retirement date to employees who are not members of an ELHT. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

7. Retirement and other employee future benefits (continued):

(iii) Sick leave top-up benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are $155,583 (2019 - $139,809).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as of August 31, 2020. This actuarial valuation is based on assumptions about future events.

(iv) Life insurance benefits

The Board provides a separate life insurance benefits plan for certain retirees. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the subsidization of these retirees under this group plan are included in the Board's consolidated financial statements.

(v) Health care and dental benefits

The Board sponsors a separate plan for certain retirees to provide group health care and dental benefits. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are included in the Board's consolidated financial statements.

Actuarial assumptions:

The accrued benefit obligations for retirement and other employee future benefit plans as at August 31, 2020 are based on actuarial valuations for accounting purposes as at August 31, 2020. The next actuarial valuation will be available for the year ended August 31, 2021. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are management's best estimates of expected rates of:

	2020	2019
Inflation	2.00%	1.50%
Wage escalation	0.00%	0.00%
Dental insurance premium escalation	4.50%	4.50%
Health insurance premium escalation (thereafter down linearly by 0.25% per annum until 4.5% is reached)	7.25%	7.25%
Discount on accrued benefit obligations	1.40%	2.00%

8. Net debenture debt and capital leases:

Net debenture and capital lease debt are reported on the Consolidated Statement of Financial Position is comprised of the following:

	2020	2019
CIBC Mellon, interest rate of 7.2%, matures June 9, 2025	$ 1,374,919	$ 1,596,217
CIBC Mellon, interest rate of 6.55%, matures October 19, 2026	16,363,770	18,326,723
Region of Waterloo, interest rate of 5.487%, matures November 5, 2023	6,394,324	8,009,559
Ontario Financing Authority, interest rate of 4.560%, matures November 15, 2031	3,283,665	3,496,704
Ontario Financing Authority, interest rate of 4.850%, matures March 3, 2033	1,108,793	1,169,870
Ontario Financing Authority, interest rate of 5.062%, matures March 13, 2034	1,313,797	1,378,131
Ontario Financing Authority, interest rate of 4.762%, matures November 15, 2029	4,627,368	5,004,710
Ontario Financing Authority, interest rate of 5.232%, matures April 13, 2035	1,205,448	1,257,770
Ontario Financing Authority, interest rate of 3.942%, matures September 19, 2025	1,329,834	1,549,135
Ontario Financing Authority, interest rate of 4.833%, matures March 11, 2036	2,951,255	3,073,187
Ontario Financing Authority, interest rate of 2.425%, matures November 15, 2021	1,646,081	2,710,865
Ontario Financing Authority, interest rate of 3.564%, matures March 9, 2037	2,585,265	2,695,902
Ontario Financing Authority, interest rate of 3.799%, matures March 19, 2038	7,478,820	7,767,479
Capital lease obligation (a)	-	483,556
Balance as at August 31	$ 51,663,339	$ 58,519,808

(a) The Board leased a school under a 25-year lease bearing interest of 10.761%. The lease reverted to the owner at the end of the lease on July 31, 2020.

8. Net debenture debt and capital leases (continued):

Principal and interest payments relating to net debenture debt and capital leases of $51,663,339 are due as follows:

	Principal	Interest	Total
2020-2021	$ 6,702,487	$ 2,602,247	$ 9,304,734
2021-2022	6,488,528	2,254,153	8,742,681
2022-2023	6,273,660	1,906,967	8,180,627
2023-2024	5,617,797	1,546,399	7,164,196
2024-2025	4,898,848	1,248,918	6,147,766
Thereafter	21,682,019	4,324,970	26,006,989
	$ 51,663,339	$ 13,883,654	$ 65,546,993

Interest on long-term debt amounted to $2,975,076 (2019 - $3,360,010).

9. Debt charges, capital loans and lease interest:

The principal and interest payments for net debentures, capital leases, operating leases, and sinking fund contributions are as follows:

	2020	2019
Principal payments on net debenture debt including contributions to sinking funds	$ 6,372,915	$ 6,060,832
Principal payments on capital leases	483,554	458,594
Payments on operating leases	814,183	389,853
Interest payments on net debenture debt	2,931,819	3,243,902
Interest payments on capital leases	43,257	116,108
	$ 10,645,728	$ 10,269,289

10. Tangible capital assets:

Cost	Balance at August 31, 2019	Additions and transfers	Disposals and transfers	Balance at August 31, 2020
Land	$ 29,825,271	$ 776,623	$ 540,000	$ 30,061,894
Land improvements	3,964,361	519,306	45,569	4,438,098
Buildings	357,009,072	8,027,404	1,567,777	363,468,699
Portable structures	7,337,376	-	5,475,000	1,862,376
First-time equipping	2,349,458	3,258	68,026	2,284,690
Equipment – 5 years	697,468	369,534	99,996	967,006
Equipment – 10 years	6,381,751	774,843	499,438	6,657,156
Equipment – 15 years	224,682	22,621	-	247,303
Furniture	557,119	295,962	-	853,081
Computer hardware	7,475,522	489,678	1,402,899	6,562,301
Computer software	697,998	155,374	131,249	722,123
Vehicles	405,594	228,181	143,477	490,298
Leasehold improvements	15,391,471	1,779,534	-	17,171,005
Construction in progress	507,044	5,246,391	-	5,753,435
Leased buildings	28,436,520	675,040	-	29,111,560
Leased computers	473,680	-	473,680	-
Leased vehicles	24,869	-	-	24,869
	$ 461,759,256	$ 19,363,749	$ 10,447,111	$ 470,675,894

Accumulated Amortization	Balance at August 31, 2019	Additions and transfers	Disposals and transfers	Balance at August 31, 2020
Land improvements	$ 1,663,321	$ 392,585	$ 27,355	$ 2,028,551
Buildings	129,435,198	12,584,159	1,366,166	140,653,191
Portable structures	6,595,203	77,824	5,475,000	1,198,027
First-time equipping	1,212,431	223,677	68,026	1,368,082
Equipment – 5 years	500,737	167,174	99,996	567,915
Equipment – 10 years	5,271,067	574,575	499,438	5,346,204
Equipment – 15 years	30,425	16,601	-	47,026
Furniture	168,240	69,627	-	237,867
Computer hardware	4,435,344	1,139,054	1,402,899	4,171,499
Computer software	259,091	129,476	131,249	257,318
Vehicles	300,607	71,631	143,477	228,761
Leasehold improvements	6,615,342	885,799	-	7,501,141
Leased buildings	16,480,931	734,115	-	17,215,046
Leased computers	473,680	-	473,680	-
Leased vehicles	24,869	-	-	24,869
	$ 173,466,486	$ 17,066,297	$ 9,687,286	$ 180,845,497

10. Tangible capital assets (continued):

Net Book Value	Balance at August 31, 2019	Balance at August 31, 2020	Change
Land	$ 29,825,271	$ 30,061,894	$ 236,623
Land improvements	2,301,040	2,409,547	108,507
Buildings	227,573,874	222,815,508	(4,758,366)
Portable structures	742,173	664,349	(77,824)
First-time equipping	1,137,027	916,608	(220,419)
Equipment – 5 years	196,731	399,091	202,360
Equipment – 10 years	1,110,684	1,310,952	200,268
Equipment – 15 years	194,257	200,277	6,020
Furniture	388,879	615,214	226,335
Computer hardware	3,040,178	2,390,802	(649,376)
Computer software	438,907	464,805	25,898
Vehicles	104,987	261,537	156,550
Leasehold improvements	8,776,129	9,669,864	893,735
Construction in progress	507,044	5,753,435	5,246,391
Leased buildings	11,955,589	11,896,514	(59,075)
Leased computers	-	-	-
Leased vehicles	-	-	-
	$ 288,292,770	$ 289,830,397	$ 1,537,627

Assets under construction having a value of $5,753,435 (2019 - $507,044) have not been amortized. Amortization of these assets will commence when the asset is put into service.

The grants recognized for deferred capital contributions for the year ended August 31, 2020 were $17,062,082 (2019 - $16,584,773) and the amortization of tangible capital assets was $17,062,082 (2019 - $16,584,773).

11. Temporary borrowing:

The Board has lines of credits available to a maximum of $20 million to address operating requirements and/or to bridge capital expenditures.

Interest on the operating facilities are based on the CIBC's prime lending rate. All loans are unsecured, due on demand and are in the form of bank overdrafts.

12. Expenses by object:

The following is a summary of certain current and capital expenditures reported on the Consolidated Statement of Operations by object:

	2020 Budget (unaudited)	2020 Actual	2019 Actual
Current expenditures:			
Salaries and wages	$ 208,912,051	$ 207,852,356	$ 208,034,939
Employee benefits	35,193,303	36,216,912	35,265,977
Staff development	694,040	778,161	989,040
Supplies and services	18,174,356	18,268,701	16,907,668
Debt charges and interest	2,862,858	2,862,857	3,254,388
Rental expenditures	738,000	814,183	389,853
Fees and contract services	14,394,311	13,258,917	14,470,164
Other	544,025	925,282	536,737
School funded activities	5,338,162	3,250,776	5,619,351
Amortization and loss on disposals	17,853,755	17,062,083	16,688,995
	$304,704,861	$301,290,228	$ 302,157,112

13. Contractual obligations:

At August 31, 2020, the Board is committed to the following contracts for construction:

St. Boniface (Breslau)	$ 7,372,818
St. Benedict Secondary School	1,421,250
St. Francis Kitchener - Continuing Education	1,258,917
St. Clement Elementary School	822,102
St. Teresa of Calcutta Elementary School	186,900
Weber Street – Board Office	113,377
Other contractual obligations	1,317,667
	$ 12,493,031

14. Ontario School Board Insurance Exchange (OSBIE):

The Ontario School Boards' Insurance Exchange (OSBIE) is a school board owned, non-profit insurance program with 118 members, representing 78 school boards/school authorities and 40 Joint Ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices.

The Board participates as a member of OSBIE to manage the risks associated with casualty losses, liability arising out operations, and theft.

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15. Contingencies:

The Board has an excess of loss (catastrophe) Workplace Safety and Insurance Board (WSIB) insurance policy of $10,000,000 per accident, per employee, aggregate for disease, with a $1,000,000 deductible per employee, per accident. As indicated above, the Board brings this deductible down to $300,000 by participating in the School Boards' Cooperative Inc.'s Assistance Program. The Board has not provisioned for any possible WSIB claims that are highly likely to occur based on an actuarially determined assessment and that are in excess of the Board's deductible on its excess of loss insurance policy.

From time to time, claims may be made against the Board related to employment contracts, agreements, and other similar matters. Where insurance coverage is not available for a particular claim, and where payment to a third party can be estimated and is likely, accruals have been made in these financial statements to reflect any obligations that may exist. Management is in discussion with several employee groups with respect to pay equity. Details regarding the adjustments have not yet been finalized, however it is anticipated that an agreement and/or further details may available during 2020-2021.

16. Accumulated surplus:

At August 31, accumulated surplus consists of the following:

	2020	2019
Surplus:		
Invested in land	$ 30,061,890	$ 29,825,267
Employee future benefits payable	(2,300,176)	(2,847,082)
Interest payable	(866,891)	(979,110)
Amounts restricted for future use:		
School generated funds	2,060,626	1,899,802
Committed capital	804,320	869,185
Other internally restricted reserves	7,330,213	7,130,203
	$ 37,089,982	$ 35,898,265

17. Student Transportation Services of Waterloo Region Inc.:

Student Transportation Services of Waterloo Region (STSWR) commenced operating activities in June 2008. As at August 31, 2020, the Board has proportionally consolidated 34.7% (2019 – 34.7%) of STSWR's assets and liabilities. The proportionate percentage incorporated into the consolidated financial statements is based on the ridership of each board. Inter-organizational transactions and balances have been eliminated. The consolidated financial statements include the Board's share of the following:

	2020	2019
Financial position:		
Financial assets	$ 1,382,946	$ 261,767
Financial liabilities	(1,438,063)	(277,036)
Non-financial assets	55,117	15,269
Accumulated surplus	$ -	$ -
Operations:		
Revenues	$ 24,473,208	$ 23,504,866
Expenses	24,473,208	23,504,866
Annual surplus	$ -	$ -

The Board has guaranteed the line of credit of Student Transportation Services of Waterloo Region Inc. up to a maximum of $2,700,000.

18. Budget reconciliation

The budget approved by the Board on June 19, 2019 was not prepared on a Canadian Public Sector Accounting Standards basis consistent with that used to report actual results. The budget was prepared on a modified accrual basis while Canadian Public Sector Accounting Standards require a full accrual basis. As a result, the budget figures presented in the statements of operations and change in net debt represent the budget approved by the Board with adjustments as follows:

	2020 Unaudited
Budgeted annual surplus	$ -
Add:	
Revenue recognized for land	(540,000)
Other amounts not available for compliance	621,955
Budgeted surplus per statement of operations	$ 81,955

19. Ministry adjustment

During the prior year, the Ministry required the Board to amend the treatment of prior year land transactions filed through the Ministry reporting tool EFIS. As a result, an adjustment was required to ensure that Accumulated Surplus was appropriately stated for 2019. The adjustment was not material to the overall statements.

20. Significant event:

On January 30, 2020, the World Health Organization ("WHO") announced a global health emergency because of a new strain of coronavirus, the "COVID-19 outbreak". In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. As a result of the COVID-19 outbreak, in March 2020, all school boards were closed in the Waterloo Region and schools remained closed until September 2020. As the impacts of COVID-19 continue, there could be further impacts on the Board, its students, and its funding sources. Management is actively monitoring the effect on the Board's financial condition, liquidity, operation, suppliers, and workforce. Given the daily changes in the COVID-19 outbreak and the global responses to curb its spread, the Board is not able to fully estimate the future effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity at this time.

Waterloo Catholic District School Board

2019-2020 Fourth Quarter Financial Report

For the Period Ended August 31, 2020

Summary of Financial Results

	Budget	Actual	In-Year Change $	In-Year Change %
Revenue				
Provincial Grants (GSN)	259,236,202	258,713,001	(523,201)	(0.2%)
Grants for Capital Purposes	6,340,336	6,067,341	(272,995)	(4.3%)
Other Grants	3,208,804	4,803,320	1,594,516	49.7%
Other Revenues	13,401,381	12,297,375	(1,104,006)	(8.2%)
Amortization of DCC	17,738,809	16,952,685	(786,124)	(4.4%)
Total Revenue	299,925,532	298,833,722	(1,091,810)	(0.4%)
Expenses				
Classroom	206,593,868	209,487,207	2,893,339	1.4%
Non-Classroom	39,524,300	39,008,427	(515,873)	(1.3%)
Transportation	6,764,925	6,232,053	(532,872)	(7.9%)
Pupil Accommodation	26,067,906	23,521,319	(2,546,587)	(9.8%)
Capital	3,120,778	3,278,071	157,293	5.0%
Amortization/Writedowns	17,853,755	17,062,083	(791,672)	(4.4%)
Total Expenses	299,925,532	298,589,160	(1,336,372)	(0.4%)
Balance before Accum Surplus	-	244,562	244,562	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	**-**	**244,562**	**244,562**	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Changes in Revenue

GSN: Decrease due to strike savings and program changes due to COVID which are offset by enrolment growth, labor enhancements and retaining experienced staff

Grants for Capital Purposes: Decrease due to timing of construction projects

Other Grants: Increase due to additional PPFs since budget announced

Other Revenues: Decrease due to sale of site where rental revenues were received, closures/cancellations due to COVID offset by interest revenues

Amortization: Decrease due to the timing of the completion of construction projects

Changes in Expenses

Classroom: Increase due to enrolment, labor enhancements, additional PPF grants, contracts, and COVID costs offset by savings due to strike savings, staff experience and supply savings

Non-Classroom: Decrease in programming costs resulting from the pandemic

Pupil Accommodation: Decrease due to utility savings and vacancies offset by labor enhancements

Amortization: Decrease due to the timing of the completion of construction projects

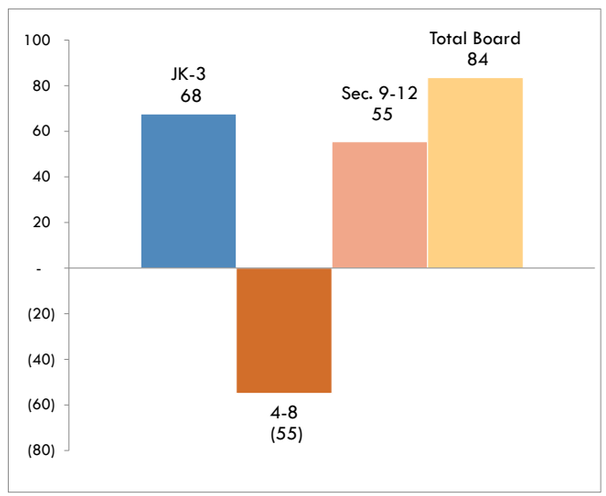
Summary of Enrolment

ADE	Budget	Actual	In-Year Change #	In-Year Change %
Elementary				
JK-3	8,321	8,389	68	0.8%
4-8	8,579	8,524	(55)	-0.6%
VISA Students	23	31	8	34.8%
Total Elementary	**16,923**	**16,944**	**21**	**0.1%**
Secondary <21				
Pupils of the Board	6,775	6,830	55	0.8%
VISA Students	185	193	8	4.1%
Total Secondary	**6,960**	**7,023**	**63**	**0.9%**
Total	**23,883**	**23,967**	**84**	**0.3%**

Note: ADE is comprised of actual enrolment reported at October 31, 2019 and March 31, 2020

Note: VISA students pay tuition & their enrolment does not affect our GSNs

Changes in Enrolment: Budget vs. Actual



Highlights of Changes in Enrolment:

Elementary: Increase is attributed to families transferring from other boards

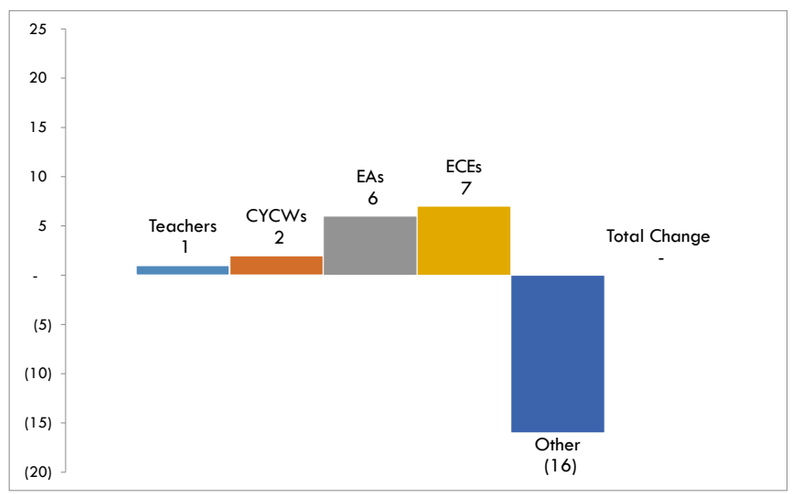
Secondary: Increase is attributed to regional growth

Summary of Staffing

FTE	Budget	Actual	In-Year Change #	In-Year Change %
Classroom				
Teachers	1,444	1,445	1	0.1%
Child & Youth Care Workers (CYCWs)	46	48	2	4.3%
Educational Assistants (EAs)	366	372	6	1.6%
Early Childhood Educators (ECEs)	173	180	7	4.0%
Total Classroom	**2,029**	**2,045**	**16**	**0.8%**
Other Support Staff				
School Administration	161	160	(1)	-0.6%
Board Administration	74	73	(1)	-1.4%
Facility Services	198	180	(18)	-9.1%
Consultants/Co-ordinators	25	26	1	4.0%
Paraprofessionals	91	94	3	3.3%
Library & Guidance	62	62	-	0.0%
Total Other Support Staff	611	595	(16)	-2.6%
Total Staffing	**2,640**	**2,640**	**-**	**0.0%**

Note: FTE is calculated as the average of October 31, 2019 and March 31, 2020

Changes in Staffing: Budget vs. Actual



Highlights of Changes in Staffing:

Classroom Teachers: Increase due to enrolment, while partially offset by unfilled vacancies

Classroom Support Staff: Increased ECEs to support enrolment, increased EAs and CYCWs due to student needs and new PPF

Other Support Staff - School Admin & Board Admin: Decrease due to unpaid leaves and unfilled vacancies during transitions

Other Support Staff - Facility Services: Decrease due to unfilled vacancies

Other Support Staff - Consultants/Co-ordinators: Increase due to additional staffing needs and new funding available

Other Support Staff - Paraprofessionals: Increase due to new funding available

Waterloo Catholic District School Board
2019-2020 Fourth Quarter Financial Report
Revenues
For the Period Ended August 31, 2020

	Budget Assessment				
	2019-2020				
			Change		
	Budget	Actual	$ Increase (Decrease)	% Increase (Decrease)	Material Variance Note
Grant Revenues					
Pupil Foundation	123,812,303	121,721,474	(2,090,830)	(1.7%)	
School Foundation	16,604,351	16,675,240	70,889	0.4%	
Special Education	33,597,039	33,852,409	255,370	0.8%	
Language Allocation	7,648,875	8,112,943	464,068	6.1%	
Learning Opportunities	3,711,872	3,933,191	221,319	6.0%	
Adult Education, Continuing Education	3,906,777	3,517,866	(388,911)	(10.0%)	
Teacher and DECE Q&E	24,563,327	25,589,045	1,025,718	4.2%	
Teacher Job Protection Funding	5,429,044	5,279,612	(149,432)	(2.8%)	
Transportation	7,219,728	7,124,491	(95,237)	(1.3%)	
Administration and Governance	7,435,225	7,450,400	15,175	0.2%	
School Operations	23,470,781	23,558,655	87,874	0.4%	
Community Use of Schools Grant	311,926	311,926	-	0.0%	
Indigenous Education	400,061	454,807	54,746	13.7%	
Safe Schools Supplement	426,933	432,590	5,657	1.3%	
New Teacher Induction program	239,596	239,596	-	0.0%	
Rural and Northern	60,389	60,781	392	0.6%	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
Regular Operating On-going Grants	**259,236,202**	**258,713,001**	**(523,202)**	**(0.2%)**	a.
Grants for Capital Purposes					
School Renewal	367,742	210,997	(156,745)	(42.6%)	
Temporary Accommodation	2,901,369	2,901,369	-	0.0%	
Short-term Interest	128,563	51,341	(77,222)	(60.1%)	
Debt Funding for Capital	2,942,662	2,903,634	(39,028)	(1.3%)	
Total Capital Grants	**6,340,336**	**6,067,341**	**(272,995)**	**(4.3%)**	b.
Other Grants					
Continuing Education	2,287,886	2,424,109	136,223	6.0%	
Extra Programming Grants - Other	920,918	2,379,211	1,458,293	158.4%	c.
Total Other Grants	**3,208,804**	**4,803,320**	**1,594,516**	**49.7%**	
Other Revenues					
Continuing Education Fees	2,765,924	2,372,160	(393,764)	(14.2%)	d.
Rentals	898,464	473,369	(425,095)	(47.3%)	e.
Interest	250,000	491,584	241,584	96.6%	f.
Tuition Fees	3,486,100	3,481,164	(4,936)	(0.1%)	
Extended Day Fees	4,236,055	4,077,448	(158,607)	(3.7%)	
Other International Fees	1,198,250	717,623	(480,627)	(40.1%)	g.
Other	566,588	684,027	117,439	20.7%	h.
Total Other Revenue	**13,401,381**	**12,297,375**	**(1,104,006)**	**(8.2%)**	
Deferred Revenues					
Amortization of DCC	17,738,809	16,952,685	(786,124)	(4.4%)	
Net Deferred Revenue	**17,738,809**	**16,952,685**	**(786,124)**	**(4.4%)**	
Total Revenue and Grants	**299,925,532**	**298,833,722**	**(1,091,811)**	**(0.4%)**	

Explanations of Material Grant Variances

a. Increase due to enrolment, staff experience and labor enhancements offset by strike savings and program changes due to COVID.
b. Decrease due to timing of construction projects and some delays due to COVID.
c. Increase due to PPF grants originally not anticipated.
d. Decrease due to waived registration fees during COVID and a reduction in PSW, Chef and Hair classes due to low demand.
e. Decrease due to timing of sale of site where rental revenues were received and closures due to pandemic
f. Increase due to higher interest earned
g. Decrease due to participation in the homestay program and International insurance
h. Increase due to international medical insurance and timing of recognizing deferred revenue

Notes:

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

Waterloo Catholic District School Board
2019-2020 Fourth Quarter Financial Report
Expenses
For the Period Ended August 31, 2020

	Budget Assessment				
	2019-2020				
			Change		
	Budget	Actual	$ Increase (Decrease)	% Increase (Decrease)	Material Variance Note
OPERATING					
Classroom Instruction					
Teachers	151,159,949	149,635,566	(1,524,383)	(1.0%)	a.
Supply Teachers	3,724,368	3,036,076	(688,292)	(18.5%)	b.
Educational Assistants	17,471,988	18,372,541	900,553	5.2%	c.
Designated Early Childhood Educators	9,297,523	10,039,470	741,947	8.0%	d.
Classroom Computers	2,573,874	5,073,949	2,500,075	97.1%	e.
Textbooks and Supplies	4,520,441	4,868,899	348,458	7.7%	
Professionals and Paraprofessionals	11,043,425	11,844,241	800,816	7.3%	c.
Library and Guidance	5,085,143	5,245,802	160,659	3.2%	
Staff Development	1,223,785	890,352	(333,433)	(27.2%)	f.
Department Heads	493,372	480,311	(13,061)	(2.6%)	
Total Classroom	**206,593,868**	**209,487,207**	**2,893,339**	**1.4%**	
Non-Classroom					
Principal and Vice-Principals	9,602,813	9,819,077	216,264	2.3%	
School Office	5,987,336	6,006,425	19,089	0.3%	
Co-ordinators and Consultants	4,697,191	4,237,526	(459,665)	(9.8%)	
Continuing Education	10,085,809	9,068,078	(1,017,731)	(10.1%)	g.
Total Non-Classroom	**30,373,149**	**29,131,106**	**(1,242,043)**	**(4.1%)**	
Administration					
Trustees	236,372	211,767	(24,605)	(10.4%)	f.
Director and Supervisory Officers	1,622,489	1,718,757	96,268	5.9%	
Board Administration	7,292,290	7,946,797	654,507	9.0%	h.
Total Administration	**9,151,151**	**9,877,321**	**726,170**	**7.9%**	
Transportation	**6,764,925**	**6,232,053**	**(532,872)**	**(7.9%)**	
Pupil Accommodation					
School Operations and Maintenance	25,700,164	23,310,322	(2,389,842)	(9.3%)	i.
School Renewal	367,742	210,997	(156,745)	(42.6%)	j.
Other Pupil Accommodation	3,120,778	3,278,071	157,293	5.0%	
Amortization and Write-downs	17,853,755	17,062,083	(791,672)	(4.4%)	j.
Total Pupil Accommodation	**47,042,439**	**43,861,473**	**(3,180,966)**	**(6.8%)**	
TOTAL OPERATING	**299,925,532**	**298,589,160**	**(1,336,372)**	**(0.4%)**	

Explanations of Material Budget Variances

a. Decrease due to strike savings and lower salaries for replacement teachers offset with labor negotiations
b. Decrease due to savings from closure offset with earned leave plan supply, labor negotiations as well as sick leave costs
c. Increase due to labor enhancements, including re-instatement of Local Priorities Funding (LPF) and COVID PPF summer grants
d. Increase due to growth of Extended Day program, labour enahncements, offset with supply cost savings due to closure
e. Increase due to PPF not anticipated, revised software contracts, costs to support eLearning and replacement technology due to COVID
f. Decrease due to reduced PD as a result of closure
g. Decrease in programming and planned expenses due to COVID
h. Increase due to hardware and software purchases, legal and professional fees
i. Decrease due to unfilled positions and utility savings offset by labor negotiations and supply costs
j. Decrease due to timing of projects

Notes:

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

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

Report

Date: November 23, 2020

To: Board of Trustees

From: Jessica Perkovic, Chair, Audit Committee

Subject: Audit Committee Annual Report to the Board of Trustees

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
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

Ontario Regulation 361/10 *Audit Committees*
Board Policy II 010 *Board Committee Structure*

Education Act:

Ontario Regulation 361/10 *Audit Committees*

15(3) - An audit committee of a board shall submit a report to the board in each fiscal year on or before a date specified by the board, and at any other time as may be requested by the board, that includes,

(a) a summary of the work performed by the committee since the last report,
(b) an assessment by the committee of the board's progress in addressing any findings and recommendations that have been made by the internal or external auditor,
(c) a summary of the matters addressed by the committee at its meetings,
(d) the attendance record of members of the committee, and
(e) any other matter that the committee considers relevant.

Alignment to the MYSP:

Building Capacity to Lead, Learn & Live Authentically

Investment in global competency development and leading technologies:

- Ensure technology is current and relevant to optimal teaching and learning practices

Nurture the well-being of all students and staff:

- Decrease in staff absenteeism/sick leave usage, and health and safety incidents

Background/Comments:

Audit Committee Members

The Audit Committee is composed of the following members:

- Jessica Perkovic (Community Member) – Chair
- Wendy Price, Kevin Dupuis, and Greg Reitzel – Trustees
- Philip Silveira – Community Member

Governance

The Audit Committee operated throughout the fiscal year. All members were independent in accordance with provision 3(1) and 3(2) of Ontario Regulation 361/10.

Summary of Work Performed

The Audit Committee met on the following dates: September 24th, 2019, November 5th, January 28th, 2020, April 21st, and June 9th. The following are some highlights of the work of the committee over the 2019-2020 school year:

- Election of Jessica Perkovic as Chair of the Audit Committee,
- Reviewed the quarterly dashboard reports from management,
- Monitored the Fraud and Accountability Line,
- Completed annual review of the Audit Committee Terms of Reference,
- Reviewed the 2018-2019 audited financial statements and recommended approval to the Board of Trustees,
- Received and reviewed the 2018-2019 annual Internal Audit Report,
- Prepared and reviewed the Audit Committee Annual Report to the MOE,
- Reviewed the Regional Internal Audit Mandate,
- Reviewed the following RIAT audit reports:
    a. WCDSB Special Education Follow-up Audit Report,
    b. WCDSB Attendance Support Follow-up Audit Report,
- Reviewed the WCDSB Internal Auditor Mandate,
- Reviewed the following WCDSB Internal Audit reports:
    a. 2018-2019 School Generated Funds Audit Report,
    b. Enrolment & Attendance Audit Report – March 2019 Count Date,
    c. Con-Ed Follow-up Audit Report,
    d. 2018-19 Trustee Expenses Audit Report and Statement of Trustee Expenses,
    e. Director's & Director's Office Expenses Audit Report,
    f. Enrolment & Attendance Audit Report – October 2019 Count Date,
    g. Q1, Q2, & Q3 Internal Audit Plan Status Reports,
- Completed the annual Audit Committee self-evaluation,
- During the year, information systems were compromised by an unknown third party. The Committee spent time reviewing details of the incident as well as measures taken by management to reduce the chances of future cyber incidents.

Internal Auditors

The Audit Committee reviewed the 2019-2020 Internal Audit Plan. Prepared by the Internal Audit Officer, it was developed with consideration of the RIAT risk assessments and coordinated with the RIAT Audit Plan to produce a risk-based internal audit plan. The Audit Committee reviewed and endorsed internal audit strategies and annual plan for the Board and has received regular reports on the outcome of audit work and recommendations made.

Assessment

Throughout the year and in accordance with recommended good practice various administrative tasks were completed. These include:

- Reviewed and recommended to the Board of Trustees the Audit Committee Terms of Reference
- Developed a meeting schedule and agenda for each meeting

- Reviewed and recommended for approval the yearly Internal Audit Plan
- Performed a self-evaluation of the Audit Committee effectiveness and discussed results.

It was agreed to meet five times throughout the year; all meetings except April 7th were held as planned. This meeting was cancelled due to uncertainty around Covid-19. A special purpose meeting was held April 21st. Member attendance was as follows:

Member's Name	September 24, 2019	November 5, 2019	January 28, 2020	April 7, 2020	April 21, 2020	June 9, 2020
Greg Reitzel	✔	✔	✔	N/A	✔	✔
Wendy Price	✔	✔	✔	N/A	✔	✔
Kevin Dupuis	✔	✔	✔	N/A	✔	✔
Philip Silveira	✔	✔	✔	N/A	✔	✔
Jessica Perkovic	✔	✔	✔	N/A	✔	✔

Attachment:

Appendix C: Annual Report to the Board of Trustees and Forwarded to the Ministry of Education for the year ended August 31, 2020.

Recommendations:

1) This report is provided as monitoring information for the Board of Trustees.
2) The Board of Trustees approve Appendix C for submission to the Ministry of Education.

Prepared By: Shane Durham
Internal Audit Officer

Reviewed By: Jessica Perkovic
Chair, Audit Committee

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

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

35 Weber St. W., Unit A
Kitchener, ON, Canada, N2H 3Z1
519-578-3660
info@wcdsb.ca

Appendix C
Annual Report to the Board of Trustees and Forwarded To the Ministry of Education For the year ended August 31, 2020

District School Board Name: Waterloo Catholic District School Board

Fiscal Year: 2019/20

Re: Annual audit committee report to the Ministry of Education as per Ontario Regulation 361/10

The following audits or audit follow ups were approved in the 2019/20 audit plan and were completed in the 2019/20 fiscal year:

Audits:

1. Privacy

Audit Follow-ups

1. Back-up, Disaster and Recovery
2. Attendance Support and Data Visualization
3. Special Education

The Payroll Audit follow-up was deferred until the 2020/21 year at the request of management.

Based on the internal audit plan, we are not expecting any enrolment audits to be performed.

_____	_____	_____
Date	Signature	Audit Committee Chair

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

35 Weber St. W., Unit A
Kitchener, ON, Canada, N2H 3Z1
519-578-3660
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Appendix C
Annual Report to the Board of Trustees and Forwarded To the Ministry of Education For the year ended August 31, 2020

District School Board Name: Waterloo Catholic District School Board

Fiscal Year: 2019/20

Re: Annual audit committee report to the Ministry of Education as per Ontario Regulation 361/10

The following audits or audit follow ups were approved in the 2019/20 audit plan and were completed in the 2019/20 fiscal year:

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Audit Follow-ups

1. Back-up, Disaster and Recovery
2. Attendance Support and Data Visualization
3. Special Education

The Payroll Audit follow-up was deferred until the 2020/21 year at the request of management.

Based on the internal audit plan, we are not expecting any enrolment audits to be performed.

11/4/2020 — Date
Signature
Jessica Perkovic — Audit Committee Chair

Waterloo Catholic District School Board

Report

Date: November 18, 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 November is characterized as a month of Remembrance and certainly as we reflect on all those who have sacrificed and given so much. The same can be said of so many during this time, and it is not hard to look to our own staff in that regard. It is a significant accomplishment that it is late November and we continue to have our schools open and thriving. 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.

As mentioned previously, 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; Mondays as Executive Council and Thursdays as an Academic Council meeting.
- Meetings with Public Health – various times
- CODE mtg with DM – Thursday Mornings
- CODE Continuity of Learning mtg with DM (sub-group) – Thursday afternoons
- CODE Continuity of Learning sub-group – once a week (Tuesday mornings)
- 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 – Bi-Weekly on Monday mornings.
- Currently sit as ECCODE's rep on a committee being convened by the Ministry of Health, in partnership with Ministry of Education —The table with 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 – Document in penultimate form and soon ready for distribution

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

- Presented ECCODE update at OCSOA BOD meeting
- Attended meeting of the WCDSB Well-Being Steering Committee.
- Chaired a meeting of the Collaborative Professionalism Initiatives and Opportunities Council
- Visited St Daniel, St Dominic Savio, St Michael, St Agnes, and Resurrection to speak with administrators and tour/visit buildings and staff.
- Participated in a lunch meeting with Chair and vice Chair
- Assisted in hosting the CSAC Chair and New Administrator Commissioning Event.
- Adjudicated an SOQP project and had meeting with candidate to review the work completed
- Attended and presented at Waterloo Deanery meeting
- Attended meetings of the 7-12 Program Review Committee
- Attended Keynotes session of the 33rd Annual OASW School Social Work Symposium which featured – Kike Ojo Thompson
- Attended planning meetings relation to SRO Program Evaluation and a meeting to formulate an RFP for external evaluator
- Attended 2 virtual retirement celebrations - one for Milos Latkovic and the other - Shirley Thompkins and Filomena Cunha.
- One meeting each with Elementary Principals Association Representatives and with Secondary Administrator Association reps
- Attended Audit committee meeting

- Chaired WCDSB FACE Committee Meeting
- Participated in a ThoughtExchange Leadership Council by personal invitation with 28 members from across North America. Focus on Equity
- Attended the newly merged Catholic Community Foundation of Waterloo Region BOD meeting
- Attended 2 Strategic Planning Sessions of the Catholic Community Foundation od Waterloo Region
- Participated in the quarterly meeting of Southwest CODE; WCDSB Learning Design Framework was highlighted
- Various meetings with the members of the senior team to discuss goals and priorities for the upcoming school year.
- Participated in Spiritual Development Day, featuring David Wells and Kike Ojo Thjompson

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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

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

Report

Date: November 23, 2020

To: Board of Trustees

From: Director of Education

Subject: ESL and ELD at the WCDSB

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

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **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)

ESL and ELD Programs and Services

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

- *English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario*
- *Elementary and Secondary Schools, Kindergarten to Grade 12* (2007)
- *School Effectiveness Framework* (2013)
- Growing Success (2010)

Alignment to the MYSP:

(Indicate Priority area/strategic direction and goal(s))

Priority Area: Nurturing our Catholic Community

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

Goal: Equitable access to learning opportunities

Priority Area: Student Engagement, Achievement & Innovation

Strategic Direction: Foster maximum opportunity for success for all

Goal: Improve numeracy achievement

Improve Graduation Rate

Improve Secondary Literacy Achievement

Background/Comments:

Since its inception, the Waterloo Catholic District School Board has celebrated the contributions of its English Language Learners (ELLs) and worked to meet their needs in a variety of settings. English as a Second Language (ESL) teachers continue to work in all our schools to support staff, students, and families in developing language skills necessary for success in a changing society. This report provides current data and trends regarding ESL at the WCDSB.

Terms:

English Literacy Development (ELD) programs are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, and they have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario schools with significant gaps in their education. We refer to these students as **SLIFE**, Students with Limited or Interrupted Formal Education.

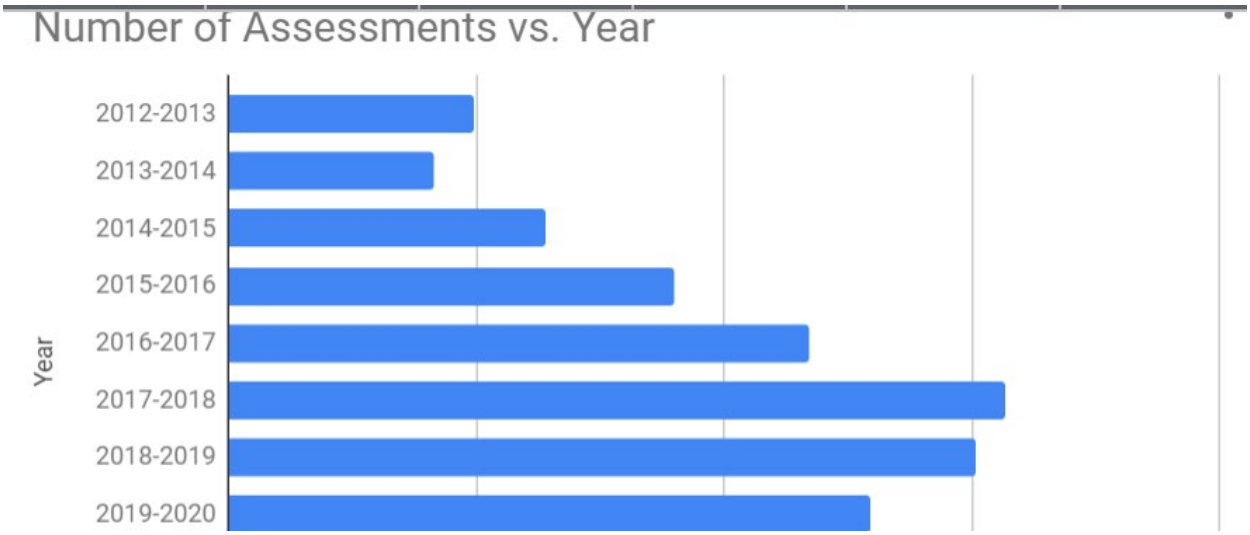
English as a Second Language (ESL) programs are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills.

English Language Learners/ESL and ELD Programs and Services: Policies and Procedures for Ontario

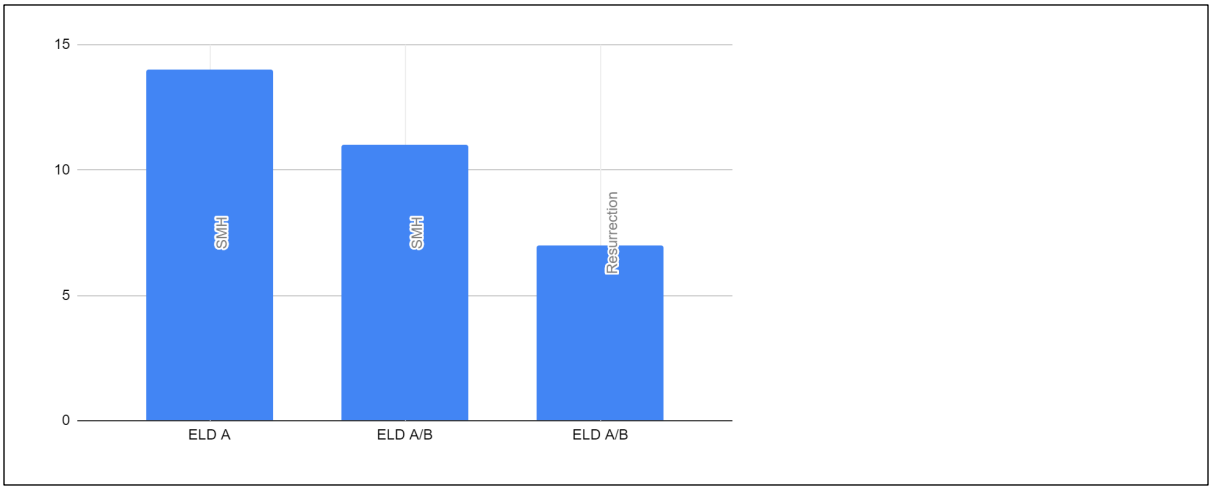
Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, 2.5.1 and 2.3.2.

Trends in the number of newcomer students processed through the Newcomer Reception (NRC):

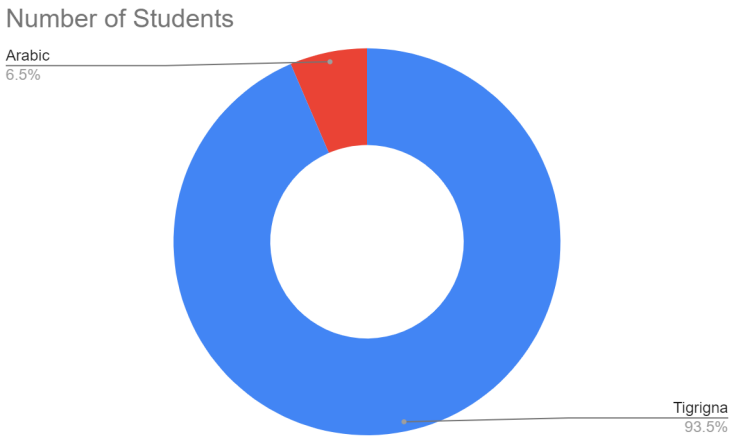
Data indicate a steady increase in the number of students registering at the WCDSB (JK-Grade 12) from various countries all over the world. The vast majority of these students have English as an Additional Language Learning needs, at the earliest steps to proficiency. Many students are arriving to us as SLIFE requiring foundational literacy and language development and orientation to school life in Ontario. It is important to note that during the 2019-2020 school year (March 2020), all boards in Ontario were closed for the remainder of the school year due to COVID-19. Therefore, the data below reflects a marked decline in the number of students assessed as a result of this closure. To manage the outbreak of the coronavirus disease (COVID-19), the Prime Minister imposed travel restrictions that limit travel to Canada. Immigration, Refugees, and Citizenship Canada (IRCC) received guidance by Health authorities to implement restrictions that limited the ability to process applications (such as visas, Permanent Resident and Refugee) as they normally could.



- Despite travel/immigration restrictions, the Newcomer Reception Centre (NRC) has welcomed over 50 students to the WCDSB, some being new immigrants (parent study/work permit, or Permanent Resident), and many as secondary migrants from other provinces such as Alberta and Manitoba
- International fee-paying students in secondary are excluded from these numbers as they are assessed via RDO
- The NRC has seen an increase in the number of students requiring ELD programming as a result of interrupted, formal education in the home country (*i.e.* students from Eritrea and/or Sudan, or via Sudan); often, these learners also require significant settlement support to better understand and integrate into Ontario's school systems and society
- There has been an increase in the number of students requiring an ELD program in both elementary and secondary; the Resurrection Catholic Secondary catchment has seen the most noteworthy growth. The board has responded to the need for an ELD program closer to where students live by opening a new ELD program for secondary students at Resurrection. Formerly, students requiring an ELD program, regardless of boundary, were bused to St. Mary's High School. With the opening of the program at Resurrection, students in the St. David catchment area requiring the ELD program will be referred to Resurrection.



Quadmester 1, ELD Classes: SMH, SMH, Resurrection



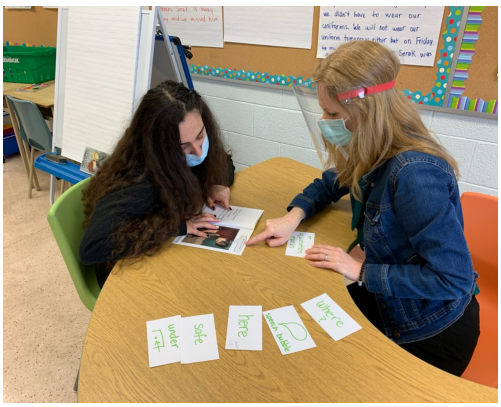
First Languages of Students in the ELD Program at Resurrection & St. Mary's

- Many Elementary ESL teachers are itinerant, with instructional time bound by teachers' contractual agreements (*i.e.* 40-minute uninterrupted lunch, 40 minutes of planning, and travel between schools-- being outside of those obligations). Due to Health and Safety protocols, ESL teachers may not withdraw students from classrooms and are engaging in co-teaching with classroom teachers to support students with language acquisition and grade level curriculum in the classroom.
- Newcomer students increasingly register at widely dispersed WCDSB sites, a departure from earlier years when settlement was restricted to a few traditional schools and neighbourhoods. Now, the majority of schools have ELLs requiring support from ESL staff. Increased itinerant travel time, means less teaching time.
- The WCDSB (St. Louis) is the sole provided of adult ESL education in the Region and is proud that, currently, it serves 186 (face-to-face) and 1697 (distance) learners

Conclusion

The WCDSB continues to strive to meet the varied and increased needs of its English Language Learners (ELLs). Staff engage in an ongoing manner with partners and stakeholders throughout the region to ensure that newcomers to Canada experience a transition to school that is as safe and smooth as possible. Some highlights of the WCDSB's considered response:

- ELD sections are now open at Resurrection Catholic Secondary School for the first time this school year. The process of capacity-building among staff members began in October 2018 including using Consultant McCourt as the model teacher for the first year of the program



Mrs. McCourt using Guided Reading to support a Newcomer SLIFE at Resurrection Catholic Secondary School

- NOW (Newcomer Orientation Week) Program was offered, virtually, at both Resurrection Catholic Secondary School (new) and St. Mary's High School in August 2020. NOW is offered by our partners in YMCA Immigrant Services, Settlement and Education Partnership Waterloo Region, in collaboration with the schools and staff (Mrs. Mira Karlovich at St. Mary's, and Mrs. Barbara McCourt at Resurrection)
- In response to growing needs, there has been an increase (of 2.0 FTE) in ESL staff to 20 FTE teachers. Seven of these are assigned in two schools alone (St. John 4.4 FTE, St. Aloysius 2.0 FTE); one is assigned to the Newcomer Reception Centre
- A 0.5 FTE student achievement consultant was added to support students and educators for kindergarten to grade 8 along with a 0.5 FTE student achievement consultant supporting students and educators in grades 7-12. With a growing emphasis on the literacy acquisition needs of SLIFE students partnership between elementary and secondary panels is critical for the transition of intermediate SLIFE students to secondary
- Itinerant ESL teachers are currently developing their co-teaching skills thereby allowing them to more effectively impact student learning by bringing their expertise in language acquisition and culturally responsive pedagogies to collaborate with classroom teachers
- ESL consultants provide ongoing and varied professional development. A recent example is the *Supporting the Teaching and Learning of ELLs in the ESL/ ELD Program in your Schools* session offered to administrators in late October
- In December, our ESL team including the Newcomer Reception Centre and our partners (YMCA), will relocate to the St. Francis (Kitchener) site of St. Louis. This will provide greater cohesion and alignment in a location well-utilized by many newcomers and ELLs
- Continued provincial leadership via our ESL consultant (*i.e.* co-chair of ESL/ELD Resource Group of Ontario, AQ teacher, ORNG Member, OECTA Mini-course and Office Hours facilitator)

Support for ELLs is articulated in the WCDSB's Board Improvement Plan for Student Achievement (BIPSA) as educators are called upon to clearly know the needs of these students and respond to them in a collaborative and effective manner. As well, the Board's Multi-Year Strategic Plan (MYSP) identifies and promotes the use of culturally relevant and responsive pedagogy as a strategy to meet the goals of achievement and well-being. This response, furthermore, is one that is informed and supported by a wide and impressive range of team members (*i.e.* family members, cultural community leaders, translators, health practitioners, employers, faith community leaders, *et al*) who work in a dynamic and collaborative manner.

Recommendation:

This report is presented to the trustees as information.

Prepared/Reviewed By:

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

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

Report

Date: November 2020

To: Board of Trustees

From: Director of Education

Subject: Special Education Update, Covid 19

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)

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

Alignment to the MYSP:

- Nurturing Our Catholic Community: Promoting a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement and Innovation: Fostering maximum opportunity for success for all.
- Build Capacity to Lead, Learn and Live Authentically: Nurturing the well being of all students and staff

Background/Comments:

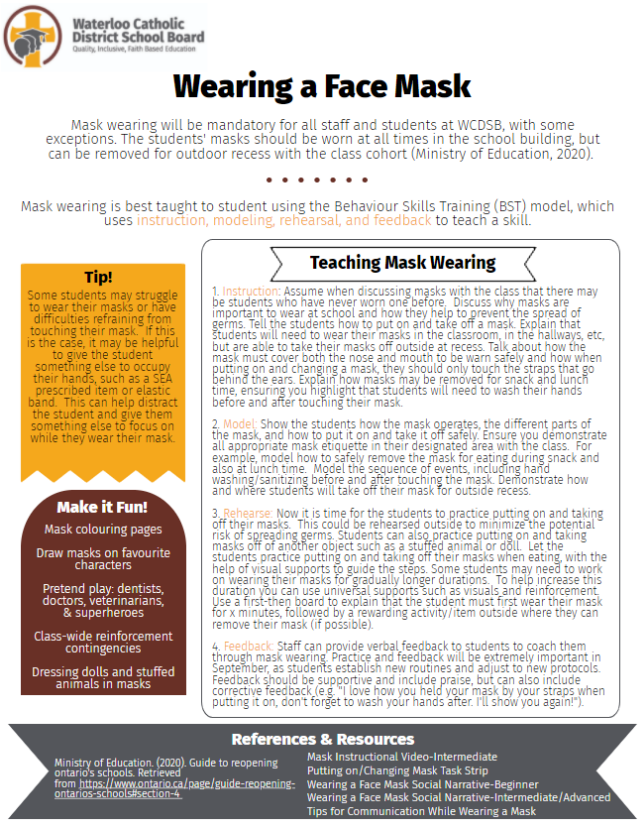
Covid 19 and Special Education:

Ensuring the well being and safety of students and staff is the central, overall goal for WCDSB during the 2020-2021 school year within the global COVID-19 pandemic. The Ministry of Education and Public Health directed an adapted return to learn for our secondary students and a conventional return to learn for our elementary students in September of 2020. The Ministry of Education also mandated the option for students to attend a virtual school setting (e.g., St. Isidore at WCDSB) if not opting for the adaptive or conventional return. The Ministry of Education advised that students with high needs attend school full time if the adaptive model was deemed the mode of delivery at a board level. This was a thoughtful decision on the part of the Ministry as the virtual learning environment is very challenging for many students with Special Education needs. Staff in Student Services have completed departmental goals in the form of logic models to frame the work of our staff in ensuring academic

achievement and well being for our students (e.g.,https://docs.google.com/document/d/1y6iyZxyCMo7ka3SkqkJZxahbZ5lRwyL8BNqjq4aqKao/edit?usp=sharing).

In staffing to serve students with Special Education needs, the support staff resides with the home school for both face to face and virtual students. It is important to note that the work of an Educational Assistant (EA) is difficult to transfer to the virtual environment. EAs are assigned to support students who require toileting and feeding support and support due to safety needs. EAs are not assigned to support academic needs as the classroom teacher is responsible for the academic programming (e.g., accommodations, modification and alternative programming) for all students. Home schools are continuing to work with families of students with special needs to encourage a return to the face to face learning environment. Our support staff continue working diligently to ensure that resources related to COVID-19 protocols are available to all students, staff and families. Resources include a variety of tip sheets, infographics and video modeling examples available to staff, students and families on topics such as social/physical distancing, hand washing and masking wearing. A Skill Building Resource Tool has also been developed to assist in-school staff with developing, implementing and monitoring individualized skill acquisition programming for students around COVID-19 protocols. Goals are directly related to IEP expectations and Collaborative Team members are readily available to assist staff in the navigation, understanding and application of the above resources.

Infographic and tip sheet examples:



Waterloo Catholic District School Board
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Wearing a Face Mask

Mask wearing will be mandatory for all staff and students at WCDSB, with some exceptions. The students' masks should be worn at all times in the school building, but can be removed for outdoor recess with the class cohort (Ministry of Education, 2020).

Mask wearing is best taught to student using the Behaviour Skills Training (BST) model, which uses instruction, modeling, rehearsal, and feedback to teach a skill.

Tip!

Some students may struggle to wear their masks or have difficulties refraining from touching their mask. If this is the case, it may be helpful to give the student something else to occupy their hands, such as a SEA prescribed item or elastic band. This can help distract the student and give them something else to focus on while they wear their mask.

Make it Fun!

- Mask colouring pages
- Draw masks on favourite characters
- Pretend play: dentists, doctors, veterinarians, & superheroes
- Class-wide reinforcement contingencies
- Dressing dolls and stuffed animals in masks

Teaching Mask Wearing

1. Instruction: Assume when discussing masks with the class that there may be students who have never worn one before. Discuss why masks are important to wear at school and how they help to prevent the spread of germs. Tell the students how to put on and take off a mask. Explain that students will need to wear their masks in the classroom, in the hallways, etc, but are able to take their masks off outside at recess. Talk about how the mask must cover both the nose and mouth to be warn safely and how when putting on and changing a mask, they should only touch the straps that go behind the ears. Explain how masks may be removed for snack and lunch time, ensuring you highlight that students will need to wash their hands before and after touching their mask.

2. Model: Show the students how the mask operates, the different parts of the mask, and how to put it on and take it off safely. Ensure you demonstrate all appropriate mask etiquette in their designated area with the class. For example, model how to safely remove the mask for eating during snack and also at lunch time. Model the sequence of events, including hand washing/sanitizing before and after touching the mask. Demonstrate how and where students will take off their mask for outside recess.

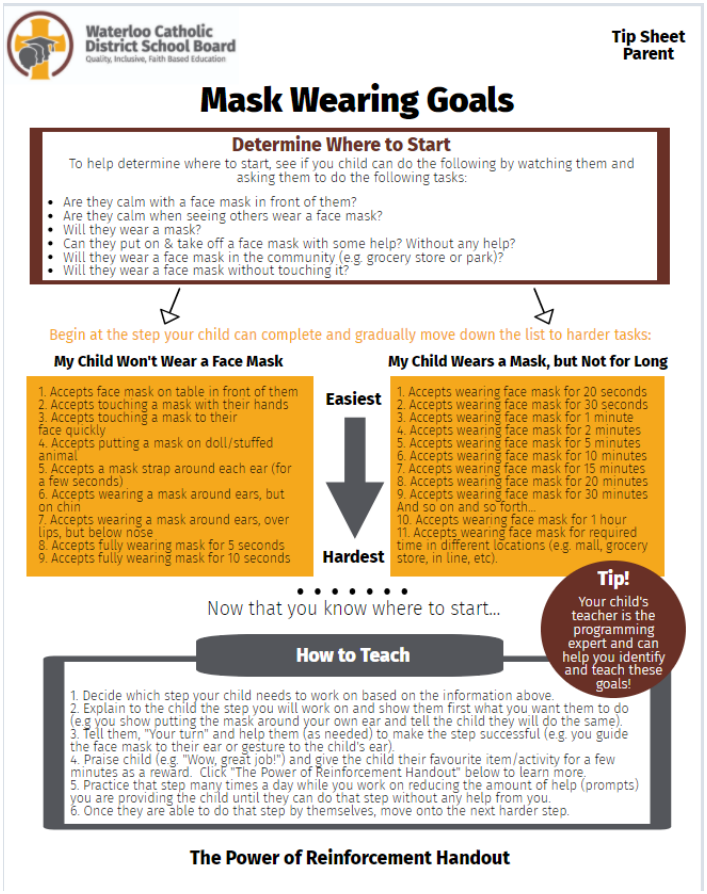
3. Rehearse: Now it is time for the students to practice putting on and taking off their masks. This could be rehearsed outside to minimize the potential risk of spreading germs. Students can also practice putting on and taking masks off of another object such as a stuffed animal or doll. Let the students practice putting on and taking off their masks when eating, with the help of visual supports to guide the steps. Some students may need to work on wearing their masks for gradually longer durations. To help increase this duration you can use universal supports such as visuals and reinforcement. Use a first-then board to explain that the student must first wear their mask for x minutes, followed by a rewarding activity/item outside where they can remove their mask (if possible).

4. Feedback: Staff can provide verbal feedback to students to coach them through mask wearing. Practice and feedback will be extremely important in September, as students establish new routines and adjust to new protocols. Feedback should be supportive and include praise, but can also include corrective feedback (e.g. "I love how you held your mask by your straps when putting it on, don't forget to wash your hands after. I'll show you again!").

References & Resources

Ministry of Education. (2020). Guide to reopening ontario's schools. Retrieved from https://www.ontario.ca/page/guide-reopening-ontarios-schools#section-4

- Mask Instructional Video-Intermediate
- Putting on/Changing Mask Task Strip
- Wearing a Face Mask Social Narrative-Beginner
- Wearing a Face Mask Social Narrative-Intermediate/Advanced
- Tips for Communication While Wearing a Mask



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Tip Sheet Parent

Mask Wearing Goals

Determine Where to Start

To help determine where to start, see if you child can do the following by watching them and asking them to do the following tasks:

- Are they calm with a face mask in front of them?
- Are they calm when seeing others wear a face mask?
- Will they wear a mask?
- Can they put on & take off a face mask with some help? Without any help?
- Will they wear a face mask in the community (e.g. grocery store or park)?
- Will they wear a face mask without touching it?

Begin at the step your child can complete and gradually move down the list to harder tasks:

My Child Won't Wear a Face Mask

1. Accepts face mask on table in front of them
2. Accepts touching a mask with their hands
3. Accepts touching a mask to their face quickly
4. Accepts putting a mask on doll/stuffed animal
5. Accepts a mask strap around each ear (for a few seconds)
6. Accepts wearing a mask around ears, but on chin
7. Accepts wearing a mask around ears, over lips, but below nose
8. Accepts fully wearing mask for 5 seconds
9. Accepts fully wearing mask for 10 seconds

Easiest ↓ **Hardest**

My Child Wears a Mask, but Not for Long

1. Accepts wearing face mask for 20 seconds
2. Accepts wearing face mask for 30 seconds
3. Accepts wearing face mask for 1 minute
4. Accepts wearing face mask for 2 minutes
5. Accepts wearing face mask for 5 minutes
6. Accepts wearing face mask for 10 minutes
7. Accepts wearing face mask for 15 minutes
8. Accepts wearing face mask for 20 minutes
9. Accepts wearing face mask for 30 minutes

And so on and so forth...

10. Accepts wearing face mask for 1 hour
11. Accepts wearing face mask for required time in different locations (e.g. mall, grocery store, in line, etc).

Now that you know where to start...

Tip! Your child's teacher is the programming expert and can help you identify and teach these goals!

How to Teach

1. Decide which step your child needs to work on based on the information above.
2. Explain to the child the step you will work on and show them first what you want them to do (e.g you show putting the mask around your own ear and tell the child they will do the same).
3. Tell them, "Your turn" and help them (as needed) to make the step successful (e.g. you guide the face mask to their ear or gesture to the child's ear).
4. Praise child (e.g. "Wow, great job!") and give the child their favourite item/activity for a few minutes as a reward. Click "The Power of Reinforcement Handout" below to learn more.
5. Practice that step many times a day while you work on reducing the amount of help (prompts) you are providing the child until they can do that step without any help from you.
6. Once they are able to do that step by themselves, move onto the next harder step.

The Power of Reinforcement Handout

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Hand Hygiene

Hand hygiene is any action of hand cleaning, such as hand washing and using hand sanitizer (Public Health Ontario, 2014). Hand washing is one of the most important proactive strategies to help prevent the spread of germs (Ministry of Education, 2020). Hand washing should be used when hands are visibly soiled and hand sanitizer can be used when hands are visibly clean. Public Health Ontario recommends washing your hands with warm water for a minimum of 15 seconds, although 20 seconds is recommended (2014). The following strategies will help teach students how to effectively maintain hand hygiene throughout the school day.

Teaching Hand Washing

Hand washing is best taught to students using the Behaviour Skills Training (BST) model, which uses: instruction, modeling, rehearsal and feedback to teach a skill.

Instruction
Explain the importance of hand washing and inform students they need to wash their hands for 20 seconds with soap. Give students a list of songs that are 20 seconds in length and encourage the students to sing the song in their head as they wash. Discuss when and where students will wash their hands throughout the day.

Model
Show the students the hand washing sequence by demonstrating it for the class, including singing the song for 20 seconds. As you wash, ensure you gesture to the step-by-step visual posted by the sink to show the students they can reference this visual if needed. When safe to do so, model hand hygiene in various locations in the school.

Rehearse
Now it's time for the students to practice hand washing. Staff may need to prompt students through the sequence and/or guide them to the step-by-step visual. For younger students who may forget to wash for 20 seconds, staff can play a song aloud or sing for them to help encourage the proper washing duration.

Feedback
Staff can provide verbal feedback to students to coach them through hand washing. Practice and feedback will be extremely important in September, as students establish new routines and adjust to new protocols. Feedback should be supportive and include praise, but can also include corrective feedback (e.g. "Good job using soap, but don't forget we need to wash for 20 seconds! Let's practice again").

Tips!
Post it! Have hand washing/sanitizing signs and step-by-step task strips to help guide students who are visual learners! You can also show a video model as well as demonstrating it live.

When to Use?
- Entering & exiting the school
- After using the bathroom
- Before & after snack/lunch
- Before & after leaving classroom
- After sneezing or coughing
- After touching face or mask
- Before and after putting on mask

Make it Personal!
Ensure you discuss whether hand washing will take place in the classroom or in the hallway bathroom. Discuss and show where hand washing/sanitizing can occur when students are in other rooms in the school (e.g. gym).

References & Resources

Ministry of Education. (2020). Guide to reopening ontario's schools. Retrieved from https://www.ontario.ca/page/guide-reopening-ontarios-schools#section-4

Public Health Ontario. (2014). Hand hygiene. Retrieved from https://www.publichealthontario.ca/-/media/documents/b/2014/hp-hand-hygiene.pdf?la=en

- Hand Washing Song-Beginner
- Video Model
- Hand Washing Task Strip
- Prompting Handout
- Hand Washing Social Narrative

Waterloo Catholic District School Board
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Tip Sheet
Parent

Hand Hygiene

Hand washing is an important goal that can be targeted at home during remote learning. Like all new skills, proper hand washing is a skill that can be taught to your child so they learn to minimize the spread of germs. This handout will help guide you to achieve this goal!

Before You Begin
- Can your child wash their hands properly or tolerate having their hands washed by an adult?
- Can your child sanitize their hands correctly when asked?
- Can your child tolerate the smell and texture of hand sanitizer?
- Can your child understand why they wash their hands and be willing to wash multiple times/day?
- Can your child sneeze into their sleeve/elbow/tissue?
- Can your child wash their hands after sneezing, or putting hands on their face/nose?

Break it Down!
Hand washing and sanitizing seem like simple tasks, but can each be broken down into smaller, teachable steps. Providing a picture for each of these steps can be a helpful to guide your child. Determine if your child can do all of these steps by themselves, or if they need help with some, or even all of the steps.

Fun Activity!
Put paint on your child's hands and tell them to wash them. This helps the child see if their hands are clean or not when washing. Tell them to keep going until the paint is gone!

Step 1: Show your child first how to wash their hands properly. You can show them yourself, or show them a video.
Step 2: Ask your child to try by saying, "Your turn!" and guide them to the sink (if needed).
Step 3: Provide prompts to your child (for all steps or the steps you know they are missing from the sequence) so that they complete all the steps correctly.
Step 4: Praise your child and give them a favourite toy/activity for a few minutes as a reward.
Step 5: Practice a number of times each day at times when the child would be required to wash their hands at school (e.g. entering the house, before and after eating, after touching face, after sneezing, etc).
Step 6: Gradually reduce any help (prompts) you give your child so that they learn to wash by themselves!

Types of Prompts to Help my Child

Reduce Type of Prompt

Full physical: Fully guide child's hand with yours
Partial physical: Guide child's elbow/wrist
Model: Show child by demonstrating for them
Gesture: Point to the item for step (e.g. point to paper towel)
Visual: child washes hands only using the task strip (see resources)

Resources
Hand Washing Task Strip
Hand Washing Song-Beginner
Hand Washing Video Model
Hand Washing Social Narrative

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Physical Distancing

Physical distancing is an effective proactive strategy to prevent close contact with others, minimizing the risk of students and staff spreading germs to one another. Wherever possible, staff and students should maintain one metre of distance between themselves in elementary school and two metres distance in secondary school. In secondary schools, class size is limited to 15 students in order to maintain appropriate distance between students. Students and their teachers will be cohorted together, reducing contact with other classes and teachers wherever possible. Cohorting will also include reducing contact with other classes in the hallway during transitions throughout the school and outside. Staff and students will see various visual markers and signs promoting physical distancing protocols and students should be explicitly taught how to use these visual markers in order to use them effectively.

Teaching Physical Distancing

Physical distancing is best taught to students using the Behaviour Skills Training (BST) model, which uses: instruction, modeling, rehearsal and feedback to teach a skill.

Instruction
Teach the students about new physical distancing rules specific to the school and classroom. Read a social narrative together and watch informational videos that discuss what physical distancing is and why it is important. Explain that you will need to remain one metre (elementary) or two metres (secondary) apart. Talk about the visual markers on the ground inside and outside the building and how students will need to stand on and follow these lines/stickers to maintain a safe space.

Model
Demonstrate to the students what the designated distance looks like using a metre stick or other materials. Model how to follow and line up when asked on the visual markers on the ground. Discuss and show students how they should look when standing in a line (e.g. hands down at their sides and refraining from touching others). If students have different types of visual indicators around the school, model how to line up on each of these (e.g. pylon outside, taped lines inside). The students can also watch videos on how to line up to help demonstrate these safety protocols.

Rehearse
Now it's time for students to practice lining up. Prompt students through lining up and/or maintaining distance in different areas of the class/school, and praise students as you see them distancing correctly. Ensure you rehearse lining up at each different visual marker around the school when safe to do so.

Feedback
Staff can provide verbal feedback to students to coach them through physical distancing procedures. Practice and feedback will be extremely important in September, as students establish new routines and adjust to new protocols. Feedback should be supportive and include praise, but can also include corrective feedback (e.g. "Good job standing on the line, don't forget to keep your hands at your sides! Let me show you again").

Remember!
Some students may need extra prompts to show them where to stand. This could include guiding the student to the spot they are supposed to stand or making their spot stand out in some way or write their name on it. If the student is required to wait on their spot for a longer duration, try encouraging students to do a little dance, squeeze their hands, or provide items to keep their hands occupied while waiting.

Reinforce!
Some students may require extra rewards and incentives to remain on the line or remain distanced from others. Staff can use reinforcement strategies such as first-then boards, token boards, and class-wide reinforcement contingencies (e.g. pom pom jar) to help encourage adherence to safety protocols.

References & Resources
- Physical Distancing Social Story-Elementary
- Physical Distancing Social Story-Secondary
- Physical Distancing Video-Advanced
- Greet without Touching Song-Beginner
- Prompting Handout
- Reinforcement Handout
- Class-wide Reinforcement Handout

Waterloo Catholic District School Board
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Tip Sheet
Parent

Physical Distancing

Physical distancing is an important goal that can be targeted at home during remote learning. New visuals (like taped lines on the ground or stickers to stand on) will be in place in your child's school, but also seen in public places like grocery stores. It is important your child learns to follow these visuals to create distance between themselves and others. Like all new skills, physical distancing is a skill that can be taught to your child. This handout will help guide you to achieve this goal!

Before You Begin
- Can your child stand away from others at the recommended distance?
- Can your child stay out of others personal space?
- Can your child use social greetings that do not require touching? (e.g. waving)
- Can your child play without touching others or being close to others?
- Can your child stand on a visual marker (e.g. tape on ground, sticker on ground) and stay on it?

These are all goals you may need to work on with the help of your school team!

Greeting without Touching
1. Tell your child you're going to work on greeting without touching. Tell them various ways they can do this (e.g. wave, say Hi, etc).
2. Show them a video of this or act it out for them to see.
3. Ask them to practice. Walk into the room and then immediately prompt them to wave by waving to your child first.
4. When they wave back, provide praise and even give them a favourite toy/activity for a few minutes as a reward.
5. Practice often and with lots of different people. Try practicing in real situations where a new person enters the room or if you see someone new outside of the house.

Standing on Visual Marker
1. Tell your child you're going to practice lining up on a piece of tape or circle on the ground.
2. Put a piece of tape on the ground and tell your child to "Line up".
3. Immediately prompt your child by guiding them to the spot. Praise your child for standing on the spot and then allow them to leave.
4. Practice multiple times/day and gradually have your child stay on that line for longer and longer times, for up to 4-5 minutes.
5. Try putting the taped line in various spots in the house, such as by the sink, by the kitchen, and by the front door. You can even practice outside your house with pylons or chalk.
6. Once your child can do this in the house, practice in real situations like waiting in line at the grocery store.

Keeping Distance
1. Tell your child you're going to work on staying one (or two) meters apart when playing/talking to one another.
2. Measure this distance together with a measuring tape/metre stick.
3. To make this very obvious for your child, it might help to place some tape on the ground of where they should sit, or the space they should stay in.
4. Practice keeping distance first with people in your home. Once the child is successful begin practicing in the community (e.g. at the park, at the grocery store).
5. When you see them distancing appropriately, provide lots of praise and even give them a favourite toy/activity as a reward.

You can also work on your child saying, "Move back please" or moving out of the way when others get too close.

Teach Independence!
As a general rule, reduce the help you give to your child over time so that they can do these skills by themselves! If you find yourself walking your child through the task, try to minimize your words and instead use gestures to point to what they need to do. Eventually, reduce your gestures too until they can do it by themselves!

Greet without Touching Song-Beginner Physical Distancing Video

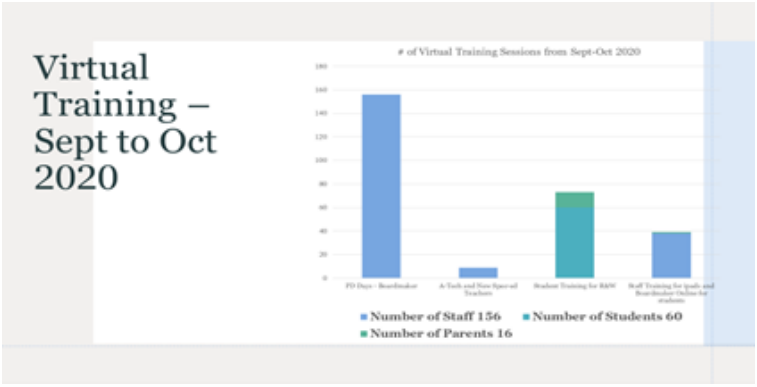
Skill Building Resource Tool COVID-19 Skills:

The ABA team has created behaviour skills training (BST) modules with respect to developmental skills required for COVID-19 protocols (https://docs.google.com/document/d/1bINZavIypWEqqGJ0EY-_d2OIkZ7dAFuStvt6DxO0rec/edit). These modules include topics such as mask tolerance, safety touching your face and standing on a line.

Assistive Technology - How we are Reaching Students and Staff Through Remote/Virtual Training

School Special Education Teachers continue to follow the Special Equipment Amount (SEA) application process as per the Ministry of Education. Schools submit SEA applications/claims on a monthly basis with each SEA claim being supported by student assessments, IEP, trialing and training data. WCDSB has purchased a total of 200 Chromebooks and 40 iPads to ensure we have access to an inventory of equipment to support students' needs as the turnaround time for delivery is now March 2021.

The Special Education Assistive Technology Resource Teacher and the Itinerant Assistive Technology Trainer have been providing numerous virtual training and support sessions to various staffing groups on educational apps such as "Read and Write", "Snapverter" and how to use PDF files. Virtual sessions for Special Education Teachers, Classroom Teachers, students and large class training are scheduled to continue for the month of November. The primary focus for training was prioritized for those students who did not receive training from January to June 2020 as well as September start-up requests. Now that these have been addressed, the focus will be on new SEA claims and training sessions for each student with a SEA Chromebook.



Sessions are usually done via Google meets with both staff and students. They are providing large class training to activate and use the Read and Write app for classes including St. Isidore. The session topics include how to activate the Read &Write app, followed by breakout room sessions for those students that are having problems. Support for St Isidore virtual learning and class sessions are comprised of two to three tech troubleshooting sessions and then large class applications of Read & Write app.

They continue to provide training and support at school staff meetings as requested for programs such as Boardmaker Online and ipad apps. Furthermore, they are also facilitating virtual training sessions by Bridges-Canada for Boardmaker online and ipad apps as well. These sessions of involve the SET and/or CT and/or Support staff and are done via Microsoft Teams.

Additionally, training was provided regarding Early Literacy, Numeracy and Activities for Community Living on the PD days at the start of the school year. A focus for this year is to work with Community and Active Living teachers to use the premade Reading Avenue and Core first learning to support their student's learning goals.

The Special Education Liaisons (SELs) were instrumental in the creation of a Google classroom for Special Education Teachers to share activities to support students during covid and remote learning. Key topics included early literacy/numeracy resources. Furthermore, Special Education Teachers created videos to support Lexia lessons and Jump Math for the grade one intervention initiative which was also shared in the Google classroom. We also took advantage of the extra Lexia licenses that were made available to students at no extra cost.

The SELs also created a YouTube video for Board Wide professional development on transitions with a Multi-disciplinary lens. Similarly, they created a YouTube video to instruct staff on how to use the program IEP Writer. Virtual sessions were also held for both new Special Education Teachers and for those that wanted a refresher for the program.

Both the SELS and the school Special Education Teachers at WCDSB continue to participate in the Ministry LD Pilot Project regarding early intervention in Literacy. The project focuses on Empower programming for Gr. 2 students, Lexia programming for Gr. 3 students and Assistive Technology for Gr. 4 students. (https://docs.google.com/document/d/1ffsLQyPqZz2_UY5K6XM03lRbnVhmIlqb8wKZCaq-qQE/edit?ts=5fa559ce)

The Vision, Hearing and Gifted Itinerant Teachers continue to support students in both a face to face and virtual model of direct support. Teachers continue to visit schools while adhering to operational guidelines and Covid protocols. Furthermore, Itinerant Teachers continue to check in with students on their caseload who are attending St. Isadore, and where applicable, provide direct 1:1 support virtually.

Student Services is excited to have the role of the Gifted Itinerant Teacher reinstated. The 0.5 FTE Teacher will be administering all gifted workshops virtually this year. Although workshops are no longer in person, the virtual format has allowed for more regular meetings which in turn benefits student learning. The following workshop topics will take place this year:

- Coding - European Astro Pi Challenge: Mission Zero Competition
- Coding: Online Introduction to Virtual Reality and Co-Space
- Financial Literacy for Students – Junior Achievement
- Digital Book Club for Junior & Intermediate Students
- Critical Thinking Questions that promote the depth and complexity of the students' thoughts
- Science: Living Space Project
- Algebraic Reasoning for Intermediate Students
- Be a Leader of Tomorrow (4 x 1hr workshops delivered every other day)
- Virtual Artificial Intelligence Coding Club
- Proportional Reasoning for Intermediate Students

Education and Community Partnership Program (Section 23 Program):

The Young Adult Program (YAP)

The Young Adult Program (YAP) is a day program for young people experiencing mental health concerns that interfere with their ability to succeed in a traditional school setting. YAP helps clients by offering supports and therapies and provides the opportunity for clients to continue working on school credits. This program was created in partnership with Grand River Hospital and the Waterloo Catholic District School Board and takes place at 850 King Street, Kitchener, ON. Grand River Hospital provides the treatment component and WCDSB provides the educational component of the program. There are currently 2.0 FTE teachers from WCDSB on site.

The program increases awareness and educates clients and families about mental health and mental illness. It also addresses concerns that may contribute to mental illness and reduce symptoms and promote recovery. Staff build upon youth's strengths and provide opportunities to develop healthy coping strategies. There are opportunities to expand social contacts and supports, and enhance skills needed to build healthy relationships. YAP also promotes healthy and productive lifestyle habits.

YAP is designed for youths aged 16 to 21 years of age. Up to 14 youth may be in the program at one time. The average length of time a client will spend in the program is four to six months. There is also a YAP summer school that takes place in July and August.

This past spring and summer, the YAP program was delivered in a virtual format and returned to face-to-face learning this September. A few students expressed interest in returning as they benefitted from the face-to-face environment and did not feel as connected during the remote learning. These requests for extensions were granted as it was in the best interest of the student.

YAP staff was excited to recently have two students officially graduate and receive their Ontario Secondary School Diploma after receiving their remaining required credits at YAP! For the first time in recent years, there is a low number of students enrolled at YAP and there are no students currently on the waitlist. To promote the program, both WCDSB and WRDSB have shared program information with their Social Workers and Guidance Department Heads. It is suspected the low numbers are a result of the virtual learning option, as well as the hybrid face-to-face/remote learning model in community schools. It is thought that students who would normally be referred to YAP are now attending virtually or coping better in the new hybrid model.

WCDSB has Social Workers assigned to St. Isadore and continue to support students regarding anxiety and mental health.

Lutherwood Day Treatment Program U12

The Lutherwood Day Treatment Program – Under 12 Stream is a therapeutic service for children and youth between 6 – 11 years of age who are experiencing significant emotional, social, and/or behavioural difficulties that are making it difficult to be successful in their home school setting despite other supports and interventions. These difficulties may include externalizing behaviours (e.g., aggression, defiance) and mental health concerns (anxiety, mood, impact of trauma or attachment disruption). The program combines a supportive school environment with therapeutic and skill-teaching activities designed to foster healthy development and the attainment of treatment goals.

The program goals include helping children gain a greater ability to regulate their behaviours and emotions, to feel engaged in school, and be successful in a school setting. Additionally, another key objective is to engage the child, family/ caregivers and home school personnel in achieving the identified goals.

This program represents a new community partnership between WCDSB and Lutherwood as the Ministry of Education approved an application for repurposing the former Encompass Learning Program. The new program is located at 285 Benjamin Road, Waterloo and currently has four classrooms which are staffed by 4.0 FTE teachers from WCDSB. The program can take up to 32 students.

WCDSB and Lutherwood continue to meet on a regular basis to discuss the PATHS (Promoting Alternative Thinking Strategies) treatment model and its implementation. Collaboration is ongoing with a continued focus on measurable treatment goals and transitioning planning to ensure students are successfully integrated back to their home school.

Hope Harbour House

Hope Harbour House is a 16-bed open custody facility for Phase II Young Offenders operated in partnership by Ray of Hope Inc and WCDSB. The residents are males between the ages of 14 – 21 years of age. The length of stay is determined by the courts. At Hope Harbour House youth receive guidance and support as they carry out their court-appointed sentences and re-enter society. Participants develop positive relationships that help them better manage their emotions and reactions to everyday challenges. They broaden their experiences through programs that focus on life skills, education, spiritual discovery and sports, as well as a work program and trades training.

WCDSB delivers and supports the educational component of the program. The educational program provides facilitation of continued education primarily through self-directed studies under the tutelage of an onsite teacher. Some residents are enrolled in a local school but may not be eligible to return to the community while in custody. WCDSB currently employs 0.5 FTE teacher to teach each day, for half a day at Hope Harbour.

Over the past several years, there has been a provincial trend of decreasing enrolment in programs such as Hope Harbour due to the increasing number of clients being processed through the diversion process.

Child and Adolescent Inpatient Psychiatry (CAIP)

The Child and Adolescent Inpatient Psychiatry Unit provides emergency psychiatric assessment, stabilization and treatment on a short-term basis for children and youth, under the age of nineteen. Children and youth are admitted to the program by the unit psychiatrist. If the child or youth is experiencing a psychiatric crisis, they can be seen through our Emergency Department/Crisis Clinic. The unit psychiatrist or psychiatrist-on-call and the Crisis Clinic will determine the need for admission.

The professional team at CAIP is made up of team players from Psychiatry, Psychology, Social Work, Child and Youth Work, Nursing, Occupational Therapy and Teaching. The teacher is provided in partnership by Waterloo Catholic District School Board. The patient and his/her family also become members of this team. The program is currently approved for 14 beds.

Three years ago, due to the trend of increasing enrolment numbers at CAIP and the declining enrolment numbers at Hope Harbour House, the Ministry of Education approved a transfer of 0.5 FTE teaching staff from Hope Harbour House to CAIP. As the enrolment at CAIP has continued to increase, and the program is consistently at or over capacity, the Ministry of Education recently approved a further 0,5 FTE increase in the teaching staff to bring the current staffing to 2.0 FTE.

Recommendation:

Prepared for your information.

Prepared/Reviewed By: Loretta Notten
Director of Education
Laura Shoemaker
Superintendent of Learning

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

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

Report

Date: November 2020

To: Board of Trustees

From: Director of Education

Subject: Mental Health Update, Covid 19

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)

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

Alignment to the MYSP:

- Nurturing Our Catholic Community: Promote a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement & Innovation: Foster maximum opportunity for success for all.
- Building Capacity to Lead, Learn & Live Authentically: Nurture the well being of all students and staff

Background/Comments:

Covid 19 and Mental Health Update

In the unique situation with the global pandemic, we have adapted our practices to place a very strong emphasis on preparing our system to promote a mentally healthy return-to-school. Our annual plan (Appendix A) provides the broader objectives of what we hope to achieve over the course of the year, while remaining flexible and adaptive as the needs of our students and system evolve. A new Board Scan adapted to focus the work that needs to unfold in the context of Covid will be released by School Mental Health Ontario later this fall and will continue to inform the work we will do to achieve these overarching goals for the 2020-2021 school year:

a) To strengthen system-wide commitment to WCDSB's vision for mental health and wellbeing through initiatives which engage students, parents and staff in working towards mentally healthy school communities.
b) To continue to support strengths-based, trauma-informed practice in the education setting.

c) To build staff capacity to support students and ourselves in the area of mental health and wellbeing.
d) To continue to expand and strengthen our community partnerships, creating a coordinated and integrated pathway of care for students
e) To continue to promote and educate regarding our Suicide, Self-harm and Depression protocol, while continuing to review prevention programming, interventions and postvention unique to the needs of students within WCDSB.
f) To promote evidence-informed practice across all three Tiers with clear and measurable objectives.

To highlight specifically the accomplishments for the 2019-2020 school year and goals for the coming year please consult the below summary:

Over the course of 2019-2020 we continued to prioritize equipping staff, students, and families with the knowledge they need to promote positive mental health in their students. This included PD opportunities that reached over 2664 staff, students, and/or families this past year, which included tailored training to targeted groups including the Secondary School Improvement Heads, the Student Success Team, the Vision Itinerants, Guidance Teachers, EA's, CYCW's, and Parent Council groups. We also made substantial investment in co-facilitating the Mo Willems Emotional Literacy lessons in multiple classrooms at two targeted schools.

To ensure our pathways to service were clear, we created and launched a Mental Health and Wellness webpage (https://www.wcdsb.ca/programs-and-services/mental-health-and-well-being-at-wcdsb/). Staff, students and families have used this accessible resource for information about mental health, examples of self-care/calming practices, and links to services in the community. In the fall of the 2020 school year, we released a flyer to be distributed to parents in all school communities containing information about how to access mental health support in waterloo region for their children/youth. This will continue to be a priority in 2020-2021 as we expand on this work, and we will continue to incorporate resources that can specifically promote wellness in the context of the pandemic.

In response to Covid-19, our goals and activities shifted to meet the emerging needs of students, staff and families in our WCDSB community in the emergency distance learning format. This included providing virtual presentations to a variety of audiences on Cultivating Wellness during Covid (i.e. PD days, staff meetings, parent council meetings), with a focus on normalizing the impact that chronic stress has on our brains and bodies and the need for adjusted expectations, self-compassion, and hope-filled conversations as we moved through these uncertain times. We reflected on how the stress of the pandemic influenced our ability to concentrate and retain and information, as well as pivot to adjust to evolving changes. This was framed around students, staff and parents having days where our ability to stay in our optimal performance state, or window of tolerance was shortened such that we may only function at our best for a much lower percentage of the day. We talked about tolerance of uncertainty and how that influenced frustration, feelings of safety and the need for self-compassion. We talked about social comparison and the importance of not being hard on ourselves, but also recognizing that having some new experiences, perhaps new hobbies could also lift our mood in a context where boredom and isolation is dulling our experience. We explored values that propel us forward through difficult times, and being "salt and light" in our school communities. Salt being something that is added to dish and enhances the aroma/flavour of its surroundings, and light being something that can illuminate hope for others. The professional development was in essence a self-reflective experience to help staff, students and families acknowledge and understand why many were feeling exhausted and overwhelmed, try to re-centre, give ourselves permission for self-care, adjust our expectations to what might be our "pandemic best", and identify how we/students can access help if needed.

To ensure our students received seamless care after the school closures, our Social Work Team shifted to phone-based care, and in September 2020 launched a virtual care option via the OTN network. We have placed a strong emphasis on supporting students with identified mental health concerns to meet their unique needs in the context of the pandemic, including providing access to Social Work support over the summer months, and additional support to facilitate re-engagement with school this fall.

Last year we also continued to target skills around understanding and managing stress/anxiety through the GoZen elementary classroom programming. Following the school closures we launched over 160 elementary "student licenses" so that interested students and their families could continue to develop these skills during the period of distance learning.

This fall we have focused on promoting a mentally healthy return-to-school through resources provided by School Mental Health Ontario. Recognizing that re-establishing a sense of safety, belonging and connection would be pivotal to effectively re-engaging our students in learning activities, our initial focus was in-servicing all educators and support staff on how to support wellbeing through the transition back to learning, as described in "The First Ten Days" https://smho-smso.ca/wp-content/uploads/2020/08/The-First-10-Days.pdf. We will continue to draw from the SMHO resources to promote wellbeing and mental health in the coming school year.

Our plan for 2020-2021 will include continuing to prioritize flexible Tier One "good for all" programming, including options which are specifically designed for the distance learning format. As an example, we plan to provide our St. Isidore educators with access to a digital library of children' books that target specific socioemotional skills (i.e. optimism, empathy, gratitude, coping skills) and in collaboration the SLP's we are adjusting the Mo Willems Emotional Literacy lessons to be applicable for St.Isidore.

To ensure our system is equipped to support Tier Two/Three students we will continue our commitment to suicide alertness and prevention. Whereas last year we were able to certify 63 staff through the in-person safeTALK training, in 2020-21 we will shift to alternative means to accomplish these same goals in a manner that is consistent with covid protocols. Additionally, given the need for most services to shift to adapted service delivery models during Covid, we are committed to working very closely with our community partners to ensure continued clear, flexible, and comprehensive pathways to supports the needs of children and youth in our community.

Our school based Social Workers continue to provide support and intervention for Tier Two/Three student needs using multiple platforms including OTN, phone, Teams, and in the case of crisis, face to face with appropriate PPE consistent with our Operational Guidelines. As need be, they directly and warmly link students and families to appropriate community based services.

Finally, much of the broader, system-level work is taking place through the work of the Wellbeing Strategy Steering Committee. One goal for this year is to create a new section on the website that reflects the multiple dimensions of wellbeing, including Spiritual, Physical, Mental Health, Equity, and promoting safe and inclusive schools. As our focus on multi-dimensional aspects of wellbeing has increased, we will also continue to use natural opportunities to incorporate a wellbeing component into existing whole-board initiatives (i.e. Faith Day, Catholic Education/Mental Health Week, Pray@Home webpage).

Student Mental Health and Well Being

Mental Health is an issue not only in our schools, but in our society. The wide and varying impacts of the pandemic heightens our collective awareness of the need to care for mental health, ensure people have access to care, and reduce stigma. The Ministry of Education mandated Mental Health and Wellness leads in boards across the province over 8 years ago. And, created School Mental Health Assist, which has grown in its capacity to provide teachers, educators, administrators and students knowledge, tools and resources to support the increasing needs of Mental Health provincially and globally. This support in addition to the Ministry of Education's comprehensive curriculum documents strive to provide all our students with the necessary knowledge and skills to be successful in the ever-changing and ever-demanding society we live in. Waterloo Catholic has been committed for over 20 years to providing mental health and wellbeing support through the role of our school based MSW educated Social Workers. This team has grown over time, to now include 10.7 positions.

As Educators we know that many factors play a role in overall well being. Our Physed and Health curriculum, our Religious Education curriculum as well as our Science curriculum address the many different ways we approach balanced and healthy lifestyle. We have always known that nutrition plays a role in stabilizing our mental health and is important in maintaining a balanced lifestyle. A balanced lifestyle which includes nutrition, sleep and exercise. Educators integrate these positive lifestyle practices into their teaching and are guided by evidence-based resources, curriculum documents, ministry and board policies. These include, Daily Physical Activity guidelines for classroom teachers, physed-ed guidelines for minutes of instruction, board nutrition policy and Canada's Food Guide. Our community partnership with Nutrition for Learning supports our schools in providing healthy food to our students. WCDSB has a long standing partnership with Region of Waterloo Health unit and

most recently have nurses working with all our schools ensuring better knowledge, understanding and application of nutrition, sleep and exercise. In education our mandate is to equip students with the knowledge and skills to independently make healthy choices. WCDSB has a Healthy, Active Living consultant who works with all schools ensuring implementation of Physed and Health curriculum and works alongside community partners to optimize healthy lifestyle and choices for our students.

For over 20 years the WCDSB has solicited the voice of students to examine their responses with respect to healthy living choices and habits to assist schools in responding to identified school needs. These have taken many forms, CAMH field surveys, Smoking Survey, Tell Them From Me Survey, Resiliency Survey, Transition Survey, Early Development Inventory Survey, Middle School Development Inventory (The assets that are measured in the MDI are adult relationships, peer relationships, nutrition & sleep, and afterschool activities. When we review our MDI responses from students from grade 4 through 12, we are noticing that of the four key assets, that peer and adult relationships are the highest ranked asset across each grade division), Thought Exchanges and EQAO student surveys. Schools use this information to create goals and monitoring strategies to ensure student well being needs are being met from an educational lens. Each of these surveys point to students wanting a trusted adult to talk to in their school, home and community. When asked who this adult is, an overwhelming amount of students identify their classroom teacher. We at WCDSB ensure classroom teachers understand their role as educators and not counselors. We support teacher's social and emotional and mental health literacy. We employ clinicians who support students who require support beyond the level of the classroom teacher. In this clinical arena our clinical staff refer to community agencies, hospitals and treatment programs that may assist in supporting students and their families navigate required mental health and illness supports. We are fortunate in Waterloo region to not only have mental health services for children and youth in our community, but to also have agencies and school boards committed and dedicated to collaboration and partnership. And, in the context of the pandemic these relationships are critically important, as they too contribute to care for our students mental health and well being.

Recommendation:

Prepared for your information.

Prepared/Reviewed By: Loretta Notten
Director of Education
Laura Shoemaker
Superintendent of Learning

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Waterloo Catholic District School Board

(Draft) Mental Health and Wellbeing Action Plan 2020-2021

Called to Belong Called to Become Sent to Build				
WCDSB Mental Health and Wellness 3 Year Plan 2018-2021	**SMHO PRIORITY**	**Action 2020-2021**	**Responsibility**	**Targeted Timeline**
To strengthen system-wide commitment to WCDSB's vision for Mental Health and Wellbeing through initiatives which engage students, parents and staff in working towards mentally healthy school communities.	Organizational conditions at the provincial, district AND school level	Consulting with a range of stakeholders to inform the mental health and wellness initiatives in the board	MH Lead	Winter term
		Support the development and implementation of the WCDSB Wellness Strategy, and promote alignment to the mental health and wellbeing initiatives	Wellness Strategy Steering Committee, Superintendents, Administrators	Ongoing
		Collaborate with the Math and PhysEd leads to support delivery of evidence-informed socioemotional literacy skill building through the new curricula that have rolled out	Mental Health Lead, Healthy Living Consultant & SO, Mathematics Student Achievement Consultant	Fall term
		Promote Everyday Mental Health principles and practices	Mental Health Lead	Fall term
	Parent and family engagement for mental health awareness-building	Engage interested families in building their child's socioemotional literacy skills through GoZen student licenses	MH Lead, Student Services Team, Schools, parents/caregivers	Fall term
		Increased engagement with families in planning and implementation.	MH Lead, CSAC Chair/SO, community partners	Fall term

		Collaborate with community partners together with WRDSB (WRFN, PCMH, FOW's)		
		Increased focus on parents/caregiver wellness, promoting services in the community	MHLead, SW Team -> Collaborative Teams	Fall term
	Best Practices for Youth Engagement	Increase connection to students in mental health planning and implementation (i.e. Leadership classes, SAC's, focus groups)	MH Lead	Fall term
To continue to support strengths-based, trauma informed practice in the education setting.	Development/support for evidence-informed, implementation-sensitive practice	Support the use of SEL programming to engage students in concrete skill-building activities (i.e. Umbrella Project, GoZen)	MH Lead, SO (Safe Schools)	Fall term
		Tier One and targeted Tier Two positive mental health promotion activities (i.e. promoting self-regulation practices, growth mindset, etc.) and combat stigma (i.e. Bell Let's Talk, Mental Health Week)	MH Lead, SW Lead, SW's, Student Services, school staff	Fall term
To build staff capacity to support students and ourselves in the area of Mental Health and Wellbeing.	Learning and training for Educators, principals, superintendents	Contribute to PD for all teachers on promoting a mentally healthy return-to-school	MH Lead, Transitions Team	Fall term
		Promote the Mental Health Literacy in Action course for Teachers, ECE's, and EA's	MH Lead, Supervisors of the respective departments	Winter term
		Support the development of a strategy and resources for effectively implementing SEL in the context of distance learning	MH Lead, St. Isidore leadership team	Fall term
		Create and launch a catalogue of SEL themed books that are available in print and/or electronically.	MH Lead, Library Support Services Supervisor	Fall term
		Livestreamed and/or recorded PD opportunities (i.e. lunch 'n learns, staff meeting presentations) on targeted topics (i.e. promoting wellness during covid, anxiety, trauma-informed schools)	MH Lead	Fall term

		Offer training to targeted groups (i.e. CYCW's, NTIP, BCBA's, Induction Program)	MH Lead	Fall term
		Administrator meeting presentations	MH Lead, SO	1-3x per year
	Focused learning and training for educators in special roles (e.g., Guidance)	Recorded PD for targeted groups (i.e. St. Isidore, Guidance, EA's, Planning time Teachers) Supporting Student Mental Health during the Pandemic	MH Lead and/or SW's	Fall term
		Co-create resources and wellness activities that promote wellbeing both lenses during the shared Mental Health Week/Catholic Education Week	MH Lead, Religion & Family LIfe Consultant	Winter Term
		Equip the SET team as mental health champions in the schools	MH Lead, SEL's	Ongoing
	Learning and training for Social Workers	Targeted training via School Mental Health Ontario (i.e. BRISC, CBT training, Brief Digital Interventions, etc.)	Lead SW Social Workers	Ongoing
	The lens of equity across mental health and substance use prevention initiatives.	Promote initiatives aimed to help all students feel safe, welcomed, accepted and a sense of belonging	MH Lead	Ongoing
		Considering the needs of a diverse group of students in the design and implementation of mental health promotion initiatives	MH Lead	Ongoing
		Make connections with the Equity committee to determine how we can support positive mental health in marginalized populations	MH Lead, SO, Indigenous Support Teacher	Fall
		Promote resources to support educators in facilitating safe and healthy conversations about anti-black and anti-indigenous racism, etc.	MH Lead, K-12 Indigenous SUpport Teacher	Fall

	Cannabis and Vaping Prevention	Support the Board's Cannabis and Vaping Prevention initiatives	Healthy and Active Living Consultant, MH Lead	As needed
To continue to expand and strengthen our community partnerships creating a coordinated and integrated pathway of care for students.	Tools for developing and communicating about system pathways.	Improve web-based information about community resources, apps and reliable sources of mental health information	MH Lead	Fall term
		Launch SMHO help-seeing brochures in secondary schools	MH Lead	
		Every school staff member can articulate the pathways to mental health support	MH Lead, SO's, Principals	
		Every student can articulate the pathways to mental health support	MH Lead, Teachers, all school staff, SW's, Guidance	
		Students feel supported with their mental health		
To continue to promote and educate regarding suicide, self-harm and depression protocol, while continuing to review prevention programming, interventions and postvention, unique to the needs of students within WCDSB.	Suicide Prevention Protocol	Continued commitment to annual board-wide training on suicide protocols in all schools	SO's, Principals, SW Supervisor, SW's	Fall term
		Investigate alternatives to SafeTALK training to promote suicide alertness and help-seeking	MH Lead	Ongoing
To promote evidence-informed practice across all three Tiers with clear and measurable objectives.	Progress and impact monitoring	Use of PD feedback forms to measure effectiveness of content and delivery of Mental Health PD being offered	MH Lead	Ongoing
		Support Administrators in developing goal-directed plans to promote wellness in their their schools	WCDSB Researcher, MH Lead	Ongoing
		Solicit feedback on GoZen programming via staff survey	MH Lead, WCDSB Researcher	Winter term

		Collaborate with Research Coordinator to collect data about our Social Work service delivery in Tier Two/Three supports	Lead Social Worker, Research Coordinator	Ongoing

Waterloo Catholic District School Board

Report

Date: November 23rd, 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 end November 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 are averaging 7 positive cases a week in our schools, but in virtually all cases, the positive case runs its course, with very few instances of any transmission. We have had since re-opening 2 limited outbreaks which again were

fairly quickly resolved. This is a strong indication that all our protocols are working. All cases begin with an origin in community and we are seeing WCDSB as a reflection of the broader community.

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. Thus, we made a decision to collapse the November transition window and will allow one further opportunity for change in January.

Currently we have just completed the first quadmester in secondary and while we are starting the second quadmester we are looking ahead to the third quadmester. We have approximately 14% of secondary students who will be accessing their learning virtually. This will continue to exacerbate the staffing challenges that the board is experiencing. It may also pose challenges not only from a numbers perspective but also in terms of qualifications – that is single section courses that are typically taught in senior grades will be difficult to staff as well.

The path forward in secondary has continued to be a point of discussion. As part of our consultation, efforts have been made to not only engage the secondary administrators who were able to provide insights, but also to talk directly to secondary teachers, via the school program heads. While we have received some feedback to date, additional dialogue is required to arrive at some consensus – as currently there is none. Further reflection will occur to determine what the best strategy will be as we look forward to quadmester 3 that begins in February. We hope to have a sense of direction on this point by mid December.

In the last month we also completed a ThoughtExchange exercise with all of our stakeholders.
We asked our stakeholders "*Based on your EARLY impressions of your return to school so far, what feedback or questions do you have*?" We had a variety of stakeholders who in total provided 2776 thoughts and 67, 900 ratings. There were 2,388 participants who shared 1175 thoughts. There was and will continue to be much to process. Perhaps importantly, it is notable that there was a difference in what we heard from parents and stakeholders in general, versus what we heard from staff. Having said that, I hope you can draw energy from knowing that there was a great deal of positive affirmation offered by our students and parents. The most common themes across all groups had to do with 1) Health and Safety, 2) Learning Design and 3) Connections, Culture and Socialization. Our parents and students were more positive in their feedback than that which we heard from our staff. In fact, the number 1 theme generated by elementary parents was "great job". The next most common theme for all parents was connected to mental health and wellbeing.

Staff feedback was generated by 130 participants in secondary and 150 participants in elementary, and the comments would suggest, largely by teachers. So, while a relatively small sample set – a significant one representative of a particular sentiment and perspective. The number one theme generated by staff was in relation to digital platforms and tools, and specifically we did hear a fair bit of commentary about Aspen. In particular, there was ample and highly rated commentary about our transition to Aspen. It is worth acknowledging that our own IT team has been outstanding and working around the clock for months. Their many efforts and hard work does not lessen anyone else's, but it is perhaps important to note that a great many efforts have been made across the organization.

In terms of an action plan there are a few different fronts on which we will be proceeding. For both staff and parents/students, I have and will continue to share communications reflecting what we heard and how we hope to address what we heard. We want stakeholders to know that we appreciate their sharing their voice – the praise and their concern. We are redoubling our efforts in terms of Aspen support and working with outside partners connected to Aspen to provide support. In reading staff feedback it appears they are not aware of the many supports available to them despite weekly announcements and direct messaging, so we will strengthen our efforts on this front to ensure that perhaps with multiple points of delivery awareness will grow. We are acknowledging the cognitive overload which may be preventing people from really processing the support available. In terms of mental health and wellbeing, our mental health lead and Chief Social Worker have developed a number of resources which they will be profiling. Further we will have Monday Weekly memos that administrators may just copy and share. We are cognizant that all staff are feeling the stress of the times and we want to support in whatever ways we can. We are told by our partners at ThoughtExchange that our results are not unique but reflect a North American trend.

On a related note, this month has also provided us an opportunity to celebrate Anti-Bullying Cyber-Awareness Month. A multi-media virtual campaign inviting students to answer a series of challenge questions helped to raise the profile of many activities that were shared for the classroom. It is important to find new ways to continue to celebrate the milestone events and focus themes that characterize a school year. Further, we do hope that wellbeing and mental health will be nourished on the solid foundation of our Spiritual Development Day. Our spiritual wellbeing and the strength we receive through this important day in our calendar cannot be understated. We know that with keynote speakers David Wells and Kike Ojo Thompson we will be able to dig deep into the emotions people are feeling, the challenges that we are experiencing and a constructive, hope-filled path forward.

The Ministry of Education has attempted to identify a number of burden reduction strategies. There is an acknowledgement across the system that it is not "business as usual" and that everyone across the organization is helping to carry a very heavy load. Some of the measure intended to support burden reduction deal with reporting, while others deal with providing additional supports such as extending the number of days a retiree can work from 50 to 95. All administrations of grade 9 EQAO and OSSLT will be in the form of a field test. While TPAs and PPAs can be paused except for NTIP candidates, clarification is still being awaited as to what "paused" signifies, as there is not reduction in burden if 3 year's worth of TPAs simply fall into the next year.

Given that we are approaching the end of November, we are also looking at the distribution of Progress Reports in elementary and report cards in secondary, as well as Parent Teacher Interviews. In each case some adaptations have had to be made. First, it should be acknowledged that teachers have had to complete their progress reports and report cards within the context of a new program and for many that has been challenging. We are also facing some transition challenges in terms of how the report cards print – which is to say – printing by cohort does not yet seem to be possible. We will print alpha and distribute all by mail. St Isidore students are still affiliated with their home school but will receive their report cards signed by the administrator of St Isidore and via mail as well. Parent-Teacher interviews will take place virtually to the extent possible, and teachers will make themselves available for phone or face to face interviews where that is not possible.

In a typical winter we can expect to see some days where bussing needs to be cancelled. What is also part of that typical process is the ability to combine classes if a staff member is unable to make it into school or comparable. In our new COVID reality combining cohorts or blending classes is not a possibility. In collaboration with WRDSB and STSWR we have decided that when bussing is cancelled, we will have a remote learning day. This will entail teachers posting asynchronous work by 10 a.m. that day and making themselves available for inquiries during normal school hours. This approach does not require students to have one to one devices, nor does it require students to spend the day with a device. The work simply needs to be posted and accessed via a digital device. As always, our decision-making lens is the health and safety of our students.

In that same vein we had contemplated whether the first week back from the Christmas Break should be a virtual remote learning week. While school-based transmission is almost non-existent in our board, we are most definitely a reflection of the broader community. In that regard we have seen the number of COVID19 cases rise post-Thanksgiving. Each case has implications for learning continuity and for staffing. On November 18th, 2020, the Minister of Education has indicated there will not be a provincial decision to extend the Christmas Break or differentiate the first week back as a virtual remote learning week.

Enrolment in the elementary panel has declined since the early September Board Report. Upon analysis of the data, it has been determined that the enrolment reduction can be attributed to an increase in parents choosing to home school their children, and to lower numbers of year one and two students being registered in our system than projected. Enrolment in elementary as of October 31, 2020 is 16,725 compared to 16,965 which was reported in September 2020. This number (16, 725) is subject to review/verification and should be finalized shortly.

Using October 31, 2020 enrolment and historical attrition rates, we forecast secondary enrolment to meet our July estimates (7,023).

The implication of the enrolment variance in elementary is a significant reduction in revenue. As our primary expense is salary and benefits, it is important consider the enrolment reduction in the context of staffing. As required, in September our Human Resource Services department staffed to an enrolment number of 16,965. The first transition window for students to switch modalities triggered another round of staffing at an enrolment of 16,767. The approach taken was to staff to 'live' enrolment numbers provided by schools and because of this, the impact on budget has not been as severe as it could have been. However, in each instance the allocation of staff

exceeded what is required by the Class Size Regulation in order to maintain lower enrolment in face-to-face classes.

As previously reported, the use of accumulated surpluses to reduce class sizes below the funded averages is one strategy to ensure our students and staff are safe. Conversations with the provincial government with respect to challenges that boards may be having with budgets, especially those related to declining enrolment, are being considered by their senior decision-makers. We anticipate the second tranche of federal COVID funding to be released to boards shortly which will assist with the Board's budget. Further provincial support may also be offered.

Because of the number of moving parts and unknowns, a full and accurate forecasting of the budget is not possible at this time. Finance staff are working on the revised estimates budget and it is expected that all sources of funding will be known in time for December's report to the Board of Trustees.

Our start up thus far has gone smoothly. The number of positive cases in our schools are relatively low and we have had on two possible cases of school or workplace transmission. The fact that our schools are open and actually thriving is a huge accomplishment. As our parents said in the ThoughtExchange – Great Job! It is a reflection of our stellar staff. 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. Health and safety has to remain our primary concern and motivator. Things do continue to evolve despite the best of planning and that is what tonight's report highlights. What continues to remain constant 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 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

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

Date: **November 23, 2020**

To: Board of Trustees

From: Student Trustees

Subject: Student Trustee Report for November 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 II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

Background/Comments:

This month, quadmester 1 finished and quadmester 2 began. This was the first time students were transitioning from old to new courses in the current system, and the transition for some has been rocky, but overall it went well. Many students switched into the fully-online format, and are adjusting to their new routines. Anti-bullying week has been carried out similarly to how it does normally, with announcements, pink shirt day, and kind messages being shared within communities. November's focus was on how students can be intellectually aware and successful, and student councils shared tips and tricks for transitioning from one set of courses to the next.

Common Activities Hosted by The Schools:

- **Remembrance Day:** Each of the five schools took part in a Remembrance day recognition initiative, via videos shared by teachers, visual projects created by SAC members, and prayers shared within the school community.
- **Spirit Wear:** St. Mary's and Resurrection both launched their spirit wear initiative, where students can purchase clothing and accessories to show their school spirit. This is an affordable initiative that encourages students to demonstrate school pride.

- **Bullying Awareness Week:** Bullying awareness week took place from Monday, November 16th to Friday, November 20th. Throughout the week, positive music was played before morning announcements so students could have a fun and positive start to their day. Pink shirt day took place as part of the anti-bullying campaign, and students were invited to wear pink shirts with uniform bottoms to show solidarity with the cause. Additionally, announcements were made and posted about online in regards to anti-bullying initiatives and efforts.
- **Coffee House:** Coffee house is a widely popular event for many of the schools where students are invited to showcase their talent in a supportive environment. Due to COVID, St. Mary's and St. Benedict's have transformed their coffee house events into virtual experiences that can be enjoyed by all. Pre-recorded submissions were gathered to be seen by students who wanted to show their school their talent!

Student Trustee Role Update:

- **Virtual SAC Unity:** In collaboration with Mr. Olson, and the Senate, the Student Trustees have been able to move forward in planning this year's SAC unity. We have decided to use a mixed synchronous and asynchronous approach. The live session will occur Dec. 11th from 4-6pm. Similarly to the in-person conferences of past years, there will be guest speakers, as well as presentations from the WCDSB co-presidents. Topics include, but are not limited to: inclusivity, mental health, and engaging students in the online community. The pastoral theme- Gathered to Become, as well as the Senate- D.O.R theme will be incorporated through presentations. The proposal for the conference has been sent out prior to the meeting for your review, and convenience.
- **Grade 7/8 Initiative:** The November D.O.R package reflects this month's theme- intellectual. The template remained the same as the previous months, however, with updated content. A meeting with the Intermediate Student Success consultants is booked to occur this upcoming week. In this meeting the Student Trustees, Mr. Olson and the consultants will look together to create a survey to evaluate the initiative's success thus far.
- **November Senate Meeting:** The November 19th Senate meeting agenda included the following topics: pastoral theme update, Secret Santa, and SAC unity planning. Due to approval from Mr. Olson a longer meeting was able to occur- much appreciated.
- **Developing Our Roots Update:** The co-presidents of each student council were asked to create and run an activity relating to the intellectual monthly theme. For example, using prompting questions, a thought board, etc.
- **OSTA AECO:** This month Trustee Barbosa met with her OSTA working group-student well being. The group will meet on a monthly basis for the remainder of the year. Their current project is a "post-secondary" booklet designed to help students when applying, and planning their future schooling. On top of this the CBC council has arranged for each Trustee to be paired with another from within the council. The "faith buddies" program is designed to help Student Trustee's grow in their faith, and support one another throughout their term. Finally, an opportunity to attend a joint workshop from the Student Commissions of Canada and OSTA was given. For example, on Nov. 18th a workshop regarding employment opportunities took place. During this session, moderated discussion occurred, as well as a Q and A with Federal parliament members.
- **Miscellaneous Tasks:** The Trustees are as always eager and willing to get involved. In addition to their typical work they filmed videos for the virtual liturgy, and worked with Trustee Price in bringing the pastoral theme into the boardroom.

Recommendation:

This report is for the information of the Board.

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

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

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

Report

Date: November 23, 2020

To: Board of Trustees

From: Chair of the Board

Subject: Chair's Report for November 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 November 2020

- Attended Chair's & Director of Education Conference Calls with Education Minister Lecce & Deputy Ministry Naylor (November 4/9/16/23)
- Attended SEAC Virtual Meeting (November 4)

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: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Wednesday, November 4, 2020 4:13 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: News Release - Ontario Investing $1 Billion to Expand and Improve Broadband and Cellular Access Nov 4 2020

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Ontario Catholic School Trustees' Association

November 4, 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: New Release – Ontario Investing $1 Billion to Expand and Improve Broadband and Cellular Access

Please see attached news release regarding Ontario investing to expand and improve broadband and cellular access, sent to you for your information.

Ontario Newsroom

News Release

Ontario Investing Nearly $1 Billion to Expand and Improve Broadband and Cellular Access

November 4, 2020

Historic Investment Will Support Unserved and Underserved Communities During COVID-19 and Beyond

MINDEN HILLS — The Ontario government is making a historic investment of nearly $1 billion over six years to improve and expand broadband and cellular access across the province. The $680 million being announced today is on top of the $315 million to support Up to Speed: Ontario's Broadband and Cellular Action Plan. This funding will be used for shovel-ready projects starting in 2019-20, will create jobs, and connect unserved and underserved communities during COVID-19 and beyond.

Details were provided ahead of the release of Ontario's 2020 Budget by Premier Doug Ford, Rod Phillips, Minister of Finance, Laurie Scott, Minister of Infrastructure and MPP for Haliburton—Kawartha Lakes—Brock, and Peter Bethlenfalvy, President of the Treasury Board, at the local Haliburton County Public Library in Minden Hills.

"By providing high-speed broadband to unserved and underserved communities like Minden Hills, we will create good jobs, unlock new opportunities for businesses and people, and improve the quality of life for individuals and families," said Premier Ford. "With the world online these days, if we are going

to attract more investment to Ontario and compete in this highly competitive global marketplace, we need every part of our province connected with high-speed Internet."

The investment announced today doubles funding for the Improving Connectivity in Ontario (ICON) program, bringing the new total to $300 million. This program now has the potential to leverage more than $900 million in total partner funding to improve connectivity in areas of need across Ontario. As part of Ontario's broadband and cellular action plan, ICON is one of several provincial initiatives underway to improve connectivity across Northern, Eastern and Southwestern Ontario.

"Tomorrow, I'll introduce Ontario's 2020 Budget, the next phase of Ontario's Action Plan," said Minister Phillips. "The first pillar of this action plan is *Protect*, making good on Premier Ford's commitment to do whatever it takes to get through the pandemic. The second pillar is *Support*, because we know COVID-19 has brought severe challenges and economic difficulties to families and employers across the province. The third pillar is *Recover* and includes today's historic investment in broadband. Though initiatives like this our government is laying the foundation for a strong economic recovery and a successful future."

Over 1.4 million people in Ontario do not have broadband or cellular access, and as many as 12 per cent of households in Ontario, mostly in rural, remote or Northern areas, are underserved or unserved from the perspective of broadband, according to Canadian Radio-television and Telecommunications Commission (CRTC) data.

"This investment will connect even more residents in communities across Ontario to faster, more reliable Internet and cell service," said Minister Scott. "Today's commitment to connect more people to reliable broadband and cellular service — along with many others we've made — will make it easier for more people to work and learn from home, run their businesses and connect with others."

In October, the province released Ontario Onwards: Ontario's COVID-19 Action Plan for a People-Focused Government. Improving access to broadband and cellular service is one of the initial projects. Through Ontario Onwards, the province will help make government services more efficient and the lives of people and businesses better. Today's announcement is another example of the government's commitment to making Ontario the world's leading digital jurisdiction.

"Improving Access to Broadband and Cellular Services is a signature project of the Ontario Onwards Action Plan to make vital programs and services more convenient, more reliable, and more accessible," said Minister Bethlenfalvy. "At present, 1.4 million Ontarians lack access to broadband services that meet the CRTC's minimum service standards, many in rural and northern areas. Today,

we are ensuring more people and businesses can have safe and secure online access to the programs and services many of us already enjoy."

Building on Ontario's Action Plan: Responding to COVID-19, the province's $30 billion response to the pandemic, the government remains committed to making available the necessary resources to protect people's health, and support people and employers. Ontario will release the 2020 Budget and the next phase of Ontario's Action Plan on November 5, 2020.

QUICK FACTS

- ICON was launched in July 2020. The program leverages partner funding by inviting applicants like telecom companies, municipal governments, First Nation communities, and non-profits, to submit innovative proposals and lend their investment, expertise and experience to improve connectivity in communities across Ontario. The province funds a portion of each approved project.
- Over the past several months, Ontario has partnered with the Eastern Ontario Regional Network (EORN) to invest $71 million in a $213 million project to improve access to cellular service and mobile broadband in Eastern Ontario.
- The province is investing in the $190 million Southwestern Integrated Fibre Technology (SWIFT) project to bring high-speed broadband to 50,000 more homes and businesses across Southwestern Ontario. In the past few months, SWIFT Inc. has awarded contracts to bring high-speed Internet to thousands of residents in Lambton, Wellington, Norfolk, Oxford, Dufferin, Essex and Caledon. More contracts are expected in the coming months.
- Ontario has invested in initiatives to improve connectivity in Northern Ontario, including broadband projects through the Northern Ontario Heritage Fund Corporation and the Next Generation Network Program.
- Access to broadband is a core component of the province’s Learn at Home plan. Reliable Internet, particularly in rural and regional areas, is essential to supporting students’ success in school. The provincial government recently called on the federal government to take immediate action to improve Internet connectivity for Ontario students.

- Ontario Onwards: Ontario's COVID-19 Action Plan for a People-Focused Government includes more than 30 projects that will improve the way people and businesses interact with government, saving them both time and money.

BACKGROUND INFORMATION

- Support for Ontario's New Investments in Broadband and Cellular Access

ADDITIONAL RESOURCES

- Connecting Ontario: Learn how Ontario is helping to improve connectivity across the province
- Up to Speed: Ontario's Broadband and Cellular Action Plan
- Ontario Onwards: Ontario's COVID-10 Action Plan for a People-Focused Government
- Ontario Builds map

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CCSTA
ACCEC

Board of Directors' Highlights

OCTOBER 2020

HIGHLIGHTS:

AGM & Convention 1

Government Relations 1

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Vision to Action Plan 3

Board Changes 3

Future AGM Dates 3

DONATE

AGM/Convention

Given the uncertainty due to COVID 19, the Board of Directors, in consultation with the local planning committee, has decided, once again, to move to a virtual format for the June 2021 AGM/Convention. This decision will ensure we do not end up with cancellation penalties, and will allow the organizing board to focus on the extra workload caused by the pandemic.

The virtual business meeting is scheduled for Friday June 4 at 11:00 AM (EST), and will include a professional development option for trustees.

CCSTA will be using GetQuorum to host the event. Details on registration will be available in March 2021.

CCSTA would like to acknowledge the work done by the planning committee at the Greater Saskatoon Catholic Schools, and thank them for agreeing to host the 2023 AGM in Saskatoon.

Government Relations

The decision to cancel our fall Lobby Day was made in June. Originally, the intent was to move the date to coincide with CCSTA's February board meeting. With an in-person meeting no longer an option, the Board will hold a virtual Lobby Day on February 2, 2021 Planning for the virtual meetings is underway and will allow us the option of holding the Lobby "Day" over multiple days. The Board feels confident this format will work well, given the current circumstances.

CANADIAN CATHOLIC SCHOOL TRUSTEES' ASSOCIATION
ASSOCIATION CANADIENNE DES COMMISSAIRES D'ÉCOLES CATHOLIQUES

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

DONATE

Visit the CCSTA website to add your e-mail address to our database.

Toonies for Tuition

CCSTA distributed $100,500 in tuition assistance this fall. Needless to say, the demand was greater than the funds available. Given the financial impact being felt by many, the campaign will take on an added importance this year.

With many families struggling to make tuition payments, the schools that receive the funding need our support more than ever. Any support is always appreciated.

If you have a successful campaign underway, please share the information with the CCSTA office. A reminder that support materials, including a video, are available.

Communications

The Communications Committee met in advance of the board meeting to discuss CCSTA's communications strategy. The initial focus will be on social media with an emphasis on twitter, followed by a review of the CCSTA website.

To ensure all trustees are receiving CCSTA communications, the boards are requested to forward any updated email addresses to the CCSTA office, preferably in MS Excel format.

FOLLOW US ON

twitter

Vision to Action Plan

The 2020-2021 Vision to Action Plan for CCSTA was approved by the Board. A copy can be found on the CCSTA website.

Vivifiés par la parole de Dieu et notre tradition, nous veillons à promouvoir et à protéger le droit à l'éducation catholique au Canada. Nous parlons d'une même voix.

Board Changes

CCSTA welcomes Leanne Prince (ON) to the CCSTA Board, and thanks Mark Mullan (ON) for his service.

LEANNE PRINCE, ONTARIO

MARK MULLAN, ONTARIO

Future AGM/Convention Dates

June 4, 2021, 11:00 AM (EST)	VIRTUAL
June 2-4, 2022	Blue Mountain, ON
June 1-3, 2023	Saskatoon, SK

Ontario Catholic School Trustees' Association

November 9, 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: **Supply Chain Agency**

Further to the Memorandum regarding the release of the provincial budget last week, we want to bring your attention to the government's intention to establish a supply chain agency. This follows on the government's objective of centralizing supply chain and procurement processes for organizations and agencies within the broader public sector, including school boards, outlined in last year's budget.

As was stated in the budget documents:

SUPPLY ONTARIO AGENCY

The new agency would improve government purchasing by leveraging the combined bulk-buying power of the province, while taking advantage of world-class capabilities of local Ontario businesses. Challenges sourcing critical supplies and equipment, including personal protective equipment (PPE), during the COVID-19 pandemic reinforced the need to improve the current approach. Centralizing procurement will accelerate the work to transform and modernize how the government purchases goods and services so the people of Ontario can have the supplies they need when they need them. (page 141 Budget).

Ontario is establishing Supply Ontario, a centralized supply chain agency to:

- Stabilize access to a high-quality supply of critical products;
- Deliver the best value by sourcing high-quality goods at scale to serve the public interest in a financially responsible way;
- Stimulate job creation and economic growth by producing Ontario-made goods;
- Drive innovation of emerging technologies connecting small businesses and entrepreneurs to government and its customers (page 143 Budget).

Next Steps

Prior to the Budget announcement, we attended a confidential briefing on government's intention to establish the supply chain agency. The purpose of the briefing was to outline the roles and responsibilities of this new agency and how it may impact organizations in the broader public sector.

OCSTA will continue to monitor the development of Supply Ontario and related centralization processes of critical importance to Catholic boards.

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

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Ontario Catholic School Trustees' Association

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ocsta@ocsta.on.ca www.ocsta.on.ca

Patrick J. Daly, *President*
Michael Bellmore, *Vice President*
Nick Milanetti, *Executive Director*

November 11, 2020

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

CC: Board Secretaries and Administrative Assistants

FROM: Margaret Binns, Director of Administrative Services

RE: **2021 OCSTA Trustee Award of Merit**

Boards or individual trustee members are encouraged to submit nominations for the 2021 OCSTA Trustee Award of Merit. This award recognizes current and former Catholic trustees who have rendered exceptional service to Catholic education over the years.

Please see the attached guidelines and nomination form, as well as a list of past recipients of this award.

The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Friday, January 15, 2021.

OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

- Only current and former Ontario Catholic school trustees are eligible to receive this award.
- Nominations may be made by OCSTA member boards or individual trustees.
- A trustee may nominate another current or former trustee who is not from his or her own board.
- Current members of the OCSTA Board of Directors are not eligible to receive this award.

EVALUATION CRITERIA

This award is given to current and former trustees who have demonstrated one or more of the following three criteria, given a weighted value in points totalling 100:

- The nominee has made a significant contribution to the Catholic education community while serving as a Catholic trustee. (50 points)
- The nominee has strong Catholic leadership qualities and gives witness to their faith commitment. (30 points)
- The nominee has served as a Catholic trustee for a significant period of time. Although this award is not a reward for long-term service, length of service will be taken into account. (20 points)

PROCESS

- Up to three awards may be presented in any given year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- For information purposes, a list of past winners will be provided to the OCSTA Board of Directors (included in this package).
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- When the AGM & Conference is held in person, OCSTA will reimburse each award recipient, plus one guest, for reasonable combined travel expenses up to $1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be preceded by the Nomination Cover Sheet and submitted using the three sheets following it, each headed by one of the criteria (please see below).
- The response in support of the nominee for each of the three criteria must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EST, Friday, January 15, 2021**. The deadline is firm and will not be extended.

"To their Catholic school trustees, families entrust hundreds of thousands of human lives with the capability, the possibility, and finally the promise of achieving human greatness. It is these small, fragile and ultimately marvellous lives that you as a trustee are called to serve."

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet
OCSTA Trustee Award of Merit

Name of Nominee: _____

Nominated by: _____

Board: _____

Contact Person: _____

Telephone #: _____

Email: _____

Please provide details of the nominee's contributions to the Catholic education community that, in your opinion, exceed the community's expectations of a Catholic trustee. (50 points)

Please provide details of how this nominee’s strong Catholic leadership qualities exemplify his/her faith commitment. (30 points)

The term of service will be taken into consideration. How long has the nominee served as a trustee? What positions has he/she held? (20 points)

Ontario Catholic School Trustees' Association

OCSTA Award of Merit Recipients Since 1974 to Present

YEAR	RECIPIENT
2020	**Bob Schreader,** Vice-Chair, Renfrew County CDSB
2019	**Vikki Dupuis,** Trustee, Wellington CDSB **Anne-Marie Fitzgerald,** Northwest CDSB
2018	**John Curry,** Trustee, Ottawa CSB
2017	**Andy Bray,** Vice Chair, Renfrew County CSB
2016	**Norm Bethune,** Vice Chair, Bruce-Grey CDSB
2015	**Wilf Garrah,** Former Trustee, Algonquin & Lakeshore CDSB
2014	**John Grisé,** Former Trustee, Simcoe-Muskoka CDSB
2013	**Gerald Beerkens,** Huron-Superior CDSB **Betty-Ann Kealey,** Ottawa CSB
2012	**Mike Favreau,** Kenora CDSB
2011	**Bernard Murray,** Huron-Perth CDSB
2010	**Ronald Eamer,** CDSB of Eastern Ontario **Alice Anne LeMay**, Halton CDSB
2009	**Kathy Ablett,** Ottawa CSB
2008	**Ron Marcy,** Huron-Perth CDSB **Ken Adamson**, Dufferin-Peel CDSB **Donald Clune**, Toronto CDSB
2007	**Louise Ervin,** Waterloo CDSB
2006	**Joe Corey,** Durham CDSB **Barbara McCool,** Nipissing Parry Sound CDSB **Ed McMahon,** Toronto CDSB
2005	**Philip Colosimo,** Thunder Bay CDSB **Regis O'Connor**, Huron Superior CDSB **Ed Viana,** Halton CDSB
2004	**Patrick Daly,** Hamilton-Wentworth CDSB
2003	**Dave McCann,** Kenora CDSB
2002	**Donald Sunstrum,** Huron-Superior CDSB

2001	**Patrick Meany,** Dufferin-Peel CDSB
2000	**A. J. M. (Art) Lamarche,** Ottawa-Carleton CDSB
1999	**Robert Hubbard,** St. Clair CDSB **Joseph Kraemer,** London DSCB
1998	**Jacqueline Legendre-McGuinty,** Ottawa-Carleton RCSS Board **Tina Rotondi-Molinari,** York Region County RCSS Board **Donald Schrenk,** Halton County RCSS Board
1997	**Mary Hendriks,** Lincoln County RCSS Board **Rev. Tom Day,** Metropolitan Separate School Board
1996	**Monsignor Edward Boehler,** Metropolitan Separate School Board **Michael Kelly,** Ottawa RCSS Board **Ray Voll,** Waterloo Region RCSS Board
1995	**Fr. Carl J. Matthews,** Metropolitan Separate School Board **John Shrader,** London & Middlesex County RCSS Board
1994	**James V. Sherlock,** Halton County RCSS Board **Mary O. O'Connor,** Kirkland Lake-Timiskaming District RCSS Board **Roberta B. Anderson,** Ottawa RCSS Board
1993	**Jim Carpenter,** London & Middlesex County RCSS Board **Robert Flanagan,** Welland County RCSS Board **Paul Duggan,** Metropolitan Separate School Board
1992	**Dr. Angelo Albanese,** Welland County RCSS Board **Robert O'Brien,** Halton County RCSS Board **Charles (Chuck) Yates,** Waterloo Region RCSS Board
1991	**Joseph H. Duffey,** Frontenac-Lennox & Addington County RCSS Board **Bertram R. Garrett,** Frontenac-Lennox & Addington County RCSS Board **William J. Hillyer,** Bruce-Grey County RCSS Board
1990	**Robert Hall,** Dufferin-Peel County RCSS Board **Lillian O'Connor,** Hastings-Prince Edward County RCSS Board **Ferbie St. Cyr,** Kirkland Lake & Timiskaming District RCSS Board
1989	**Martha Joyce,** London-Middlesex County RCSS Board **Angus MacLellan,** Dryden District RCSS Board
1988	**Kathleen Nolan,** Hamilton-Wentworth County RCSS Board **Cecil Poirier,** Kenora District RCSS Board **William Winters,** Renfrew County RCSS Board

1987	**Gerry Meehan,** Dufferin-Peel RCSS Board
1986	**Rev. Raymond Durocher, O.M.I.,** Metropolitan Separate School Board **Frank Furlong,** Waterloo Region RCSS Board **John Hourigan,** Wellington County RCSS Board **James Jordan,** Lanark, Leeds & Grenville County RCSS Board **Dr. N. A. Mancini,** Hamilton-Wentworth County RCSS Board **B. E. Nelligan,** Metropolitan Separate School Board **Pat Whelan,** Lincoln County RCSS Board
1985	**Betty Biss,** Dufferin-Peel RCSS Board **Rev. Patrick H. Fogarty,** Metropolitan Separate School Board **T. T. Joyce,** York Region County RCSS Board **Phil McAllister,** Metropolitan Separate School Board **Chris Asseff,** Lakehead District RCSS Board
1984	**Gerald E. Dwyer,** Windsor-Essex County RCSS Board **Frank E. Shine,** Durham Region RCSS Board **Archbishop J.L. Wilhelm,** Frontenac-Lennox & Addington County RCSS Board **Archbishop Philip F. Pocock,** Metropolitan Separate School Board
1983	**Lorne Charbonneau,** Kirkland Lake & Timiskaming District RCSS Board **A.F. (Al) Dunn,** Elgin County RCSS Board **C.F. Gilhooly,** Ottawa RCSS Board **Carl Mundy,** Lambton County RCSS Board
1982	**Sr. Emeline Forbes,** Windsor-Essex County RCSS Board **Rev. Ken A. Burns,** Welland County RCSS Board **Mary Cowley,** Lambton County RCSS Board **Joseph Hugel,** Dufferin-Peel RCSS Board **Monsignor Percy Johnson,** Metropolitan Separate School Board **Rev. Cornelius Siegfried,** Waterloo Region RCSS Board **Les Silaj,** North Shore District RCSS Board
1981	**Aime Arvisais,** Ottawa RCSS Board **John Trepanier,** Brant, Haldimand & Norfolk County RCSS Board **Janis Bunkis,** North of Superior District RCSS Board **Rev. L.P. Casartelli,** Hastings-Prince Edward County RCSS Board **Dr. Joseph W. Fyfe,** Sudbury District RCSS Board **Albert (Al) Klein, Q.C.,** Nipissing District RCSS Board
1980	**Almon Doolan,** Frontenac-Lennox & Addington County RCSS Board **John Pearson,** Lincoln County RCSS Board **Alexander Kuska,** Welland County RCSS Board

1979	**Rev. Blake Ryan,** Wellington County RCSS Board **Nicholas Marino,** Lincoln County RCSS Board **Rita Desjardins,** Ottawa RCSS Board **A.C. Thompson,** Dufferin-Peel RCSS Board **Rosario Paquet,** Nipissing District RCSS Board **Robert Butler,** Huron-Perth County RCSS Board
1978	**Monsignor Charles Colgan,** Hamilton-Wentworth County RCSS Board **Dr. John Andrachuk,** Metropolitan Separate School Board **Jean Paul Parent,** Cochrane-Iroquois Falls, Black River-Matheson District RCSS Board **Daniel Murawksy,** Waterloo Region RCSS Board **Sylvia Brown,** Windsor-Essex County RCSS Board **Eugene Jacobs,** York Region RCSS Board **Dr. Bernard Nolan,** Windsor-Essex County RCSS Board
1977	**Edward J. Brisbois,** Metropolitan Separate School Board **James Copeland,** London & Middlesex County RCSS Board **Eileen Coombs,** London & Middlesex County RCSS Board **Sr. Bernadette Boivin,** Kirkland Lake-Timiskaming District RCSS Board **Joseph Donihee,** Frontenac-Lennox & Addington County RCSS Board **John Johnson,** Windsor-Essex County RCSS Board **Morgan O'Connor,** Durham Region RCSS Board **Monsignor Delaney,** Lincoln County RCSS Board **Rev. Francis Grant,** Peterborough Victoria Northumberland & Newcastle County RCSS Board **Rev. Bernard Cox,** Hamilton-Wentworth County RCSS Board
1976	**Joseph Gruzleski,** Wellington County RCSS Board **Joseph Mahoney,** Lakehead District RCSS Board **Millard McGill,** Bruce-Grey County RCSS Board
1975	**George Charron,** Lincoln County RCSS Board **J. Lamarche,** Frontenac-Lennox & Addington County RCSS Board
1974	**T. Meyers,** Hamilton-Wentworth County RCSS Board **T. Melady**, Metropolitan Separate School Board **A. Eastdaile,** London-Middlesex County RCSS Board

Ontario Catholic School Trustees' Association

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Patrick J. Daly, *President*
Michael Bellmore, *Vice President*
Nick Milanetti, *Executive Director*

November 11, 2020

MEMORANDUM

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

CC: Student Trustees
Board Secretaries & Administrative Assistants

FROM: Margaret Binns, Director of Administrative Services

RE: **2021 OCSTA Student Trustee Alumni Award**

OCSTA is pleased to invite nominees for the Student Trustee Alumni Award, designed to recognize the achievements of former student trustees and celebrate the positive impact of Catholic education on their lives and the communities they reach.

Boards or individual trustee members are encouraged to submit nominations for the 2021 OCSTA Student Trustee Alumni Award.

Please see the attached guidelines and nomination form.

The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Friday, January 15, 2021.

OCSTA Student Trustee Alumni Award: Guidelines

NOMINATION ELIGIBILITY

- The nominee must be a former Catholic school Student Trustee.
- The nominee must have graduated from a Catholic secondary school in Ontario at least five years prior to his/her nomination.
- Any OCSTA trustee member or Ontario Catholic school board can submit nominations to help recognize the positive impact of Catholic education on the lives of student trustees and the communities they reach after graduation.

EVALUATION CRITERIA

This award is given to student trustee alumni who have demonstrated exceptional achievement in any field—vocational or voluntary—and positive Catholic values reflective of the characteristics described in the Ontario Catholic School Graduate Expectations. The nominations will be assessed based on the following three criteria, given a weighted value in points totalling 100:

- The nominee has distinguished himself/herself through service to their community and/or serving as a positive, inspiring role model to others. (40 points)
- This award is given to Catholic student trustee alumni who have demonstrated outstanding leadership, philanthropic and/or service capabilities and orchestrated exceptional and meaningful change as leaders in their profession or community. (30 points)
- The nominee has reflected the characteristics of the Ontario Catholic School Graduate Expectations: (30 points)
    - a discerning believer formed in the Catholic faith community
    - an effective communicator
    - a reflective, creative and holistic thinker
    - a self-directed, responsible, lifelong learner
    - a collaborative contributor
    - a caring family member
    - a responsible citizen

PROCESS

- Only one person will be honoured in any given year. The Board of Directors is not required to present an OCSTA Student Trustee Alumni Award each year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- When the AGM & Conference is held in person, OCSTA will reimburse the award recipient, plus one guest, for reasonable combined travel expenses up to $1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be submitted using the OCSTA Student Trustee Alumni Award Nomination Form.
- The response in support of the nominee must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Please explain why the individual is deserving of this recognition. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EST, Friday, January 15, 2021**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumni Award
Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

City: _____ Province/State: _____ Postal/Zip Code: _____

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

Dates of Service as Student Trustee (month/year): _____ / _____ to _____ / _____

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

Using 8 ½ x 11-inch paper, please explain why the individual is deserving of this award. The submission must ***not*** exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca or by mail, courier, or fax (416-932-9459).

Nomination must be received by **12:00 p.m. EST, Friday, January 15, 2021**.

Ontario Catholic School Trustees' Association

OCSTA Student Trustee Alumni Award Recipients since 2017

YEAR	RECIPIENT
2020	**Dr. Robert Murray,** Niagara CDSB
2019	**Trevor Arnason**, Ottawa CSB
2018	**Dr. Anthony Silva**, Kenora CDSB
	Ben Verboom, Durham CDSB
2017	**Kristine Soufian**, York CDSB

From:	Loretta Notten
To:	Alice Figueiredo
Subject:	FW: OCSTA: Memo-Changes to 50-Day Limit
Date:	Thursday, November 12, 2020 9:35:46 AM
Attachments:	Joint Letter to OTF October 23 2020 final.pdf Statement from OTF re 50-Day Limit.pdf image002.jpg image004.jpg

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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, November 12, 2020 8:55 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo-Changes to 50-Day Limit

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November 12, 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: **Changes to the 50-Day Limit for Retired Teachers**

OCSTA and the other trustee Associations have been advocating for changes to the 50-day limit for retired teachers, vice principals and principals to enable boards to address their current staff shortages. As you are aware, the current COVID-19 pandemic has placed boards in extraordinarily difficult circumstances in hiring occasional teachers and school administrators, and

we have been seeking to amend the 50-day limit to assist in meeting this challenge. We have written to the Ontario Federation of Teachers (letter attached) requesting changes to this limit and discussed this concern with the Minister and Deputy Minister of Education on several occasions gaining their support in this advocacy effort.

We are please to inform our Catholic boards that today we received a statement (attached) from the Ontario Federation of Teachers indicating they are prepared to extend the 50-day limit to 95-days for retired teachers, vice principals and principals until June 30, 2021.

OCSTA will continue to monitor this situation with the Ontario Federation of Teachers and advise boards as necessary.

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

Nick Milanetti
Executive Director

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Ontario Catholic School Trustees' Association

Ontario Public School Boards' Association
Leading Education's Advocates

AFOCSC
Association franco-ontarienne des conseils scolaires catholiques

ACÉPO
Association des conseils scolaires des écoles publiques de l'Ontario

October 23, 2020

Parker Robinson
President
Ontario Teachers' Federation (OTF/FEO)
Suite 100
10 Alcorn Avenue
Toronto, ON M4V 3A9

Re: Amendments to the 50-day limit for retired educators

Dear Parker:

We are writing today on behalf of all trustee and school board associations in Ontario—the Ontario Catholic School Trustees' Association (OCSTA), the Ontario Public School Boards Association (OPSBA), l'Association franco-ontarienne des conseils scolaires catholiques (AFOCSC) and l'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO) to request that the Ontario Teachers' Federation revisit and amend the 50-day limit for retired educators. The current COVID-19 pandemic has placed boards in extraordinarily difficult circumstances in hiring occasional teachers and our boards are seeking to amend the 50-day limit to assist in meeting this challenge.

School reopening guidelines, aligned with public health advice, require students to remain within small cohorts throughout the school day. In addition, boards are working to limit the number of teachers in contact with each cohort. In the event of occasional teachers not being available at a particular school, classes cannot be combined for the day as they would have been pre-pandemic. This has the widespread potential of students being sent home as no teacher is available to cover their class. Some of our northern boards are challenged with obtaining an appointment and getting test results in a timely fashion, which can lead to teachers having to self-isolate for 10 to 14 days. As a result, boards are under tremendous pressure to fill daily absences as well as short and long-term occasional contract assignments that are currently having significant impacts on their operations. Boards, therefore, need to be able to expand the pool of occasional teachers. In addition, the number of occasional teachers who may withdraw their services due to underlying health conditions and/or age factors, further exacerbates the shortage.

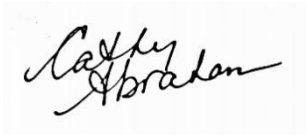
This situation is also problematic for vice-principal and principal positions. Having experienced people in school administration during the current situation is invaluable and therefore allowing retired principals and vice-principals to continue beyond the 50-day limit would provide stability and strength when it is most needed.

As the Presidents of the trustee and school board associations representing all publicly funded schools in our province, we respectfully request that the removal of the 50-day limit for the duration of the pandemic be given urgent consideration and approved by the OTF Board of Directors.

Sincerely,

Patrick J. Daly
President
(OCSTA)

Sincerely,



Cathy Abraham
President
(OPSBA)

Sincerely,

Johanne Lacombe
President
(AFOCSC)

Sincerely,

Denis M. Chartrand
President
(ACEPO)

CC: Hon. Stephen Lecce, Minister of Education
Nancy Naylor, Deputy Minister of Education

50-Day re-employment rule increased for some OTPP retirees
Élargissement de la règle de 50 jours de réemploi pour certains membres retraités du RREO

50-Day re-employment rule increased for some OTPP retirees

After careful consideration, the Ontario Teachers' Federation (OTF) and the Ontario Government, as co-sponsors of the Ontario Teachers' Pension Plan (OTPP), have agreed to temporarily increase the 50-day re-employment rule to 95 days for teachers, principals, and vice principals in the publicly funded school system until June 30, 2021.

As part of this agreement, school boards will be required to meet strict reporting measures to ensure this does not adversely impact existing occasional teachers and those at the beginning of their careers. While OTF does not expect that many retirees are interested in working in the current environment, this change may extend the number of days that some retirees choose to work. OTF does believe that more robust health and safety measures would not only help protect against potential teacher absences due to illness, but it would also encourage more occasional teachers to make themselves available to the publicly funded school system

"While we do not believe this change will have a significant impact on any teacher shortage, OTF has agreed to this temporary change in the spirit of

cooperation during these challenging times," states Parker Robinson, OTF President. "The Government of Ontario should commit to addressing any potential staff issues by making our schools safer places to work and learn. Their own medical experts advised them that appropriate social distancing and smaller class sizes would strengthen the return to school plan. These steps are needed. The students and educational workers of this province deserve nothing less!

A statement on the 50-day rule and OTF's position is available at Time to set the record straight.

Élargissement de la règle de 50 jours de réemploi pour certains membres retraités du RREO

Après un examen attentif, la Fédération des enseignantes et des enseignants de l'Ontario (FEO) et le gouvernement de l'Ontario, en tant que corépondants du Régime de retraite des enseignantes et des enseignants de l'Ontario (RREO), ont convenu de porter temporairement à 95 jours, jusqu'au 30 juin 2021, la limite de réemploi de 50 jours pour les membres du personnel enseignant, de direction et de direction adjointe au sein du système d'éducation financé par les fonds publics.

Dans le cadre de cette entente, les conseils scolaires devront se conformer à des mesures de déclaration strictes pour faire en sorte que cette augmentation n'ait pas d'incidences négatives sur les membres actuels du personnel enseignant occasionnel et celles et ceux qui se trouvent au début de leur

carrière.

La FEO ne s'attend pas à ce que de nombreux membres retraités soient intéressés à travailler dans l'environnement actuel, mais ce changement pourrait augmenter le nombre de jours que certains membres retraités choisissent de travailler.La FEO croit que des mesures plus robustes en matière de santé et de sécurité contribueraient à offrir une protection contre des absences éventuelles du personnel enseignant pour cause de maladie, tout en encourageant un plus grand nombre de membres du personnel enseignant occasionnel à se rendre disponibles pour le système d'éducation financé par les fonds publics.

« Nous ne croyons pas que ce changement aura un effet significatif sur quelque pénurie de personnel enseignant, mais la FEO a décidé d'approuver cette modification dans un esprit de coopération en cette période difficile, déclare Parker Robinson, président de la FEO. Le gouvernement de l'Ontario devrait s'engager à régler tout problème de personnel éventuel en faisant de nos écoles des lieux de travail et d'apprentissage plus sécuritaires. Ses propres spécialistes médicaux lui ont dit qu'une distanciation physique suffisante et la réduction de l'effectif des classes renforceraient le plan de retour à l'école. Ces mesures sont nécessaires. Les élèves et le personnel éducatif de la province ne méritent rien de moins! »

Une déclaration concernant la règle de 50 jours et la position de la FEO est accessible à « Il est temps de remettre les pendules à l'heure ».

https://twitter.com/OTFpresFEO
https://twitter.com/otffeo

https://www.facebook.com/otffeo

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Toronto, ON M4V 3A9

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From:	Loretta Notten
To:	Alice Figueiredo
Subject:	FW: OCSTA Memo: Ontario College of Teachers Parent Information Pamphlet
Date:	Thursday, November 12, 2020 9:47:10 AM
Attachments:	5a_2019_How_We_Support_Ontario_Students_Brochure_EN3.pdf image004.jpg

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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, November 12, 2020 7:56 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Ontario College of Teachers Parent Information Pamphlet

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Ontario Catholic School Trustees' Association

November 12, 2020

MEMORANDUM

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

CC: OCSTA Board of Directors & Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: **Ontario College of Teachers Parent Information Pamphlet: *"How We Support Ontario Students"***

As you know, the Ontario College of Teachers "license and regulate teachers who work in all publicly funded schools and many private schools in Ontario." Similar to our engagement with many Provincial organizations, the OCSTA has for a number of years collaborated with the OCT in support of our mission to protect and promote publicly funded Catholic education

and out of keen interest in their purpose to “serve and protect the public interest.”

The OCT is in the process of reviewing their public and member engagement strategies and has asked for our assistance/support in sharing the attached brochure with parents who have children in our Catholic schools. We know that Catholic School Boards place priority on frequent and effective communication with parents and other school and system partners. In this regard we would appreciate your assistance in sharing/distributing the attached brochure to parents within your school system.

I would as well like to recognize two members of the OCSTA Board or Directors, Colleen Landers and Todd Lalonde who provide valuable service as members of the OCT Governing Council.

If you have any questions or would like to discuss distribution of the brochure, please contact Sharon McMillan smcmillan@ocsta.on.ca or me.

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

CATHOLIC EDUCATION: *Nurturing Hope*

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Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

How We Support Ontario Students

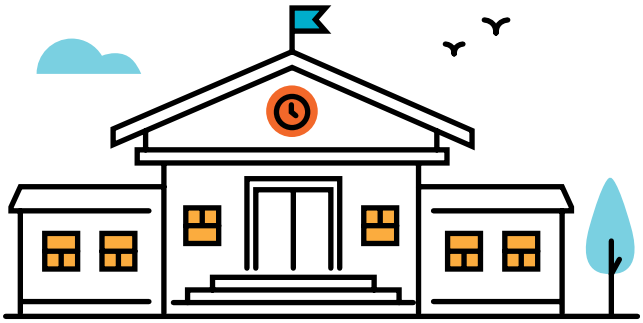
The College at a Glance

What we do

We license and regulate teachers who work in all publicly funded schools and many private schools in Ontario.

Why we exist

We serve and protect the public interest. We ensure that only safe, qualified and competent teachers are certified to teach your children.



How we do this

We license teachers
Only Ontario Certified Teachers (OCTs) can teach in publicly funded Ontario schools. Licensed teachers come from all over the world and are accountable and held to high professional standards.

We provide guidance to teachers
Through our professional advisories, we give advice that helps our members support their students on critical matters such as bullying and mental health.

We support teaching excellence
We help prepare teachers for the classroom and provide for their ongoing education. We also approve teacher education programs.

We work with key stakeholders
We collaborate with government to create regulations and laws to better protect students.

We hear your concerns
We take your concerns about professional misconduct seriously and we resolve them. We impose sanctions on those who don't uphold the professional expectations, and we make our discipline decisions public.

Helpful Resources for Parents

1.
Find a Teacher:
Ontario Certified Teachers are well-qualified. See their qualifications to spark a conversation with your child's teacher. (**oct-oeeo.ca/findateacher**)

2.
Invite a Speaker:
We have experts who can speak at your next school council meeting about how we protect students. (**oct-oeeo.ca/speaker**)

3.
Subscribe to *The Standard*:
Our quarterly newsletter is written with parents in mind. Stay connected to our work and changes in education legislation. (**oct-oeeo.ca/thestandard**)

4.
Annual Report:
Gain a better understanding of how the profession is regulated and how teacher standards are set. (**oct-oeeo.ca/annualreport**)

5.
Professional advisories:
Teachers rely on our professional advice to ensure they are using their best judgment at all times. (**oct-oeeo.ca/professionaladvisories**)

6.
Public presentations:
Discuss topics related to the College at one of our quarterly Council meetings and at our annual meeting. (**oct-oeeo.ca/present**)

7.
Professionally Speaking:
Our award-winning publication has articles about effective teaching practices and profiles of caring teachers. (**oct-oeeo.ca/magazine**)

8.
oct.ca:
Find College news, e-newsletters, teacher requirements, videos, media releases, discipline decisions and more on our website.

Safeguarding Students

There is nothing more important than our children's future. Ontarians can rest assured that the well-being and safety of Ontario students is our top priority.

Visit **oct-oeeo.ca/public** to find out more.

Enhancing Teacher Education

In addition to certifying all Ontario teachers, the College also accredits teaching programs throughout the province. We ensure all teaching programs in Ontario follow ethical and practice standards and guidelines.

We also review and approve Additional Qualification courses for ongoing teacher education.

Accrediting programs, licensing teachers and providing for their ongoing professional learning helps ensure Ontario students receive the best education possible from only qualified teachers.

If You Have a Concern

The College will hear your concerns regarding professional misconduct, incompetence or incapacity of College members. If you have a concern about a teacher, there are steps you can take.

1.
Try to address the issue by speaking with the teacher first, then principal, or district school board.

2.
If a resolution cannot be reached, contact the College. See our online form at **oct-oeeo.ca/submitcomplaint**.

3.
Complaints that are not considered frivolous or vexatious are investigated and considered by a committee, which decides whether it should be referred to a public hearing.

Learn How Highly Qualified Your Child's Teacher is

Our public registry, Find a Teacher, can show you:

- What subject areas your child's teacher is qualified to teach.
- Additional Qualification (AQ) courses they've taken to expand their subject knowledge or sharpen their classroom skills.
- When your child's teacher was certified.

Care, Respect, Trust and Integrity

These are the ethical standards that guide Ontario Certified Teachers.

What does this mean to you, as a parent?

It means you can feel confident that your child's teacher is accountable, that your child's teacher can be trusted and, that your child is in good hands.

For additional information:
Ontario College of Teachers
101 Bloor St. West
Toronto ON M5S 0A1

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Fax: 416.961.8822
Toll free in Ontario: 1.888.534.2222
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oct oeeo.ca/ig

oct oeeo.ca/li

Ontario College of Teachers | Setting the Standard for Great Teaching

Cette publication est également disponible en français sous le titre de Les élèves de l Ontario et nous.

OCSTA TRAVEL ACCIDENT INSURANCE – REGISTRATION FORM

NOTE: The fillable form can be completed directly on your computer.

PLEASE COMPLETE & RETURN FORM WITH PAYMENT BY MONDAY, NOVEMBER 23, 2020 TO:

OCSTA
1804 - 20 Eglinton Avenue West, Box 2064
Toronto, ON M4R 1K8
Attention: Marie Palombi
E-mail: mpalombi@ocsta.on.ca
Fax: (416) 932-9459

SCHOOL BOARD:	
CONTACT PERSON:	
TELEPHONE:	
EMAIL:	

The following Trustees wish to be included in the OCSTA Travel Accident Insurance Policy, effective December 1, 2020, to November 30, 2021.

Payment must accompany this form in order to activate this request; **therefore, please attach a cheque(s) covering the total premium due. Thank you!**

NAME	HOME ADDRESS	DATE OF BIRTH MM/DD/YY	AGE (as of Dec 1/2020)	Gender M/F	COST (INCL. HST)
				Total Payment Submitted:	

From:	Loretta Notten
To:	Alice Figueiredo
Subject:	FW: OCSTA: News Release - Ontario Provides Additional Support To Help Indigenous Students Succeed
Date:	Friday, November 13, 2020 5:22:15 PM
Attachments:	image006.png image002.jpg

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Friday, November 13, 2020 4:18 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: News Release - Ontario Provides Additional Support To Help Indigenous Students Succeed

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November 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: Patrick J. Daly, OCSTA President

SUBJECT: **News Release – Ontario Provides Additional Support To Help Indigenous Students Succeed**

The attached news release, regarding additional support for Indigenous students, is being sent to you for your information.

Ontario Newsroom

News Release

Ontario Provides Additional Support to Help Indigenous Students Succeed

November 13, 2020

Three-Year Investment Prioritizes Indigenous Student Safety and Well-being

TORONTO - Today, Minister of Education, Stephen Lecce announced that the Ontario government is providing $17 million dollars over three years to support First Nation, Métis, Inuit, and urban Indigenous education partners. This funding will provide certainty for school boards while ensuring safe learning environments for Indigenous students - either in person, or through remote and alternative learning options.

The high impact programs being funded will include the following key efforts:

1. Focusing on safe transitions and well-being for First Nation students from the Nishnawbe Aski Nation (NAN) and Indigenous students from remote northern communities. This includes hiring dedicated transition staff like Education System Navigators, Transition Coordinators, Teacher Coaches, while providing more academic and tutoring supports.
2. Providing Land-Based and Elder Programming for First Nation students relocating to larger, urban centers to attend High School so they may access traditional and cultural supports while away from home to support their mental health and well-being.
3. Advancing recommendations from the Seven Youth Inquest including: training and supports for Boarding Home Parents to ensure students have a safe learning environment away from their home communities; culturally-safe learning to support students in completing their Ontario Secondary School Diploma.
4. Creating/Promoting a culturally rich alternative learning program for Métis students through the "River Program," in partnership with Limestone District School Board, where students

participate in ceremonies and other cultural activities and are provided ongoing cultural teachings and support from local Elders and knowledge keepers.

5. Capacity building for the Tungasuvvingat Inuit (TI) to increase access to culturally appropriate supports and resources for Inuit students by strengthening school board relationships, engagement with community members, and improving access to Inuit-specific curriculum resources for all learners. This program also supports Inuit language promotion and explores ways Inuktut can be implemented and strengthened within both the Ontario education system and through services in the Ottawa area.

"Our Government is committed to supporting the success, safety, and student well-being of First Nation, Métis, Inuit and urban Indigenous students," said Minister Lecce. "Working closely with Indigenous partners, we know this investment will ensure access to meaningful support, improve overall outcomes and increase graduation rates."

In addition to this investment, Ontario recognizes that First Nations partners have identified the urgent need for personal protective equipment (PPE) in response to the COVID-19 outbreak. As such, the province is providing First Nation schools with the PPE required to reopen in their communities safely at no cost to them.

"Through this investment and the collective efforts of our Indigenous education partners, we can work together in the best interests of Indigenous students to ensure their well-being and achievement," added Minister Lecce.

"Our government is proud to provide First Nation educators with the resources they need so Indigenous students can safely and consistently engage in learning during this challenging time," said Minister Greg Rickford, Minister of Energy, Northern Development and Mines and Minister of Indigenous Affairs. "We are committed to ensuring every First Nation, Metis, Inuit and Indigenous student across Ontario is supported with access to the culturally-safe learning opportunities they expect and deserve."

"We appreciate the Government of Ontario's continued support of the work done by our partners to assist our students who have to leave their communities and attend urban centers to achieve their high school diploma," said Deputy Grand Chief Derek Fox. "As we continue to address the long-standing systemic issues our students face, we look forward to a positive productive relationship with the province."

QUICK FACTS

1. The first week of November is Treaties Recognition Week in Ontario. This annual event honours the importance of treaties and helps students and residents of Ontario learn more about treaty rights and relationships. Together, by learning more about our collective treaty

rights and obligations, we can create greater understanding and nurture these relationships.

2. Ontario has established two First Nations' Education Task Teams to work collaboratively with First Nation education leadership to identify gaps in service and develop options to address emerging priorities for First Nation students.

3. The COVID-19 Resilience stream will deliver an allocation-based program, bringing $250 million to municipalities to address critical local infrastructure needs, including $6.5 million that will be directed toward Indigenous and on-reserve education through the Ministry of Infrastructure, in collaboration with the Ministries of Education and Indigenous Affairs.

4. Ontario has provided First Nation education partners with access to online education resources and educator training and supported flexibility in funding to ensure education partners could purchase Chromebooks and iPads as well as encouraging school boards to work closely with local First Nations.

ADDITIONAL RESOURCES

1. Indigenous Education Strategy

2. Anti-Racism Directorate

CONTACTS

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caitlin.clark@ontario.ca

Ingrid Anderson
Communications Branch
437-225-0321
ingrid.e.anderson@ontario.ca

Ministry of Education
http://www.ontario.ca/edu

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November 2020

To: Friends and Advocates of Catholic Education (FACE) Local Board Teams

From: Most Rev. Ronald Fabbro, C.S.B., Bishop of London and President, ACBO
Patrick J. Daly, President, OCSTA
Liz Stuart, President, OECTA

This memo serves as a reminder that your local FACE team is represented at the provincial level by the FACE Joint Venture Board as outlined below:

Assembly of Catholic Bishops of Ontario (ACBO)
Most Rev. Ronald Fabbro, Bishop of London, President
Most Rev. Gerard Bergie, Bishop of St. Catherines, Chair of Education Commission
Brian Beal, General Secretary

Ontario Catholic Schools Trustees' Association (OCSTA)
Patrick J. Daly, President, Hamilton-Wentworth Catholic District School Board
Michael Bellmore, Vice President, Sudbury Catholic District School Board
Nick Milanetti, Executive Director

Ontario English Catholic Teachers' Association (OECTA)
Liz Stuart, President, York Catholic District School Board
Barbara Dobrowolski, Vice President, Catholic District School Board of Eastern Ontario
David Church, General Secretary

The FACE Joint Venture Board would like to extend deep appreciation for all of the work that is being done to support staff, students and families both in schools, and in the virtual environment. This is a challenging time for all, and the dedication and commitment of Catholic educators is greatly appreciated.

A key FACE strategy continues to be the sharing of good news stories from Catholic boards and schools, both in the media and with local Members of Provincial Parliament. The FACE Joint Venture Board knows how busy you all are at this time in supporting staff and students with academic, health and safety, mental health and wellness priorities.

Therefore, they would like to assure you of their continued efforts at the provincial level to advocate for and protect the Catholic Education system. Joint Venture Board members regularly meet with Members of Provincial Parliament to emphasize and highlight the important contributions that publicly funded Catholic schools make in Ontario.

Thank you for your outstanding work during this very difficult time. There are numerous examples of how Catholic schools and staff reached out to their communities during the initial months of the pandemic shutdown to offer support and assistance. The FACE Joint Venture Board thanks you for that, and extends best wishes to everyone in your school communities to stay safe and healthy.

"In the face of the pandemic and its social consequences, many risk losing hope. In this time of uncertainty and anguish, I invite everyone to welcome the gift of hope that comes from Christ."

Pope Francis

If you have any questions about Friends and Advocates of Catholic Education please do not hesitate to contact the FACE Project Manager, Carole Allen, at 416-932-9460 ext. 233, or by email at CAllen@ocsta.on.ca.

From:	Loretta Notten
To:	Alice Figueiredo
Subject:	FW: OCSTA Memo: The Global Compact on Education & Congregation for Catholic Education Circular Letter
Date:	Tuesday, November 17, 2020 11:35:06 AM
Attachments:	Global Compact on Education.pdf Congregation for Catholic Education.pdf image002.jpg

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From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Tuesday, November 17, 2020 10:44 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA Memo: The Global Compact on Education & Congregation for Catholic Education Circular Letter

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November 17, 2020

MEMORANDUM

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

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: **The Global Compact on Education**
Congregation for Catholic Education Circular Letter

The following documents are provided for your information:

- Pope Francis' Global Compact Project and video LINK
- The Congregation for Catholic Education

In October 2020, Pope Francis launched a global compact in education, a step forward for peace and justice. In Pope Francis' address at the seminar, he stressed that education is not merely about transmitting concepts, rather it is an enterprise that demands cooperation on the part of all involved – the family, the school and social, cultural and religious institutions. Pope Francis calls on each one of us to commit ourselves personally and in common:

1. to make human persons in their value and dignity the centre of every educational programme,

2. to listen to the voices of children and young people to whom we pass on values and knowledge, in order to build together a future of justice, peace and a dignified life for every person,

3. to encourage the full participation of girls and young women in education,

4. to see in the family the first and essential place of education,

5. to educate and be educated on the need for acceptance, and in particular, openness to the most vulnerable and marginalized,

6. to be committed to finding new ways of understanding the economy, politics, growth and progress that can truly stand at the service of the human person and the entire human family, within the context of an integral ecology;

7. to safeguard and cultivate our common home; and

8. to commit ourselves courageously to developing an educational plan within our respective countries.

In this OCSTA year of Nurturing Hope, Pope Francis beacons us "to look to the future with courage and hope. May we be sustained by the conviction that education bears within itself a seed of hope: the hope of peace and justice; the hope of beauty and goodness; the hope of social harmony."

In addition, we have included a timely report from The Congregation for Catholic Education written during this time of pandemic which focuses on Education and Relationship, Forming Educators, Focus on the Human Person, Aiming at Service and Networking.

These documents and video link are posted on the OCSTA website's Virtual Library - https://www.ocsta.on.ca/resources/virtual-library/.

Ashlee Cabral | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: *Igniting Hope*

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Global Compact on Education

INSTRUMENTUM LABORIS

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THE PROJECT

1. *Introduction*

On September 12, 2019, with the *Message for the Launch of the Global Compact on Education*, Pope Francis summoned representatives from around the world to Rome to sign a common pledge to build a global compact on education. This initiative is not a new and sudden idea, but the tangible translation of a vision and thinking that have been repeatedly spelled out by the Holy Father in his speeches. Moreover, this proposal is in line with the Pope's teachings which are clearly articulated in the apostolic exhortation *Evangelii Gaudium* and in the encyclical letter *Laudato Sì*: two texts that have been inspired by Council and post-Council guidelines.

In *Evangelii Gaudium*, the Pope invited the whole Church to be on an "outgoing" mission, as a style to be adopted in all activities. This invitation was addressed to all God's people to make a proclamation that is open "to all places, on all occasions, without hesitation, reluctance or fear": an announcement where "no one can be excluded" (EG 23). The outgoing Church is an enterprising community *("primerear")*, that can influence all processes of our personal and social life. And, along these lines, after having analyzed the problems of the world and of our contemporary culture, the Pope wrote that "we sense the challenge of finding and sharing a 'mystique' of living together, of mingling and encounter, of embracing and supporting one another, of stepping into this flood tide which, while chaotic, can become a genuine experience of fraternity, a caravan of solidarity..." (EG 87).

In this invitation to take care of the fragility of the people and the world we live in - an invitation that does not concern only Christians but all men and women on earth - education and formation become priorities, as they help individuals to become direct protagonists and builders of peace and the common good.

In the encyclical letter *Laudato Sì*, Pope Francis reminds us that "education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature" (n. 215). Now more than ever - in a context torn by social conflicts and lacking a common vision – there is an urgent need for a change of pace – through an integral and inclusive education, that is able to engage in patient listening and constructive dialogue – whereby unity can prevail over conflict. To this end it is highly desirable, as the Pope argues, to initiate sharing and transformation processes through all necessary initiatives, to enable future generations to build a future of hope and peace.

Based on these two important documents, with the 14 May 2020 event dedicated to the global compact on education, Pope Francis wishes to remind us of the idea that "all change, like the epochal change we are now experiencing, calls for a process of education and the creation of *a village of education* capable of forming a network of open and human relationships. That *village* should put the human person at the center, investing creatively and responsibly in long-term projects that train individuals willing to offer themselves in service to the community. What is needed, then, is an educational vision that can encompass a broad range of life experiences and learning processes, in order to enable young people, individually and collectively, to develop their personalities. Education is not limited to school and university classrooms; it is principally ensured by strengthening and reinforcing the primary right of the family to educate, and the right of Churches and social communities to support and assist families in raising their children" (*Audience with the Diplomatic Corps accredited to the Holy See for the Exchange of Greetings for the New Year,* January 9, 2020).

2. *The Compact: Openness to Others as the Foundation*

Through his *Message*, the Holy Father asks us to commit to a *global compact on education*. He does not suggest an educational action, nor does he invite us to develop a program, but he focuses on a compact or, more specifically, on an *educational covenant*. The choice of words reveals much about the style with which the Pope invites us to undertake this task: for there to be a *compact,* in fact, there must be two or more people who choose to commit to a common cause. A compact implies choosing to put our strengths at the service of the same project, albeit maintaining our mutual differences. A compact implies the ability to see others who are different from us as our travelling companions, and not as a threat to our identity, to see in them "the image of God" (Post-Synodal Apostolic Exhortation *Christus Vivit,* 165).

Also, the term *covenant,* in the Jewish-Christian tradition, refers to the bond of love established between God and his people – a love that, in Jesus, broke down the wall between peoples, re-establishing peace (cf. Eph. 2:14-15). On this basis, the Pope invites us to look for travelling companions on the path of education, rather than suggesting programs to follow; he invites us to establish a covenant among all those who value the uniqueness of each individual through a continuous commitment to formation. Therefore, we might say that respecting diversity is the first premise of this educational covenant. A global compact for education will primarily be based on the recognition of the indispensable character of each contribution to address the educational emergency that we have been experiencing for several decades,

as Benedict XVI himself already recognized in his *Letter to the Faithful of the Diocese and the City of Rome on the Urgent Task of Educating Young People* of January 21, 2008. And his words still ring true today: "We all have at heart the good of the people we love, especially our children, adolescents and young people. Indeed, we know that it is on them that the future of our City depends. Therefore, it is impossible not to be concerned about the formation of the new generations, about their ability to give their lives a direction and to discern good from evil, and about their health, not only physical but also moral. Educating, however, has never been an easy task and today seems to be becoming ever more difficult. Parents, teachers, priests and everyone who has direct educational responsibilities are well-aware of this. Hence, there is talk of a great 'educational emergency', confirmed by the failures we encounter all too often in our efforts to form sound people who can cooperate with others and give their own lives meaning".

3. *The Original Fraternity*

Fraternity is the cultural category that underpins and paradigmatically guides Francis' papacy. Introducing fraternity into educational processes, as the Pope suggests in his *Message*, means recognizing it as a basic anthropological datum, from which all the main and positive "grammars" of a relationship can derive: encounter, solidarity, mercy, generosity, but also dialogue, exchange and, more generally, the various forms of reciprocity.

Right from the very beginning, human life is a received fact that does not originate from our own selves. On the contrary, life transcends every single man and woman, and therefore it is not something that is self-produced, but it is *given* by someone else. For believers, as pointed out in the recent joint declaration of Abu Dhabi *On Human Fraternity*, it is a matter of recognizing each other as children of the one and only Father, and therefore as brothers and sisters who are called to mutual benevolence and stewardship (cf. *Gen* 4:9). However, as Pope Francis wished to stress from the beginning of his Magisterium, the vocation to fraternal stewardship "is not just something involving us Christians alone; it also has a prior dimension which is simply human, involving everyone" (*Holy Mass for the Beginning of the Petrine Ministry*, March 19, 2013). All humanity, in receiving life, discovers itself joined together in the bond of fraternity, which therefore manifests itself as the principle that expresses the structural reality of the human being (cf. *Laudato Sì*, n. 220). If we can choose our friends or some of our companions, we certainly cannot choose our brothers or sisters, because we are not the authors of their existence. The more fraternity is exercised, the more it does

not express primarily a moral duty, but rather the objective identity of mankind and the entire creation.

Today's throwaway culture is deeply rooted in the repeated rejection of fraternity as a constitutive element of humanity: "many things have to change course, but it is we human beings above all who need to change. We lack an awareness of our common origin, of our mutual belonging, and of a future to be shared with everyone" (*Laudato Sì*, n. 202). It was precisely in this direction, in fact, that Pope Francis also framed his first *Message for the World Day of Peace* (January 1, 2014), which was aptly entitled *Fraternity, the Foundation and Pathway to Peace*. Today, in view of the establishment of a *global village of education*, this principle has become even more topical, becoming in a way the real point of destination of all successful educational processes. The willingness to place oneself at the service of fraternity is a testament to the full attainment of our shared humanity. We have been created not only to live "with others", but also to live "at the service of others", in a salvific and enriching reciprocity.

THE CONTEXT

1. The Breakdown of Intergenerational Solidarity

When Pope Francis presented the event of May 14, 2020 to the Diplomatic Corps accredited to the Holy See, he indicated what is the most serious wound that today's socio-cultural context causes to our educational commitment: "Education requires entering into sincere and genuine dialogue with young people. They are the ones who above all make us aware of the urgent need for that intergenerational solidarity which has sadly been lacking in recent years. There is, in fact, a tendency, in many parts of the world, to be self-absorbed, to defend acquired rights and privileges, and to view the world within a narrow horizon that treats the elderly with indifference and no longer welcomes the newborn. The general ageing of the world population, especially in the West, is a sad and emblematic example of this" (*Audience with the Diplomatic Corps accredited to the Holy See for the Exchange of greetings for the New Year*, 9 January 2020).

According to Pope Francis, the ultimate roots of this tendency towards isolation and closure vis-à-vis others lies in a profound anthropological transformation, which he carefully laid out in his speech to participants in the General Assembly of the Pontifical Academy for Life in October 2017. He stated: "Human beings seem now to find themselves at a special juncture in their history [...]. The key feature of this moment is, in a word, the rapid spread of a culture obsessively centered on the mastery of human beings – individually and as a species – over reality. Some have even spoken of an *egolatry*, a worship of the self, on whose altar everything is sacrificed, even the most cherished human affections. This approach is far from harmless, for it induces people to gaze constantly in the mirror, to the point of being unable to turn their eyes away from themselves and towards others and the larger world".

It goes without saying that it is exactly this kind of *egolatry* that generates all those fractures that our educational action is heavily affected by at all levels. We are talking about the rift between generations, between different peoples and cultures, between rich and poor parts of our population, the former increasingly richer and the latter increasingly poorer, the rift between males and females, between economics and ethics, between humanity and planet earth.

Therefore, the kind of education we need today must be able to confront this new "idolatry of the self" and find the right words to give back to all the originality and beauty of the human vocation towards others and its destiny. "Together" is the word that saves and achieves everything.

2. *Educational and Technological Times*

In his encyclical letter *Caritas in Veritate*, Benedict XVI notes that "as society becomes ever more globalized, it makes us neighbors but does not make us brothers" (n. 19). Today, one of the fundamental expressions of globalization is the development of technologies and, in particular, of technologies that pertain to people's online life and social media, which perhaps have a deeper impact on the educational field. The use and management of these digital worlds gives rise to enormous challenges for our educational endeavors. As indicated in *Laudato Sì,* although training requires constant growth and, therefore, change, "the speed with which human activity has developed contrasts with the naturally slow pace of biological evolution" (n. 18).

New generations, in ways hitherto unknown, are forced to live with this contradiction, because the times of learning and, more profoundly, those of maturity are far removed from the times of the Internet. Hence, this often leads to a strong sense of frustration and low self-esteem and self-awareness: why can I get what I want with a "click", but I can't - just as quickly - become an adult person, who can make important choices and take responsibility?

Thus, the Internet and social media are radically altering both relationships between human beings, as well as individuals' wishes and identity development, affecting different human abilities, such as memory, creativity, or the ability to focus and introspection.

We certainly do not want to ignore the fact that the web offers great opportunities to build our future, but we must not underestimate its non-neutrality, and therefore we must consider its inherent limits and possibilities: technology "in fact proves incapable of seeing the mysterious network of relations between things and so sometimes solves one problem only to create others" (*Laudato Sì*, n. 20). At the same time, by filtering any kind of reality, the virtual world, on the one hand, allows access to every corner of the planet, while on the other hand, it tends to contribute to the "globalization of indifference" which makes us slowly inured to the suffering of others and closed in on ourselves" (*Message for the World Day of Peace*, January 1, 2014).

Faced with the great potential and risks that the Internet embodies today, neither a constant denunciation nor a total acquittal suffices. What is needed is what Pope Francis never fails to remind us of: i.e., *discernment*. And even

more than that, we need people who can pass this attitude on to future generations. The kind of education we need today not only does not fear the complexity of reality, but strives to enable all those to whom it is addressed to dwell in this complexity and "humanize" it, in the awareness that any instrument always depends on the intentions of those who use it.

3. *"E-ducating" the Question*

"Psychological disaggregation", mostly due to the previously mentioned pervasiveness of new technologies, is singled out by the Pope in his *Message for the Launch of the Global Compact on Education* as one of the most urgent educational issues. Today our attention is constantly attracted by rapid and multiple stimuli, which make it difficult to learn to live in silence, and this is particularly true with children and young people. The time and space that youths need, to become familiar with their wishes and fears, are increasingly filled with continuous and attractive interactions that entice them and tend to fill every moment of their day. Moreover, such interactions nourish calculating, instrumental, technical rationality (rationality of *how*), and not the rationality that responds to the profound meaning of things and life (rationality of *why*). In this incredible wealth of stimuli, we experience, so to speak, a profound *dearth of interiority*, a growing difficulty in pausing, reflecting, listening to ourselves and to one another. The diversity and speed of digital stimuli often "leads to a loss of appreciation for the whole, for the relationships between things, and for the broader horizon, which then becomes irrelevant" (*Laudato Sì*, n. 110). Following what various religious leaders suggested to Pope Francis, it is necessary to focus today on *educating the questions* of our youth, which are a priority compared to providing answers: it is a matter of dedicating time and space to the development of the great questions and wishes that dwell into the hearts of new generations, who from a serene relationship with themselves might fulfill the search for the transcendent.

On this subject, the *Document on the Human Fraternity for World Peace and Living Together* reminds us of "awakening religious awareness and the need to revive this awareness in the hearts of new generations" (p. 4). For believers it is a matter of awakening in young people, with appropriate timing, the wish to delve into their inner being to know and love God, for non-believers to animate a stimulating restlessness about the meaning of things and of their own existence.

4. *Rebuilding Our Identity*

The issue of fragmented identities, or the difficulty to develop a unified vision of the self, is strongly underlined by psychologists and educators, who see an increasing emergence of suffering among young people linked to this very problem. The indications given by Pope Francis in *Laudato Sì* on the throwaway culture provide a useful inspiration to dig deeper into this matter; in fact, we read that "the throwaway culture affects both excluded human beings and things" (n. 22). Among the people who are most affected by the throwaway culture we find the elderly and children: within the consumerist rationale, the former are discarded because they are no longer productive, the latter because they are not productive yet. However, a society that casts the elderly aside is a society that refuses to address its past, its memory and its roots: "The elderly are wisdom. And may the elderly learn to speak with the young and the young learn to speak with the elderly. They have the wisdom of a village, the elderly" (*Address of the Holy Father to Faithful in Pietralcina*, 17 March 2018). On the other hand, casting children aside reveals a lack of hope, vision and future, since children "bring their way of seeing reality, with a trusting and pure gaze" (*General Audience*, March 18, 2015).

So, just as the present time is poor without a past and a future, so too our personal identity is empty without others, because it would lack both memory and perspective; this is why, with an impoverished soul and without hope, contemporary man is faced with insecurity and instability. It is therefore necessary to form individuals who can rebuild the broken connection with our memory and our hope in the future: young people who, aware of their roots and open to newness, know how to rebuild a more peaceful contemporary identity.

5. *The Environmental Crisis as a Relational Crisis*

The drive toward a renewed educational commitment to interiority and identity, that are increasingly prompted by our globalized and digital world, requires an unbroken connection with the wider social, cultural and environmental context surrounding it. Human beings and nature must be considered in their interdependence, because "the human environment and the natural environment deteriorate together; we cannot adequately combat environmental degradation unless we attend to causes related to human and social degradation" (*Laudato Sì*, n. 48). The lack of care for our inner being is reflected in a lack of care for the exterior, and vice versa: "Disregard for the

duty to cultivate and maintain a proper relationship with my neighbor, for whose care and custody I am responsible, ruins my relationship with my own self, with others, with God and with the earth" (*Laudato Sì*, n. 70). But this happens "if we no longer speak the language of fraternity and beauty in our relationship with the world" (*Laudato Sì*, n. 11). Hence, of course, the need for an *integral ecological education.* The environmental challenge essentially refers to a more radical relational challenge, in which the future of generations and the planet itself is at stake.

According to *Laudato Sì*, considering the environmental question as inherently relational "prevents us from seeing nature as something separate from ourselves or as a mere setting in which we live. We are part of nature, included in it and thus in constant interaction with it" (n. 139). Once again, this is an ontological and anthropological question, before being a moral one: "there can be no renewal of our relationship with nature without a renewal of humanity itself. There can be no ecology without an adequate anthropology" (*Laudato Sì*, n. 118). Therefore, the integral ecology the Pope refers to should not be understood individualistically, as a sort of romantic and moral ecologism regarding nature's disenchanted beauty, but stems from the full awareness that "everything is connected", "everything is related", as it is reiterated several times in *Laudato Sì* (cf. nn. 70, 92, 117, 120, 138, 142).

It is therefore only in the context of reciprocity between interior and exterior, identity and otherness, self and other, that it is possible to rediscover - as Pope Francis says - "a mystical meaning to be found in a leaf, in a mountain trail, in a dewdrop, in a poor person's face. The ideal is not only to pass from the exterior to the interior to discover the action of God in the soul, but also to discover God in all things" (*Laudato Sì*, n. 233) and, thus, to cherish them through a renewed and conscious way of life.

THE VISION

1. *Unity in Difference: a New Thinking*

At the origin of today's fragmentations and oppositions, often leading to various forms of conflict, lies the fear of diversity (see also the recent *Message for the World Day of Peace*, 1 January 2020). Therefore, restoring the fabric of unity and encounter requires a cognitive leap forward to radically change our usual logic. For as long as diversity and difference are considered hostile to unity, war will always be on our doorstep, ready to break out in all its destructive power. Hence, the first indispensable step to build a new humanism is to educate people to a new thought, that can reconcile unity and diversity, equality and freedom, identity and otherness. So, as *Evangelii Gaudium* states, for the flower of a new educational style to blossom, "it must reach the places where new stories and paradigms are formed" (n. 74). In a nutshell, it is a matter of understanding that not only diversity does not hinder unity, nor does it destabilize it, but - on the contrary - it is indispensable to it, it is its horizon of possibilities: unity and difference are not mutually exclusive, on the contrary they imply each other. Otherwise, we would be faced with a stifling unity, which kills otherness, making others impossible, as well as ourselves; or we would experience a chaotic disorder, in which individual identities are mutually indifferent to each other, making any encounter impossible.

Therefore, we must practice a kind of thinking that expresses unity in diversity and considers differences as a blessing to our identity and not as a cumbersome obstacle to self-fulfillment. Educators must primarily work at this level because - as Pope Francis mentioned during his visit to Roma Tre University - "wars begin within us when we are unable to open ourselves up to others, when we are unable to speak with others", when - in other words - otherness is seen as an obstacle to the affirmation of our identity.

In educational practice, this new thinking leads to a broad dialogical exercise that freely involves anyone who wishes to work towards an authentic culture of encounter, mutual enrichment and fraternal listening: "In disagreements, which are also an unavoidable part of life, we should always remember that we are brothers and sisters, and therefore teach others and teach ourselves not to consider our neighbor as an enemy or as an adversary to be eliminated" (*Message for the World Day of Peace*, January 1, 2014), because

"when our hearts are authentically open to universal communion, this sense of fraternity excludes nothing and no one" (*Laudato Sì*, n. 92).

In this sense, the role of interreligious dialogue is of crucial importance, since "it is a necessary condition for peace in the world, and so it is a duty for Christians as well as other religious communities" (*Evangelii Gaudium*, n. 250). When we engage in dialogue, "we learn to accept others and their different ways of living, thinking and speaking. We can then join one another in taking up the duty of serving justice and peace, which should become a basic principle of all our exchanges. A dialogue which seeks social peace and justice is in itself, beyond all merely practical considerations, an ethical commitment which brings about a new social situation" (*ibid*.).

In the light of these considerations, we cannot but underline that this notion of dialogue and peace must increasingly enlighten and guide our elected representatives, who have been entrusted with the political and economic leadership of civil society. No genuine political action is possible outside the notion and practice of dialogue and peace.

2. *The Relationship at the Center*

Among the indispensable values to rebuild an educational covenant, it seems important to dwell on the value of the *educational relationship*. In the words of Pope Francis, we can in fact reiterate that "while not forgetting that young people look to the words and example of adults, we should also be well aware that they themselves have much to offer, thanks to their enthusiasm and commitment. To say nothing of their thirst for truth, which constantly reminds us of the fact that hope is not utopian and that peace is always a good that can be attained. We have seen this in the way many young people have become active in calling the attention of political leaders to the issue of climate change. Care for our common home ought to be a concern of everyone and not the object of ideological conflict between different views of reality or, much less, between generations" (*Audience with the Diplomatic Corps accredited to the Holy See for the Exchange of Greetings for the New Year*, January 9, 2020).

As our schooling experience confirms, a fruitful education does not primarily depend on the preparation of the teacher or the skills of the pupil, but on the quality of the relationship that is established between them. Several education scholars have pointed out that it is not the teacher who educates the pupil in a one-way transmission, nor do pupils alone build their knowledge, but rather it is their relationship that educates both teachers and pupils in a dialogical exchange that presupposes and exceeds them at the same time.

This is, properly, what it means to put the *person*, who is relationship, at the center.

This also involves taking concrete responsibility for the initial situations in which many boys and girls in the world find themselves today. In fact, we cannot hide the fact that there is a risk that the discourse on the centrality of the person in every educational process might become very abstract if we are not willing to open our eyes to the real situation of poverty, suffering, exploitation, denied possibilities, in which much of the world's children find themselves in. And especially if we are not willing to do anything about it. As Pope Francis likes to put it, we must always act by connecting our head, our heart and then our hands.

3. *The World Can Change*

An additional and fundamental principle we should put back at the center of the educational agenda is the one whereby *the world can change*. Without this principle, human ambition, especially the ambition of our youngest brothers and sisters, is deprived of the hope and energy that is needed to transcend oneself, to lean more toward others. This issue was clearly identified in Benedict XVI's *Caritas in Veritate*. In fact, "sometimes *globalization* is viewed in fatalistic terms, as if the dynamics involved were the product of anonymous impersonal forces or structures independent of the human will" (*Caritas in Veritate*, n. 42). Actually this is not the case, and the cultural, historical and economic events happening around us, however great they may be, should not be read as indisputable facts, that are determined by absolute laws.

This is the message that Pope Francis wished to convey to young people when, on January 13, 2017, on the occasion of the publication of the *Preparatory Document of the Synod on Youth*, he wrote them a letter. One of the most moving passages from that letter is the following: "In Krakow, at the opening of the last World Youth Day, I asked you several times: 'Can we change things?' And you shouted: 'yes!'. That shout came from your young and youthful hearts, which do not tolerate injustice and cannot bow to a 'throwaway culture' nor give in to the globalization of indifference. Listen to the cry arising from your inner selves!!"

Today, this invitation is addressed to all those who have political, administrative, religious and educational responsibilities: it is time to listen to the cry that rises from the depths of the hearts of our young people. It is a cry for peace, a cry for justice, a cry for brotherhood, a cry for outrage, a cry for responsibility and a commitment to change regarding all the wicked fruits generated by the current throwaway culture.

And it is exactly in the power of this cry coming from young people - which finds ever more space in the many manifestations to which they give life - that everyone, especially those engaged in education, must find the strength to nourish that revolution of tenderness which will save our world with its too many wounds.

Therefore, the need to stimulate the attractiveness of healthy risk-taking, and awaken our restlessness about reality, emerges with all its strength. To dare being restless means to risk exiting from ourselves, which entails "running the risk - as we read in *Evangelii Gaudium* - of a face-to-face encounter with others, with their physical presence which challenges us, with their pain and their pleas, with their joy which infects us in our close and continuous interaction" (n. 88). Only in this way will passion recover its momentum and become the protagonist of our existence, educating us to conscious and responsible lifestyles. It is precisely by using our own space of freedom well, in fact, that we contribute to personal and community growth: "We must not think that these efforts are not going to change the world. They benefit society, often unbeknown to us, for they call forth a goodness which, albeit unseen, inevitably tends to spread" (*Laudato Sì*, n. 212).

THE MISSION

1. *Education and Society*

In his *Message for the Launch of the Compact on Education*, as already mentioned at the beginning, Pope Francis strongly emphasizes the urgency of establishing a "village of education" in which efforts are made to create a network of human and open relationships. He also added that such an enterprise will not be possible without the activation, by everyone, of a triple courage: first of all the courage to put the person at the center; secondly the courage to invest our best energies with creativity and responsibility; thirdly, and finally, the courage to form people who are willing to put themselves at the service of their community.

Elaborating on the first point, that of the courage to put the person at the center, Pope Francis expressed himself as follows: "To do so, we must agree to promote formal and informal educational processes that cannot ignore the fact that the whole world is deeply interconnected, and that we need to find other ways, based on a sound anthropology, of envisioning economics, politics, growth and progress. In the development of an integral ecology, a central place must be given to the value proper to each creature in its relationship to the people and realities surrounding it, as well as a lifestyle that rejects the throw-away culture" (*Message for the launch of the Compact on Education)*.

At this point we have realized that there is a profound link between the encyclical letter *Laudato Sì* and the initiative of the Compact on Education. Therefore, it is a matter of courageously acknowledging that the environmental and relational crisis we are experiencing can be tackled by devoting our attention to educating those who tomorrow will be called to guard our common home.

Education, aimed at creating an "ecological citizenship" (*Laudato Sì*, n. 211), can become an effective instrument to build a more welcoming society that is focused on the care of others and of creation, with a long-term outlook. In other words, our educational engagement is not addressed only to the direct beneficiaries, children and young people, but it is a service to society as a whole, which is renewed by educating.

Moreover, our educational focus can provide an important meeting ground to rebuild a network of relationships between different institutions and social realities: to educate a child, a dialogue is needed between families, schools,

religions, associations and civil society broadly speaking to pursue a common goal. Starting from the urgency of formation, therefore, it is possible to counteract the "silent rupture of the bonds of integration and social cohesion" (*Laudato Sì*, n. 46). We might say that education can now be understood as a path of formation for younger generations and, at the same time, as an opportunity to review and renew our entire society which, in an effort to transmit the best of itself to the youngest, discerns its own behavior and possibly improves it.

2. *Tomorrow Demands the Best We Have Today*

According to Pope Francis, the second courageous step towards a new compact on education consists in having the strength, as a (ecclesial, social, associative, political) community, to offer to education the best available energies we have. It is, of course, a courageous choice because every choice also involves favoring one aspect to the detriment of others. How many institutions today put the best they have at the service of young people?

If we think about most of our contemporary companies, we can clearly see how the most creative and proactive forces are placed at the service of production and the market. The best young graduates and the brightest minds are often employed in large profit-oriented companies, rather than in the pursuit of the common good. At the same time, prevailing consumerism requires the absence, or only the faint presence, of formed people, who are endowed with a critical spirit and a relational drive. As a matter of fact, consumerist ideology feeds on individualism and incompetence in self-management, because it is outside the community that we are most fragile, and it is in the incapacity of clear-headedness that we meekly respond to propaganda stimuli.

The courage of a real and radical reversal of course is needed: given the situation we have described, an investment is urgently required, because it is only through education that we can realistically hope for a positive change through long-term planning. Whatever will be in the future must rely on the best of what we have today. Whoever will be there in the future is entitled to the best of who is here today.

3. *Educating to Serve, Educating is to Serve.*

Lastly, the third act of courage Pope Francis calls for is to form individuals who are willing to put themselves at the service of the community. To be honest, this indication sheds an apt light on a truly decisive element of every educational action: educators cannot succeed fully in their educational action

unless they commit to forming and shaping – in the people entrusted to their care – a full and real openness to the service of others, of all others, of the whole human community, starting with those who find themselves in the most exhausting and challenging situations.

The true service of education is education to service.

Moreover, educational research also increasingly recognizes the central dimension of service to others and the community as a tool and as an end of education itself. Think for example about the great development of *Service-Learning*. This kind of research shows how service can be not only be a training activity among others (the importance of volunteer work in the training of young people is well recognized), but more radically how it can become the fundamental method through which all knowledge and skills can be transmitted and acquired. We could point to this process as a development from education *to service* to education *as service*, whereby our brethren are both the way and the goal of education.

Lastly, we want to dedicate a few final words to Hannah Arendt, who was able to indicate in an effective and synthetic way what is really at stake in every educational gesture. These are her enlightening words: "Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from that ruin which, except for renewal, except for the coming of the new and young, would be inevitable. And education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their chance of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world" (*Between Past and Future*, The Viking Press, New York 1961, 196).

SUGGESTED THEMES FOR FURTHER REFLECTION

- “Mystique” of living together
- Village of Education
- Fraternity and peace
- Egolatry
- Positive Internet resources
- Education to silence
- Throwaway culture
- Thoughts of unity
- Restlessness in searching
- Revolution of tenderness
- Ecological Citizenship

Prot. No. 553/2020

Congregation for Catholic Education

Circular Letter
to Schools, Universities and Educational Institutions

The spread of Covid-19 has profoundly changed our existence and way of life: "We find ourselves afraid and lost. Like the disciples in the Gospel we were caught off guard by an unexpected, turbulent storm"[1]. Adding to our health concerns, we are also faced with economic and social woes. Educational systems around the world have suffered from the pandemic at both the school and university levels. Everywhere efforts have been made to ensure a rapid response by means of digital platforms for distance learning, whose effectiveness, however, has been lessened by a marked disparity in educational and technological opportunities. According to recent data from international agencies, about ten million children will not have access to education in the coming years, thus widening the current educational gap.

Added to this, the very difficult situation of those Catholic schools and universities which, lacking economic support from the state, risk closure or radical downsizing. And yet, Catholic educational institutions (schools and universities) have been able, once again, to become the new frontier of educational concerns, placing themselves at the service of ecclesial and civil communities, and providing a public educational and cultural service for the benefit of the entire community.

Education and Relationship

In this context, which unfortunately is still out of control in many parts of the world, several challenges have emerged. First of all, *distance learning* - albeit necessary in this extremely critical moment - has shown how the educational environment is made up of people who meet and interact directly and "face-to-face": this is not a mere secondary context to educational activity, but is the very essence of the relationship of exchange and dialogue (between teachers and learners) that is indispensable for the formation of the human person and for a critical understanding of reality. In classrooms, lecture halls and laboratories, we grow together and build a relational identity. In all ages of life - but all the more so in childhood, adolescence, and early adulthood - the process of psycho-pedagogical growth cannot take place without the encounter with others, and the presence of others gives rise to the necessary conditions for creativity and inclusion to flourish. In the field of scientific research, academic

[1] POPE FRANCIS, *Extraordinary moment of prayer on the parvis of St. Peter's Basilica*, 27 March 2020.

investigation and, in general, educational activity, interpersonal relationships are the "place" where transdisciplinarity and interdisciplinarity emerge as fundamental cultural criteria to curb the risks of fragmentation and disintegration of knowledge, as well as to open this same knowledge to the light of Revelation.

Forming Educators

The pandemic's pervasive and protracted presence has also generated a widespread sense of uncertainty among teachers and educators. Their invaluable contribution - which has changed profoundly over the years, from both social and technical standpoints - needs to be supported through robust *continuing formation* programs that can meet the needs of our time, without losing the synthesis between faith, culture, and life, which is the keystone of the educational mission that is pursued in Catholic schools and universities. Teachers bear so many responsibilities and their commitment must be increasingly transformed into *real, creative, and inclusive action*. Thanks to their work, a spirit of fraternity and sharing is nourished not only with learners, but also between generations, religions, and cultures, as well as between humans and the environment.

Focus on the Human Person

For this to happen, the *relationship with and between real human persons* who are part of the *educational community* must be put at the center; this relationship cannot be suitably accommodated within interactions mediated by screens or in the impersonal connections of digital networks. *Real human persons* are the heart and soul of formal and informal educational processes, as well as an inexhaustible source of life by virtue of their essentially relational and communal nature, which always implies a twofold dimension: vertical (open to communion with God) and horizontal (communion among human beings). Catholic education - inspired by the Christian vision of reality in all its expressions - aims at the integral formation of human persons who are called to live a specific vocation responsibly in solidarity with other people.

In a world where "everything is closely interrelated"[2], we feel united in finding new educational paths - in line with Christian anthropology - that allow us to grow together using the relational tools that are offered by current technology, but above all by opening ourselves to listening to the *voice of others*: an irreplaceable and honest endeavor that requires us to dedicate time to common reflection and planning, drawing on personal stories, shared projects, the teachings of history and the wisdom of past generations. In this process of *formation in relationships and in the culture of encounter*, our "common home" with all creatures also has its place and value, because people, while they are formed to the logic of communion and solidarity, already work

[2] POPE FRANCIS, Encyclical Letter *Laudato Si'*, 24 May 2015, 137

"to recover a serene harmony with creation"[3] and to configure the world as "a place of true brotherhood" (*Gaudium et Spes*, 37).

Aiming at Service

The current situation has strongly highlighted the need for *an increasingly communal and shared educational pact* that - drawing strength from the Gospel and the teachings of the Church - can contribute to the spread of an authentic *culture of encounter* through generous and open synergies. For this reason, Catholic schools and universities are called to form *people who are willing to put themselves at the service of the* community. When we serve, in fact, we can experience that there is more joy in giving than in receiving (cf. *Acts* 20:35) and that our time can no longer be characterized by indifference, selfishness, and division: "the whole world is suffering and needs to be united in facing the pandemic" because "the challenge we are facing is shared by all, without distinguishing between persons"[4]. Formation to service in society, through promoting the common good, calls on everyone to "unite our efforts in a broad *educational alliance*, to form mature individuals capable of overcoming division and antagonism, and to restore the fabric of relationships for the sake of a more fraternal humanity" [5].

Networking

It is now evident that "the pandemic has highlighted how vulnerable and interconnected everyone is"[6], and this requires both Catholic and non-Catholic educational institutions to contribute to the establishment of an *educational alliance* which, like in a *team effort,* is aimed at "finding the common step to revive the commitment for and with the younger generations, renewing the passion for a more open and inclusive education, capable of patient listening, constructive dialogue, and mutual understanding"[7]. This can be fostered by a more integrated cooperation network, that forms a starting point for defining and sharing essential objectives towards which coexistence models can creatively and realistically converge, as an alternative to the ones that currently characterize our individualistic and mass societies[8]. This is a wide-ranging responsibility that is open to all those who care about building a renewed long-term educational project, based on shared ethical principles and standards. A valuable contribution can come from school and university pastoral care, as well as from individual Christians present in the various educational institutions.

[3] POPE FRANCIS, Encyclical Letter *Laudato Si'*, 24 May 2015, 225.
[4] POPE FRANCIS, *Message Urbi et Orbi*, 12 April 2020.
[5] POPE FRANCIS, *Message for the launch of the Global Compact on Education*, 12 September 2019.
[6] POPE FRANCIS, *General Audience*, 12 August 2020.
[7] POPE FRANCIS, *Address to the participants of the Plenary Assembly of the Congregation for Catholic Education*, 20 February 2020.
[8] Cf. CONGREGATION FOR CATHOLIC EDUCATION, *Educating to Fraternal Humanism. Building a Civilization of Love 50 Years After Populorum Progressio*, 16 April 2017, VI.

Conclusions

The Congregation for Catholic Education - as already mentioned in its communiqué of 14 May, 2020[9] - renews its closeness and expresses its profound appreciation to all educational communities in Catholic schools and universities which, despite the health emergency, have continued to provide their services to avoid breaking the *educational chain* which is the foundation of both our personal development and social life. In view of future school and academic planning, albeit amidst uncertainty and concerns, the people who hold responsibility for our society are called to give greater importance to education in all its formal and informal aspects, coordinating efforts to support and ensure the educational commitment of all in these difficult times.

It is time to look forward with courage and hope. Catholic educational institutions have their foundation in Christ - the way, the truth, and the life (cf. *Jn* 14:6) - and a perennial source of "living water" (cf. *Jn* 4:7-13) which reveals the new meaning of life and transforms it. Therefore, may we be supported by our belief that in education dwell the seeds of hope: hope for peace and justice.

Vatican City, 10 September 2020

Giuseppe Card. VERSALDI
Prefect

Angelo Vincenzo ZANI
Titular Archbishop of Volturno
Secretary

[9] http://www.cec.va/content/dam/cec/Documenti/COMUNICATO%20global%20compact%20IT%2014-05-2020.pdf

Ontario Catholic School Trustees' Association

FORWARD IN FAITH & UNITY

2021 VIRTUAL CATHOLIC TRUSTEES SEMINAR

November 2, 2020

MEMO TO: Trustees, Directors of Education, and Student Trustees
— All Catholic District School Boards

CC: Board Secretaries and Administrative Assistants
OCSTA Directors and Staff

FROM: Margaret Binns, Director of Administrative Services

RE: **OCSTA 2021 Virtual Catholic Trustees Seminar – January 16 (via Zoom)**

ATTACHMENT: Preliminary Program

2021 Virtual Catholic Trustees Seminar – January 16

We are pleased to invite Trustees, Directors of Education, and Student Trustees of Ontario Catholic District School Boards to attend OCSTA's 2021 Virtual Catholic Trustees Seminar, which will be held on Saturday, January 16th, 2021. As we continue to move forward during this challenging time, this event offers the opportunity for OCSTA members to:

- ***Gather in prayer*** as a provincial community of Catholic school board leaders.
- ***Learn*** more about current and emerging issues in Catholic education.
- ***Engage*** subject experts in discussion on issues important to your role as a guardian and advocate for Catholic education.
- ***Participate*** with other Trustee peers across the province in what promises to be an enriching and empowering event.

Please see further details below and click here to register for the Virtual Catholic Trustees Seminar.

Catholic Trustees Seminar – Registration and Event Information

REGISTRATION

Fee: The registration fee set for this year's seminar is based on actual costs associated with hosting this event on a virtual platform and includes speakers' and vendors' fees.

$75.00 + HST ($75.00 + $9.75 HST = $84.75)
(applicable to Trustees, Student Trustees and Directors of Education)

Please ensure a separate registration is completed for each participating delegate.

Click here to register.

CANCELLATION POLICY

Up to December 4, 2020 – full registration fee will be refunded;
December 5 to 18, 2020 – 50% of the registration fee will be refunded;
After December 18, 2020 – no refunds under any circumstances.

All cancellations must be submitted in writing to Marie Palombi at mpalombi@ocsta.on.ca.

Substitutions welcomed.

EVENT INFORMATION

Program details/event link will be emailed to you prior to the event.

Once you receive your event link, please remember to copy and paste the link into your calendar for easy access on the day of the event.

With workshops and panel discussions on a range of topics such as strengthening the home, school parish relationship, strategic considerations and opportunities regarding school board capital decisions and trauma-informed schools, you don't want to miss OCSTA's first virtual Catholic Trustees Seminar.
(See attached Preliminary Program for more details.)

Register today!!!

FORWARD IN FAITH & UNITY

Ontario Catholic School Trustees' Association

SATURDAY, JANUARY 16

8:00am **ONLINE REGISTRATION**

9:00am **OPENING REMARKS**
Todd Lalonde, Seminar Chair, OCSTA

9:10am **PRAYER & REFLECTION**
Fr. Patrick Fitzpatrick, OCSTA Chaplain

9:30am **KEYNOTE ADDRESS: "Forward in Faith and Unity"**
Fr. James Mulligan, Author – Renewing Faith: Revitalizing the School-Parish Relationship, A Pastor's Journal, Catholic Education; The Future is Now

10:30am **PRESIDENT'S REPORT and Q & A**
Patrick J. Daly, President, OCSTA

11:15am **THE HONOURABLE STEPHEN LECCE, Minister of Education**

12:00pm **BREAK –** Peter Katz Presentation (tentative)

12:45pm **WORKSHOPS**

1. **SCHOOL BOARD CAPITAL DECISIONS: STRATEGIC CONSIDERATIONS, CHALLENGES and OPPORTUNITIES**
   Sharon Hobin, Chair Dufferin-Peel CDSB
   Michael Bellmore, Chair, Sudbury CDSB and Vice President, OCSTA

2. **CONSIDERATIONS, POLICIES and PROCEDURES REGARDING PERFORMANCE APPRAISALS for DIRECTORS OF EDUCATION**
   Ted Doherty, Executive Director, Ontario Education Services Corporation (OESC)
   Colleen Landers, Trustee, Northeastern CDSB
   Mark Mullan, Chair, Ottawa CSB

3. **TRAUMA-INFORMED SCHOOLS**
   Diane Mullane, Mental Health Lead, Durham CDSB
   Jennifer Angelo, Mental Health Lead, Peterborough, Victoria, Northumberland and Clarington CDSB

4. **CARING FOR OUR COMMON HOME**
   Lindsay Bruce, Executive Director, Eco Schools Canada
   Sierra Frank, Program Director, Eco Schools Canada
   School Board Panel - TBC

5. **STAYING UNITED IN FAITH WHILE APART** – Student Trustee Workshop
   John MacMullen, Associate Director for Parish Youth Ministry, Office for Catholic Education

1:45pm **HOME, SCHOOL, PARISH** – Panel Discussion
School Board Panel - TBC
Facilitator - Anne O'Brien, Director of Catholic Education, OCSTA

2:45pm **CLOSING REMARKS and ADJOURNMENT**
Including unveiling of the 2021 Catholic Education Week song

Number: II 004
Subject: Advocacy and Advertising

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised:

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

POLICY STATEMENT:

The Board of Trustees has a responsibility to act as advocates on behalf of the owners. Advocacy involves telling our story with the purpose of soliciting support for our students, system and Catholic Education. As per Ministry of Education directive, advocacy activities will not use students, report cards or annual reports as vehicles for Board or school advocacy to the public, education partners or government. The Board will not expend Board funds for specific political party events, recruit students from other boards, provide inaccurate information, or use paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners.

Action however may, result from the activities of the members of the Board of trustees directly, or indirectly through supporting the activities of groups like the Ontario Catholic School Trustees Association (OCSTA), the Ontario Catholic Supervisory Officers Association (OCSOA) or the Ontario Catholic School Business Officials (OCSBOA).