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

Agenda

Board of Trustees' Board Meeting

Date: Monday, January 25, 2021

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, Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen (Chair), 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: N/A	Board of Trustees		
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 Trustees Meeting Minutes of December 14, 2020 3.2 SEAC Minutes of December 2, 2020 3.3 Audit Minutes of November 4, 2020 3.4 Trustee Budget Update 3.5 2020-2021 Estimates Budget plan 3.6 Interim Financial Report - #1 of 3 3.7 Governance Minutes of January 18, 2021	 Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees/Governance Committee	 pp.4-7 pp.8-12 pp.13-14 pp.15 pp. 16-18 pp. 19-24 pp.25-30	 Approval Information Information Information Information Information Approval
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Update 5.2 Extended Day Programs 5.3 2021 Property and Major Capital Construction Update 5.4 Trussler North Administrative Boundary Adjustment 5.5 Huron-Brigadoon Boundary Review 5.6 Update on WCDSB COVID Education Delivery Plan	L. Notten M. Ivankovic/ L. Horst /M. Martins S. Maharaj/J. Passy S. Maharaj/J. Passy S. Maharaj/ V. Elgawly L. Notten	pp. 31-33 pp. 34-36 pp. 37-41 pp. 42-49 pp. 50-68 pp. 69-71	Information Approval Information Information Approval 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. 72-74	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.75 pp. 76-138	Information Information
9. Policy Discussion			
9.1 Governance Report	J. Gravelle	pp.139-143	Approval
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy II 006 Celebration of Excellence Is there a need to review the Policy? 10.1.2 Board Policy III 002 Unity of Control Is there a need to review the Policy?	 W. Price Chair	 pp.144-145 pp. 146	 Approval Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 Monitoring Report IV-13/Leadership Strategy 2020-21	J. Merkel	pp. 147-153	Approval

ITEM	Who	Agenda Section	Method & Outcome
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 2020-2021 Nurturing Inclusivity OSTA-AECO Report	B. Conway/A. Barbosa/ K. Morrison	pp. 154-163	Discussion
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Feb 3: SEAC •Feb 8: Committee of the Whole •Feb 9: CPIC •Feb 22: Board of Trustees Board Meeting •March 1: Governance •Mar 3: SEAC •Mar 8: Committee of the Whole •Mar 22: Board of Trustees Board 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 15.2 Move into Private, Private	Recording Secretary Board of Trustees	--	Information Approval
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 Virtually via Teams on Monday, December 14, 2020.

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

Student Trustees Present:
Abby Barbosa & Kate Morrison

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

Special Resources For The Meeting:

Regrets:

Recorder:
Alice Figueiredo, Executive Administrative Assistant

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

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1. Call to Order:

The Chair of the Board called the meeting to order at 6:07 p.m.

1.1 Opening Prayer & Memorials
The meeting opened with an Advent prayer by Fr. Joseph de Viveiros.

1.2 Territorial Acknowledgment
The Territorial Acknowledgement was declared by Trustee Van Alphen.

1.3 Approval of Agenda
One amendment to the agenda, 5.4 is for Information, not Approval.

2020-04-- It was moved by Trustee da Silva seconded by Trustee Dupuis:
THAT the agenda for Monday, December 14, 2020, as amended, be now approved. --- Carried by *consensus.*

1.4 Declaration of Pecuniary Interest
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL

1.5 Items for Action:
2020-05-- It was moved by Trustee Conway seconded by Trustee Schmalz:
THAT the Items for Action of the In-camera meeting of December 14, 2020 regarding Real Estate matters be now approved. --- Carried by *consensus.*

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

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

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 November 23, 2020 and Board of Trustee Meeting of December 7, 2020
3.2 SEAC Minutes of November 4, 2020
3.3 Updated Trustee Committee Assignments

2020-06- It was moved by Trustee Price and seconded by Trustee da Silva:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4 Delegations

5 Advice from the CEO

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

5.2 FSL Program Update
Superintendent Klein introduced Jennifer Kruithof, FSL consultant, who provided the Board of Trustees with an update on the FSL Program. Presentation included updated on Core French, Intensive French, Advance Placement and French Immersion.

Trustees asked clarifying questions and provided feedback.

5.3 Equity Action Plan Report
Superintendent Olson provided the Board of Trustees with a report on the Board's Equity Action Plan. Highlights include school and classroom practices and initiatives, Leadership including the hiring of a new Equity Officer, data collection and steps being taken in organizational culture change.

Trustees asked clarifying questions and provided feedback.

5.4 Revised Estimates – Impacts on Approved Budget
Superintendent Maharaj presented a report on revised estimates and its impact on the approved budget. It was confirmed that a balanced revised budget will be filed with the Ministry on December 15, 2020. Revenue impacts were discussed included enrolment , Covid-19, staffing, funding, and virtual schools.

Trustees asked clarifying questions and provided feedback.

5.5 Annual Report on Accumulated Surpluses
Superintendent Maharaj presented a report on Annual Report on Accumulated Surpluses and balanced and requested permission to use the surpluses. No questions or comments from Trustees.

2020-07- It was moved by Trustee Schmalz and seconded by Trustee da Silva:
That the CEO be given permission to use up to $168,555 from the WSIB surplus to service WSIB related costs. --- Carried by consensus

2020-08- It was moved by Trustee Reitzel and seconded by Trustee Price:
That the CEO be given permission to use up to $213,117 from the Supports for Student Fund surplus to offset related costs. --- Carried by consensus

5.6 Update on WCDSB COVID Education Delivery Plan
Director Notten provided an update on the WCDSB COVID Education Delivery Plan. Report included update on virtual learning vs face to face, COVID-19 caseload, dates and details of the news transitions window.

Trustees asked clarifying questions and provided feedback.

5.7 Director's Annual Report
Director Notten presented virtually the Director's Annual Report and requested that that the Board accept the report indicating compliance with our obligations under Section 282(3) of The Education Act.

Trustees commented on the creative and detailed report.

2020-09- It was moved by Trustee Price and seconded by Trustee Dupuis:
That the Board accept this report indicating compliance with our obligations under Section 282(3) of The Education Act. --- Carried by consensus

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update
Student Trustees provided an update on activities hosted by schools and Student Trustee initiatives.

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

8.1 Chair's Report
Chair Van Alphen provided recap on first week of being chair including meetings attended.

8.2 OCSTA/CCSTA Communications
Chair Van Alphen briefly discussed communications.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy Review
10.1.1 Board Policy I 001 Ends - Broad Policy Provision

Chair Van Alphen asked Trustees whether they find the Board incompliance.

2020-10 -- It was moved by Trustee Gravelle and seconded by Trustee Weiler:
THAT the Board of Trustees reviewed Board Policy I 001 Ends - Broad Policy Provision and find that the Board is in compliance. --- Carried by consensus

Trustee Price noted concerns with ends and the timing in which it is reviewed. Feels should come at the end of the year when the MYSP and Director Performance Appraisal are reviewed as Ends are a moving target throughout the year.

Chair Van Alphen asked whether there is a need to review the policy and Trustees agreed that yes it should be reviewed.

2020-11 -- It was moved by Trustee Reitzel and seconded by Trustee Price:
That Board Policy I 001 Ends - Broad Policy Provision be referred to Governance to review the monitoring schedule. ---Carried by consensus.

10.1.2 Board Policy II 005 Consultation

Trustee Reitzel reviewed Board Policy II 005 and moved that it was in compliance.

2020-12 -- It was moved by Trustee Reitzel and seconded by Trustee Price:
THAT the Board of Trustees reviewed Board Policy II 005 Consultation and find that the Board is in compliance.
--- Carried by consensus

Chair Van Alphen asked if there was a need to review the Policy? Trustees responded that there was not.

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

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

2020-13 -- It was moved by Trustee da Silva and seconded by Trustee Dupuis:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:26 p.m.

Chair of the Board

Secretary

SEAC Committee Meeting Minutes

Date& Time:	December 2nd 2020 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	January 6th, 2021

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

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

1. Opening Prayer **Welcome**	I. Holdbrook
2. Approval of Agenda Motion by: Tracey Weiler Seconded: Karen Kovats	
3. Declared Pecuniary Interest N/A	
4. Approval of the November 4th Minutes Motion by: Kim Murph Seconded: Tracey Weiler	
5. School System Operational Business 5.1. Mental Health Update	S. Porty

SEAC Mental Health and Wellness Update

December 2020

Sharon Porty, MSW,RSW
WDCDS Mental Health Lead

ThoughtExchange Follow-Up

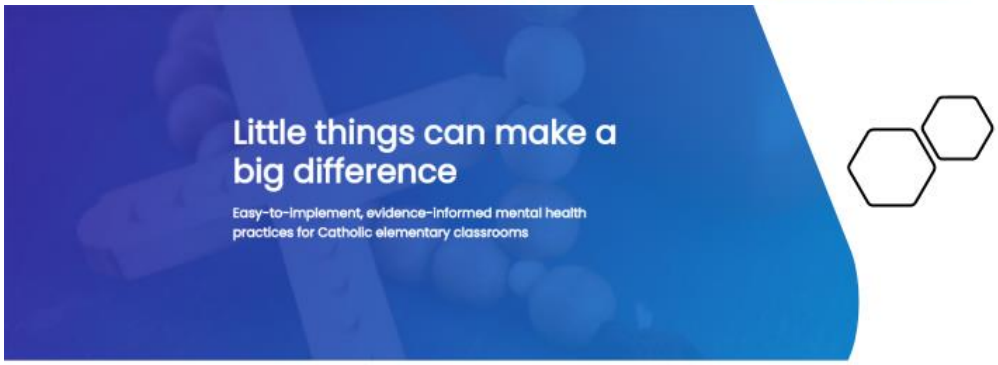
- Recognize signs of emerging mental health difficulties
- Reduce stigma
- Promoting "help-seeking" and clarifying pathways to support
- Enhancing access to information about proactive practices that can promote wellness

Promoting Help-Seeking: Website Launch

Student Version

Staff/Parent Version

https://www.wcdsb.ca/programs-and-services/mental-health-and-well-being-at-wcdsb/



Explore by skill category

Stress management and coping

Identification and management of emotions

Positive motivation and perseverance

Healthy relationship skills

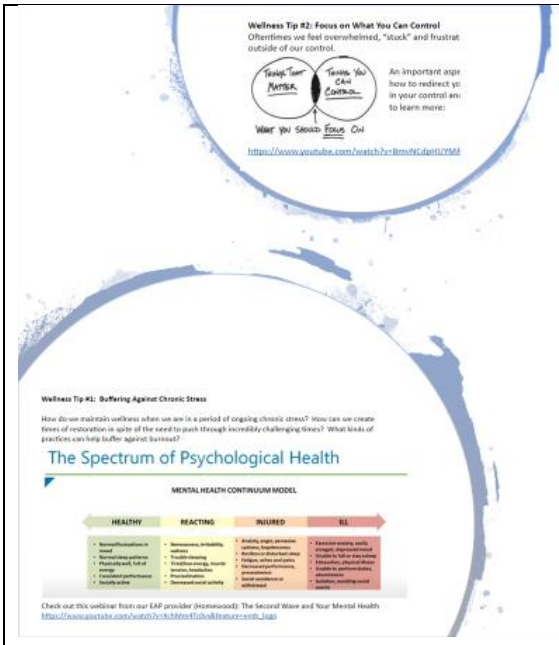
Self-awareness and sense of identity

Critical r thinkin fur

Faith and Wellness: A Daily Mental Health Resource

From School Mental Health Ontario and the Ontario English Catholic Teachers' Association

https://smho-smso.ca/fw/



Layering Key Messages

- Mental Health and Wellness webpage https://www.wcdsb.ca/programs-and-services/mental-health-and-well-being-at-wcdsb/
- Weekly Wellness Tips for staff
- Recorded staff wellness presentation
- Targeted team presentations (i.e. SET's, Student Services)
- Twitter
- School Messenger
- Wellness themes woven into Anti-Bullying Week
- Spiritual Formation Day – addressed important themes of both wellbeing and equity

Pursuing Nourishment

"Nourish yourselves so you can nourish others"

Q&A

***6. Ministry Updates* (10 min)** **N/A**	G. Foran
***7.* SEAC Committee Functions** 7.1. Invitation Letter Review • Content change suggestions • Add organizations represented by the current members to the letterhead • SEAC pamphlet to be included with the letter 7.2. Gerald's proposition for the presentation was accepted. (ODIN and/or KW Rehab). Gerald to inquire about possible dates.	All
8. Policy Advice to the Board N/A	

9. Updates **(20 minutes)** **9.1. Association Updates** **N/A** **9.2. Trustee Updates** • Committee of the Whole Board Meeting Monday, November 9, 2020 – Meeting Agenda Package • Public Board Meeting Monday, November 23, 2020 — Meeting Agenda Package	
10. Pending Items **N/A**	
11. Adjournment Motion by: Kim Murphy Seconded: Tracey Weiler	
12. Action Items Place Holder	

Waterloo Catholic District School Board
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Minutes

Audit Committee Open Meeting Minutes

Date:	**November 4, 2020**
Time:	6:15 p.m.
Location:	St. Mary's Board Room (CEC Room 109a), or Join Microsoft Teams Meeting
Next Meeting:	January 19, 2021

Attendees:

Committee Members:
Greg Reitzel, Wendy Price, Kevin Dupuis

Community Members:
Jennifer Gruber, Jessica Perkovic

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

Guests
Jenny Baker, Chirag Shah, John Czubak, Larisa Ricciatti

1. Welcome and Opening Prayer — Jessica Perkovic

2. Approval of Agenda
   Motion: Wendy Price
   Seconded: Kevin Dupuis
   - *Carried by consensus*

3. Declared Pecuniary Interest
   None

4. Approval of the Minutes
   - Open Meeting of ***September 30, 2020***

   Motion: Jennifer Gruber
   Seconded: Kevin Dupuis
   - *Carried by consensus*

5. Discussion Items

5.1 Year-end Presentation (15 minutes) — Laura Isaac

- Presentation of Year-end Financial Position – *information and discussion*
  - Laura presented the year end position of the Board which showed a $245K surplus; Surplus mostly attributed to increased enrolment, utility savings, supply coverage and program changes due to school closure
  - Shesh highlighted the Accumulated Surplus of the Board and the areas for which funds have been set aside; the Board has surpluses exceeding 2%

Motion: *That the audited Consolidated Financial Statements and 4th Quarter dashboard report for the year ended August 31, 2020 be sent to the Board of Trustees for approval in the consent agenda.*
Motion: Greg Reitzel
Seconded: Jennifer Gruber
Carried by consensus

5.2 Audit Committee Meeting Closed Session

Motion: *That the Audit Committee move into Closed Audit Committee agenda at 6:33pm*
Motion: Wendy Price
Seconded: Jennifer Gruber
Carried by consensus

5.3 Audit Committee Administration (5 minutes) Shane Durham

- Audit Committee Self-Evaluation – *discussion*
- Shane will distribute the annual survey to the group; still have time to complete

6. Pending Items

7. Adjournment at 6:59pm
Motion: Jennifer Gruber
Seconded: Kevin Dupuis
Carried by consensus

Trustee Budget Update as of January 18, 2021			
Name	**Expense**	**Available to Spend**	**% Available**
PD Non-Academic	$811.40	$12,863.60	94.07%
Catering	$3,284.04	$11,715.96	78.11%
Other Trustee Travel	$0.00	$8,000.00	100.00%
Other Travel Expenses	$260.30	$7,739.70	96.75%
Travel Expenses-Outside Region	$0.00	$1,500.00	100.00%
Office Supplies	$645.15	($145.15)	(29.03)%
Legal Fees	$870.91	$6,129.09	87.56%
Other Contracts	$0.00	$10,000.00	100.00%
Board Memberships	$131,856.29	$2.71	0.00%
Trustee Awards	$651.04	$98.96	13.19%
Miscellaneous	$612.53	$787.47	56.25%
	$138,991.66	**$58,692.34**	**29.69%**

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

Report

Date: January 25, 2021

To: Board of Trustees

From: Director of Education

Subject: 2020-2021 Estimates Budget plan

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

Type of Information:
- ☒ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information-Board Policy IV 008 “Financial Conditions and Activities”
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees on June 1, 2020. Administration will request budget approval on June 15, 2020 in order to file the budget with the Ministry on time.

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

Board Policy IV 007 “Financial Planning/Budgeting”

“The CEO shall not…

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
6. Present a budget that does not allow sufficient time for decision-making

Alignment to the MYSP:

Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all

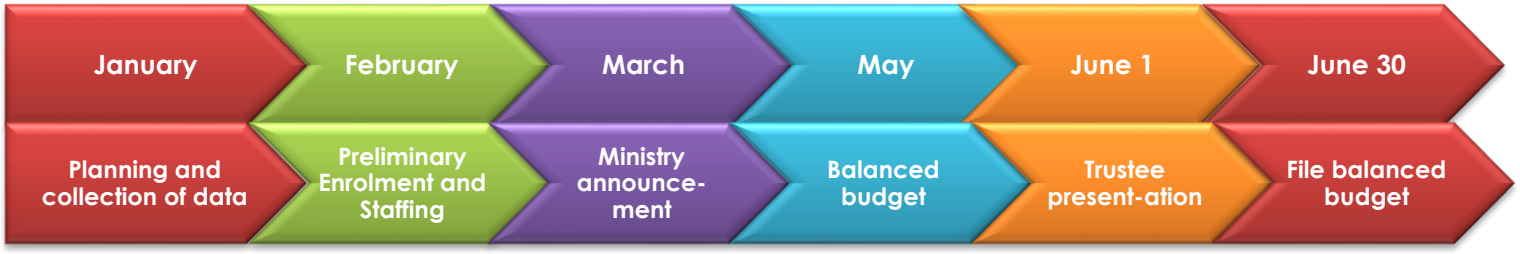
Background/Comments:

For **2019-2020 budget year**, the Board budget development process followed the major timelines and changes as indicated:

Major Timelines in 2019-2020:

1. Development of budget consultation survey
    a. Engage budget holders **mid-January** to pre-determine questions for survey
2. BAC finalization of budget consultation questions and methods: **February 19, 2019**
3. Public budget consultation survey
    a. Online questionnaire open **February 27 – March 25, 2019**
4. Analysis of Results
    a. **April 1, 2019**: distribution of survey results to budget holders
5. Balancing of budget by **May 6, 2019**
6. Budget finalization and presentation:
    a. Formal budget presentation: **June 17, 2019**
    b. Budget deliberation period: **June 17-24, 2019**
    c. Budget approval: **June 24, 2019**
    d. Ministry submission: **June 28, 2019**

Proposal for 2020-2021 Estimates Budget



For **2020-2021 budget year**, the Board budget development process will follow a similar structure to prior year. The major timelines are proposed below, with no significant changes anticipated:

Major Timelines:

1. Development of budget consultation survey
    a. Engage budget holders **mid-January** to pre-determine questions for survey
2. BAC finalization of budget consultation questions and methods: **February 18, 2020**
3. Public budget consultation survey
    a. Online questionnaire open **February 26 – March 27, 2020**
4. Analysis of Results
    a. **April 6, 2020**: distribution of survey results to budget holders
5. Balancing of budget by **May 13, 2020**
6. Budget finalization and presentation:
    a. Formal budget presentation: **June 1, 2020**
    b. Budget deliberation period: **June 2 – 14, 2020**
    c. Budget approval: **June 15, 2020**
    d. Ministry submission: **June 30, 2020**

Recommendation:

That the Board of Trustees receives the above noted methods of consultation and the proposed budget timelines set forth in this report.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

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

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

Report

Date: January 19, 2021

To: Board of Trustees

From: Director of Education

Subject: Interim Financial Report - #1 of 3

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

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

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

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

Executive Limitation IV008: Financial Conditions and Activities

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

Alignment to the MYSP:

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Background/Comments:

Attached to this report are the following:

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

This report contains data up to and including November 30, 2020. Notes, where appropriate are included to provide the reader with additional information.

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

Enrolment changes:

	2020-2021 Estimates	2020-2021 Revised Estimates	Change
Elementary	17,107	16,725	**(382)**
Secondary	7,026	7,023	**(3)**
Difference	**24,133**	**23,748**	**(385)**

Changes to budget:

Revenue Adjustments		
GSN reduction	(4,868,408)	
Enrolment Stabilization funding	8,537,513	
COVID PPFs received (August 2020)	3,271,464	
COVID Additional High Priority Area Funding (November 2020)	855,697	
Reduced Extended Day Program revenues	(557,623)	
Other revenue adjustments	187,612	
Total revenue adjustments		**7,426,255**
Expense Adjustments		
Additional teaching staff	6,221,325	
New administrative staff (Equity Officer, IT staff, Jr. Researcher)	418,656	
Additional support staff (CYCWs, EAs, LHS, Social Worker)	347,366	
Other staffing and benefit adjustments (vacation, ELHT, sick leave)	311,517	
Additional administrative staff (St. Isidore VP & Admin Asst)	308,105	
Facility Operations increases (Optimizing Air Quality, contracts)	181,780	
Increased transportation costs	273,638	
Program changes due to COVID (School budgets, contracts, PD, supplies)	(636,132)	
Total expense adjustments		**7,426,255**

2020-2021 Revised Estimates submission - December 2020 **-**

**Filing Date: Dec 15, 2020

- Enrolment has decreased by 385 students due to families choosing to keep JK/K students out of school for the year, closed border, and families choosing to home-school. This had a significant impact on board revenues, as was the case for many school boards. The Ministry responded by providing boards with a one-time GSN Enrolment Stabilization grant to assist those boards facing reduced enrolment but increased costs.
- Revenue also includes additional COVID-related funding provided subsequent to board Estimates filing.
- Significant investments in staffing have been incorporated into the revised budget to support smaller class sizes, operational needs, and collective agreements as one of the key assumptions during the Estimates budget was that schools would re-open with traditional program delivery.

- The board operated Extended Day Program has created a budget pressure as board enrolment has decreased and families have elected not to attend at this time. The Region of Waterloo has provided some funding to offset lower enrolment and re-opening costs, however this still creates an operational challenge as the board does not wish to close sites which would cause further disruption to families.
- Management will continue to closely monitor supply teacher costs, utilities, and EA costs as these are perennial areas of risk.
- Lawsuits, grievances, and any employee-related contractual financial pressures, if any, have been disclosed in private to the Audit Committee.

The overall risk assessment related to the Board's financial well-being for the 2020-2021 school year is **MODERATE**, given the current uncertainty of the pandemic.

There have been no significant deviations from board priorities set in June 2020, with the exception of items outlined above. A balanced, Revised Estimates budget was filed with the Ministry on December 15, 2020 without the use of operational accumulated surpluses.

Recommendation:

That the Board of Trustees receive this monitoring report as information on the financial well-being of the board as at November 30, 2020

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Chief Financial Officer

Laura Isaac
Senior Manager of Financial Services

Renee King
Manager of Budget

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

Waterloo Catholic District School Board

2020-2021 First Quarter Interim Financial Report - Revised Estimates

For the Period Ended November 30, 2020

Summary of Financial Results

	Budget	Revised Budget	In-Year Change $	In-Year Change %
Revenue				
Provincial Grants (GSN)	274,842,359	276,235,722	1,393,363	0.5%
Grants for Capital Purposes	6,612,050	6,581,388	(30,662)	(0.5%)
Other Grants	3,792,650	10,372,954	6,580,304	173.5%
Other Revenues	12,018,359	9,452,650	(2,565,709)	(21.3%)
Amortization of DCC	17,479,456	16,709,451	(770,005)	(4.4%)
Total Revenue	314,744,874	319,352,165	4,607,291	1.5%
Expenses				
Classroom	219,102,242	224,032,855	4,930,613	2.3%
Non-Classroom	40,766,402	39,917,627	(848,775)	(2.1%)
Transportation	7,234,404	7,833,709	599,305	8.3%
Pupil Accommodation	27,162,150	27,840,203	678,053	2.5%
Capital	2,890,823	2,908,922	18,099	0.6%
Amortization/Write downs	17,588,853	16,818,849	(770,004)	(4.4%)
Total Expenses	314,744,874	319,352,165	4,607,291	1.5%
Balance before Accum Surplus	-	-	-	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	**-**	**-**	**-**	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Changes in Revenue

GSN: Increase mainly due to GSN Enrolment Stabilization funding

Other Grants: Increase due to School Re-Opening PPFs provided since budget announced

Other Revenues: Decrease due to elimination of Short-term International programs and reduced enrolment in Extended Day programs

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

Changes in Expenses

Classroom: Increase due to lower class size requirements and PPFs received since budget announced

Non-Classroom: Decrease due to general programming changes including International Education, offset by increases due to staff hires and contracts in Board Administration

Transportation: Increase due to requirements for enhanced bus cleaning, partially offset by additional funding received

Pupil Accomodation: Increase due to PPE and School Re-Opening PPF received since Estimates

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

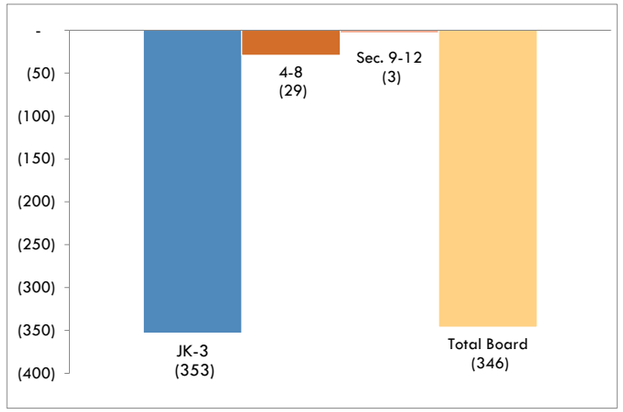
Summary of Enrolment

ADE	Budget	Revised Budget	In-Year Change #	In-Year Change %
Elementary				
JK-3	8,552	8,199	(353)	-4.1%
4-8	8,555	8,526	(29)	-0.3%
VISA Students	10	16	6	60.0%
Total Elementary	**17,117**	**16,741**	**(376)**	**-2.2%**
Secondary <21				
Pupils of the Board	7,026	7,023	(3)	0.0%
VISA Students	100	133	33	33.0%
Total Secondary	**7,126**	**7,156**	**30**	**0.4%**
Total	**24,243**	**23,897**	**(346)**	**-1.4%**

Note: ADE is comprised of actual enrolment reported at October 31, 2020 and projected enrolment as at March 31, 2021

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

Changes in Enrolment: Budget vs. Revised Budget



Highlights of Changes in Enrolment:

Elementary: Decrease is likely attributed to families delaying entry into kindergarten or families choosing to home schooling due to pandemic

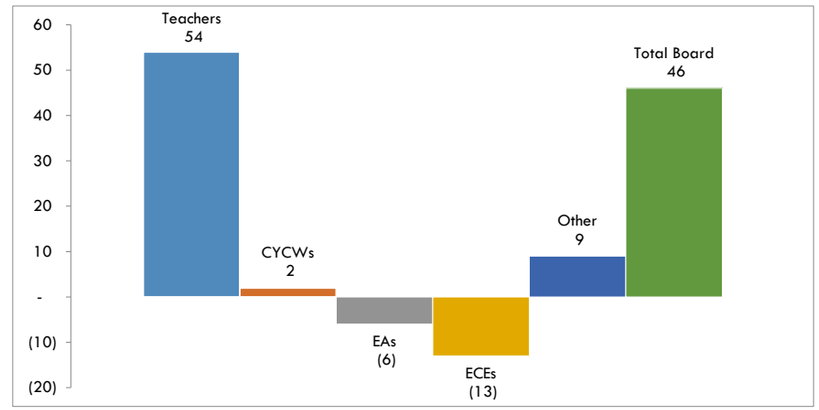
VISA Students: Increase is reflective of student commitments to attend the Long-term International program

Summary of Staffing

FTE	Budget	Revised Budget	In-Year Change #	In-Year Change %
Classroom				
Teachers	1,463	1,517	54	3.7%
Child & Youth Care Workers (CYCWs)	52	54	2	3.8%
Educational Assistants (EAs)	372	366	(6)	-1.6%
Designated Early Childhood Educators	184	171	(13)	-7.1%
Total Classroom	**2,071**	**2,108**	**37**	**1.8%**
Other Support Staff				
School Administration	165	167	2	1.2%
Board Administration	77	81	4	5.2%
Facility Services	203	203	-	0.0%
Consultants/Co-ordinators	27	27	-	0.0%
Paraprofessionals	98	101	3	3.1%
Library & Guidance	63	63	-	0.0%
Total Other Support Staff	633	642	9	1.4%
Total Staffing	**2,704**	**2,750**	**46**	**1.7%**

Note: FTE is calculated as of Oct 31, 2020

Changes in Staffing: Budget vs. Revised Budget



Highlights of Changes in Staffing:

Classroom Teachers: Increase due to St. Isidore virtual school and lower PTR requirements

Classroom Support Staff: Decrease due to CUPE Support for Student Funds (SSF) PPF and reduced Extended Day program

Other Support Staff - School Administration: Increase due to St. Isidore virtual school

Other Support Staff - Board Administration: Increase due to new IT supports required to support new student information system and Equity Officer

Other Support Staff - Paraprofessionals: Increase due to CUPE SSF and PPFs provided

Waterloo Catholic District School Board

2020-2021 First Quarter Interim Financial Report - Revised Estimates

Revenues

For the Period Ended November 30, 2020

	Budget Assessment				
	2020-2021				
	Budget	Revised Budget	Change $ Increase (Decrease)	Change % Increase (Decrease)	Material Variance Note
Grant Revenues					
Pupil Foundation	134,801,380	132,867,201	(1,934,179)	(1.4%)	
School Foundation	16,940,981	16,745,242	(195,739)	(1.2%)	
Special Education	34,567,598	34,633,716	66,118	0.2%	
Language Allocation	8,516,349	7,388,611	(1,127,738)	(13.2%)	
Learning Opportunities	6,004,424	6,016,964	12,540	0.2%	
Adult Education, Continuing Education	4,136,688	3,306,533	(830,155)	(20.1%)	
Teacher and DECE Q&E	28,542,701	25,398,095	(3,144,606)	(11.0%)	
Transportation	7,339,260	7,249,424	(89,836)	(1.2%)	
Administration and Governance	7,660,893	7,591,882	(69,011)	(0.9%)	
School Operations	24,091,734	23,954,482	(137,252)	(0.6%)	
Community Use of Schools Grant	321,196	321,196	-	0.0%	
Indigenous Education	511,964	523,317	11,353	2.2%	
Safe Schools Supplement	705,152	698,884	(6,268)	(0.9%)	
New Teacher Induction program	223,886	223,886	-	0.0%	
Rural and Northern	80,178	80,368	190	0.2%	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
GSN Enrolment Stabilization	-	8,537,513	8,537,513	0.0%	
Support for COVID-19 Outbreak	-	300,433	300,433	0.0%	
Regular Operating On-going Grants	**274,842,359**	**276,235,722**	**1,393,363**	**0.5%**	a.
Grants for Capital Purposes					
School Renewal	378,583	309,487	(69,096)	(18.3%)	
Temporary Accommodation	3,566,574	3,566,574	-	0.0%	
Short-term Interest	90,499	128,933	38,434	42.5%	
Debt Funding for Capital	2,576,394	2,576,394	-	0.0%	
Total Capital Grants	**6,612,050**	**6,581,388**	**(30,662)**	**(0.5%)**	
Other Grants					
Continuing Education	2,432,775	2,432,775	-	0.0%	
Partnership and Priorities Fund (PPF)	1,359,875	7,940,179	6,580,304	483.9%	b.
Total Other Grants	**3,792,650**	**10,372,954**	**6,580,304**	**173.5%**	
Other Revenues					
Continuing Education Fees	2,625,863	2,599,105	(26,758)	(1.0%)	
Rentals	737,191	536,810	(200,381)	(27.2%)	c.
Interest	350,000	300,000	(50,000)	(14.3%)	d.
Tuition Fees	2,804,500	2,056,500	(748,000)	(26.7%)	e.
Extended Day Fees	4,467,980	2,761,034	(1,706,946)	(38.2%)	f.
Other International Fees	419,100	423,318	4,218	1.0%	
Other	613,725	775,883	162,158	26.4%	g.
Total Other Revenue	**12,018,359**	**9,452,650**	**(2,565,709)**	**(21.3%)**	
Deferred Revenues					
Amortization of DCC	17,479,456	16,709,451	(770,005)	(4.4%)	
Net Deferred Revenue	**17,479,456**	**16,709,451**	**(770,005)**	**(4.4%)**	
Total Revenue and Grants	**314,744,874**	**319,352,165**	**4,607,291**	**1.5%**	

Explanations of Material Grant Variances

a. Increase mainly due to GSN Stabilization funding provided by Ministry to offset reduced enrolment

b. Increase due to School Re-Opening grants provided in response to pandemic and PPF grants not originally anticipated

c. Decrease due to closure of Community Use of Schools program during pandemic

d. Decrease attributed to liklihood of lower cash on hand throughout the year

e. Decrease due to elimination of all Short-term Stay programs, originally anticipated at Estimates. This reduction is offset by an increased commitment of students for the Long-term International program

f. Decrease due to lower enrolment and class size restrictions. Estimates budget assumed normal operations would resume in the fall.

g. Increase due to anticipated rebates for p-cards and energy efficiencies

Notes:

1. Budget is the 2020 - 2021 Estimates Budget as approved by the Board of Trustees in July 2020

Waterloo Catholic District School Board

2020-2021 First Quarter Interim Financial Report - Revised Estimates

Expenses

For the Period Ended November 30, 2020

	Budget Assessment				
	a	b	c = b - a	d = c/a	
	2020-2021				
			Change		
	Budget	Revised Budget	$ Increase (Decrease)	% Increase (Decrease)	Material Variance Note
OPERATING					
Classroom Instruction					
Teachers	157,969,294	162,089,338	4,120,044	2.6%	a.
Supply Teachers	4,091,251	4,744,316	653,065	16.0%	b.
Educational Assistants	18,278,246	18,027,263	(250,983)	(1.4%)	
Designated Early Childhood Educators	10,148,489	9,233,978	(914,511)	(9.0%)	
Classroom Computers	3,704,695	3,772,971	68,276	1.8%	
Textbooks and Supplies	5,352,429	6,244,949	892,520	16.7%	c.
Professionals and Paraprofessionals	12,444,314	12,900,522	456,208	3.7%	
Library and Guidance	5,267,720	5,280,274	12,554	0.2%	
Staff Development	1,339,869	1,188,943	(150,926)	(11.3%)	
Department Heads	505,935	550,301	44,366	8.8%	
Total Classroom	**219,102,242**	**224,032,855**	**4,930,613**	**2.3%**	
Non-Classroom					
Principal and Vice-Principals	9,926,373	10,182,277	255,904	2.6%	
School Office	6,411,837	6,312,715	(99,122)	(1.5%)	
Co-ordinators and Consultants	4,747,598	3,876,146	(871,452)	(18.4%)	d.
Continuing Education	10,167,883	9,288,174	(879,709)	(8.7%)	
Total Non-Classroom	**31,253,691**	**29,659,312**	**(1,594,379)**	**(5.1%)**	
Administration					
Trustees	247,001	235,676	(11,325)	(4.6%)	
Director/Supervisory Officers	1,614,349	1,644,497	30,148	1.9%	
Board Administration	7,651,361	8,378,142	726,781	9.5%	e.
Total Administration	**9,512,711**	**10,258,315**	**745,604**	**7.8%**	
Transportation	**7,234,404**	**7,833,709**	**599,305**	**8.3%**	f.
Pupil Accommodation					
School Operations and Maintenance	26,783,567	27,529,582	746,015	2.8%	
School Renewal	378,583	310,621	(67,962)	(18.0%)	g.
Other Pupil Accommodation	2,890,823	2,908,922	18,099	0.6%	
Amortization and Write-downs	17,588,853	16,818,849	(770,004)	(4.4%)	g.
Total Pupil Accommodation	**47,641,826**	**47,567,974**	**(73,852)**	**(0.2%)**	
TOTAL OPERATING	**314,744,874**	**319,352,165**	**4,607,291**	**1.5%**	

Explanations of Material Budget Variances

a. Increase due to lower class sizes required to maintain face-to-face social distancing and addition of St. Isidore virtual classes

b. Increase mainly due to the required repayment of missed planning time for teachers

c. Increase due to start-up costs for student learning kits and masks, PPE and additional PPFs announced

d. Decrease due to changes to programming such as PD, excursions and International programs

e. Increase due to additional staff hired, contracts and Aspen implementation

f. Increase due to additional cleaning requirements for buses

g. Decrease due to timing of construction projects

Notes:

1. Budget is the 2020 - 2021 Estimates Budget as approved by the Board of Trustees in July 2020

Governance Committee Meeting

Date:	Monday, January 18, 2021
Time:	5:00 p.m.
Location:	Virtual
Next Meeting Date(s):	• Monday, March 1, 2021 • Monday, May 25, 2021
Attendees: **Committee Members:** Jeanne Gravelle Greg Reitzel, Brian Schmalz, Melanie Van Alphen **Administrative Officials:** Loretta Notten	

1. Welcome and Opening Prayer

2. Approval of Agenda

Committee members to be updated to reflect Melanie, Jeanne, Greg and Brian.
Amendment: switching 5.5 and 5.4, so that 5.5 can be prioritized.
Moved by: Greg
Seconded: Jeanne

3. Declared Pecuniary Interest

NIL

4. Approval of the Minutes (Approved during Nov. 23/20 Board Meeting)

NA

5. Discussion Items

5.1 Election of Governance Chair
Nomination for Jeanne Gravelle was put forth.

Moved by: Brian
Seconded by: Greg

Meeting Chair moved to Jeanne Gravelle.

5.2 Call Log Review (Page 2-3)
- Melanie spoke to the item and reviewed her brief report. Spoke to looking for commonalities. 43 inquiries logged to date. There is an option to add additional commentary from subsequent trustees who deal with an issue.
- Suggestion to remove name of caller as there had been an agreement not to name the individual.
- Melanie highlights how ellipsis function will reveal an additional comment box; Trustee Weiler indicated it was a good function to use.
- Can add a column that reflects “counter” so know how many trustees have “touched/’responded” to an issue. Add a column with the date resolved and if possible, how. Trustees felt it was important to close the loop on issues in the log.

- No need to change in policy
- Vice Chair should monitor the log and report back to Board semi-annually.

Motion: Governance Committee recommends to Board that there will be an amendment to the Trustee Call Log to add two columns, one that is a counter of how many trustees have responded/received a particular issue and a new column indicating how an issue was resolved (in addition to the existing column with date it was resolved); further there was a request to remove the column with the name of the caller.
Moved: Greg
Seconded: Melanie

5.3 Board Policy II 001 General Governance Commitment (Page 4-8)
- Trustee Van Alphen reviewed revisions to II 001 (as captured in red in attached policy)
Typo under Work of Board – Boars should read Boards
Discussion as to whether "Separate School Supporters" should be "Catholic School Supporters"; leave as is – technical term utilized on tax redirection forms.
The two references to Regulation 7/07 need to be consistent – it is presented in two formats in the policy. So, amended both to read 7/07.
Under Board Code of conduct – stop after first paragraph.

Motion: That Governance Committee recommend to Board all of the revisions captured in II 001 as appended herein.
Moved: Greg
Seconded: Brian

5.4 Board Policy I 001 Ends - Broad Policy Provision
- Discussion regarding why it came to Governance
- Issue it may not be matching what is stated in final remark of policy document I 001
- Debate about whether it makes sense in June or December.
- Ends policy should be reviewed- has been a while since reviewed
- Discussion of Ends policy being a major policy to revise and requires stakeholder engagement and perhaps an additional sub-committee to complete the task.
- Discussion The Governance Committee recommends to Board to keep trustee monitoring schedule as is with Ends Policy I 001 coming to Board when it does in December. There was discussion to edit the last line of the policy I 001 to reference coming to Board in December, but trustees decided they wish to review the full policy and will update last line at that time.

Motion: That Governance Committee recommends to Board that the Ends Policy I 001 be reviewed and updated and that full Board discuss the process to be used
Moved: Greg
Seconded: Brian

5.5 Priorities of the Board – Training on Motions/Trustee inquiries
- Greg provided overview of relevant policies and by-laws; review of II 002
- II 002 reviews how to ensure Board is not sidelined during a meeting – checks and balances for trustees were reviewed.
- CEO or Chair can place an item on the agenda; Trustee Reitzel offered to put together a Powerpoint to be given an overview of how things brought to Board as a trustee inquiry – targeting March COWB for the work on trustee inquiries.
- Trustee Van Alphen spoke to how examples might be used to good effect.

6. Pending Items

7. Recommendations to the Board

8. Adjournment

Moved: Melanie
Seconded: Brian
Meeting ended at 6:22 p.m.

Number: II 001
Subject: Global Governance Commitment

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: May 31, 2010, January 25, 2021

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

Policy Statement:
On behalf of the Catholic ratepayers of Waterloo Region, the board will govern the Waterloo Catholic District School Board with a faith-filled future focused perspective while achieving appropriate results at an appropriate cost and avoiding unacceptable actions and situations

Governing Style:
The board will govern with an emphasis on:

a) outward vision rather than an internal preoccupation,
b) encouragement of diversity of viewpoints,
c) strategic leadership more than administrative detail,
d) clear distinction of board and chief executive roles,
e) collective rather than individual decisions,
f) future rather than past or present, and
g) proactivity rather than reactivity.

Board Job Description:
~~The work of the board~~ is The responsibility of the Board is to serve as trustees for the Catholic ratepayers of Waterloo Region in determining and ensuring appropriate organizational performance within the legal requirements of the Province of Ontario.. ~~To distinguish the board's own unique work from the work of its staff, the board will plan and detail its work annually~~ The Board will establish its priorities and the work to be completed at the first Committee of the Whole Board meeting of the new school year in September, concentrating its efforts on the following outputs:

a) The link between the organization and the Catholic ratepayers of Waterloo Region.

b) Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address: Aims/Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost), Governance Process: Description of how the board conceives, carries out and monitors its own work, Board-Director of Education Relationship: Delegation of power and its

proper use monitored; the Director of Education role, authority and accountability, Executive Limitations: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.

c) The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
d) Advocacy for positive change to legislation and government policy that impact the organization.
e) Orientation of all new Board member.
f) The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each year.
g) Continuous improvement including a self-evaluation every year, to be presented at the May board meeting

Advocacy and Advertising:

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 (OASBO).

Consultation:

The Board of Trustees values a culture that holds consultation at its core. Consultation occurs to gain different perspectives. We believe that meaningful consultation is planned, purposeful, and equitable and that it contributes to enhanced decision making. Consultation occurs because the views and experiences of our owners, ~~and~~ stakeholders and other partners in Catholic education are valued and informs the work of the board.

Celebration of Excellence:

As a Board that appreciates and recognizes the achievements of our staff and students and the contributions made by stakeholders in our Catholic education system, we wish to foster a culture of celebration of excellence.

Board Members' Code of Conduct:

~~The key to better board governance lies in the working relationships among Trustees and between Trustees and staff. The social dynamics of board interaction and the integrity of individual Trustees reflect their responsibilities as leaders in the system. The trustees shall not cause or allow conditions, procedures, actions or decisions that are undignified, unprofessional or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.~~

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

The Role of the Chair:

The work of the Chair is primarily to be the Chief Governance Officer of the Board, assuring the integrity of the board's process and, secondarily, occasionally representing the board to outside parties. The Chair is first among equals and accords no special privileges or knowledge over other members of the board.

Board Committee Principles:

The Board of Trustees specifies the roles of committees and its relationship to them. It uses committees to facilitate effective and efficient governance. Committees do not do the work of the Board nor compromise the Board of Trustee integrity, authority and responsibility. Board of Trustee committees will be used sparingly and time limited and will be created to reinforce the wholeness of the board's job and to never interfere with delegation from the Board to Director.

Board Committee Structure:

A committee is a Board committee only if its existence and charge comes from the Board, regardless of whether Board members sit on the committee. Unless otherwise stated, a committee ceases to exist as soon as its task is complete.

Student Representation on the Board:

As per the Education Act and Regulation 7/07 it ~~It~~ is the policy of the Waterloo Catholic District School Board that the interests of pupils be represented on the Board through the position of student trustee.

Student Trustee Role Description:

As per the Education Act, Regulation 7/07 and this policy, the ~~The~~ position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

Cost of Governance:

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Trustee Expenses:

The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse trustees for expenses reasonably incurred in carrying out their role as trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a trustee.

Ownership Linkages:

It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the ratepayers for the purposes of determining community values and vision for the school system, demonstrating accountability for what has been achieved, and to build on-going support for Catholic education.

Waterloo Catholic District School Board

Report

Date: January 25th, 2020

To: Board of Trustees

From: Director of Education

Subject: January 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 January is characterized as a time of new beginnings and in a manner of speaking this January was no different. We were ushered into a different reality, courtesy of COVID, with all students once again learning remotely. That said – the resilience of staff and students to endeavour to make the best of current circumstances and challenges is more than admirable. Everyone is centered on the core purpose of meeting the needs of our students, and if focused on ensuring that the best learning conditions are brought to fulfilment in our schools. We have heard great feedback regarding the work of our staff – and our teachers in particular.

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 (now not happening at all) 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 commonplace into January included:

- Lengthy senior team meetings – Monday and Thursday; Mondays as Executive Council and Thursdays as an Academic Council meeting.
- CODE mtg with DM – Thursday Mornings
- CODE Continuity of Learning sub-group – once a week (Tuesday mornings)
- CODE Continuity of Learning mtg with DM (sub-group) – Thursday afternoons
- Chairs and Directors of Ed with Minister of Education – Monday afternoons
- Administrator meetings, where myself and senior staff take admin through operational, public health and educational updates – bi-weekly on Wednesdays
- Invited in a variety of provincial dialogues as Chair of CODE
- Continue to chair weekly ECCODE meetings – Now monthly 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).

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

- Attended OCSOA AGM Banquet Planning Meeting
- Visited John Sweeney CES to speak with administrators and tour/visit buildings and staff. Limiting visits to schools since the Emergency Order so as to limit number of contacts.
- Discussion with Vicar for Catholic Education Fr Con O'Mahony
- Attended PD session with full senior team on Power Messaging
- Participating in a one-on-one planning meeting on Strategic Leadership in Times of Change for CODE members and their senior teams
- One on one dialogue with Executive Director of ICE on matters related to supporting Directors of Education
- Chaired a meeting of full provincial of ECCODE, with a focus on Equity
- Attended a one-on-one session with Onward Education Executive Director and Director to discuss steps forward and provide K-12 perspective
- Attended meetings of the 7-12 Program Review Committee
- Attended a strategic planning meeting with Thought Exchange about their work at WCDSB
- Attended the Well Being Steering Committee meeting
- Attended Meeting of French Immersion Program Review Committee
- Attended a meeting reviewing East Kitchener 7-12 Boundary implications and capital needs.
- Participated in ERDI PD event with a focus on Mental Health, with a keynote by Dr Catherine Zahn, CEO of CAMH.
- Attended the OCSTA PD session with Board of Trustees, and presented one of the Breakout session workshops with Trustee Conway
- Attended Governance Committee

- Facilitated a session continuing the dialogue between WCDSB and Laurier University on the successful transition between secondary and university
- Attended Audit Committee
- Participated in a ThoughtExchange three-part series with a Focus on Equity
- Provided a keynote address with Fr Joseph on Catholic Leadership and Equity as part of the Catholic Leadership Series
- Participated in a ThoughtExchange Leadership Council
- Attended OCSOA PD session with Dr Beth Charles
- Chaired WCDSB Collaborative Professionalism Committee, with representatives from each of the WCDSB staff unions and associations.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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

Waterloo Catholic District School Board

Report

Date: January 25, 2021

To: Board of Trustees

From: Maria Ivankovic, Superintendent of Learning

Subject: Extended Day Programs

Type of Report:

☒ Decision-Making – Board required to pass a motion
☐ 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

- O. Reg. 221/11 – Extended Day Programs and Third Party Programs
- MOE Memo EL12 – Regulatory Amendments for Full-Day Junior Kindergarten and Kindergarten and Extended Day Programs

Alignment to the MYSP:

Priority area

Building capacity to lead, learn and live authentically

Strategic direction

Our decisions, actions and stewardship of resources are evidence-based and responsive

Goal

To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens

Background

1. The Extended Day program is an integral part of the Early Learning Kindergarten program and is led by registered Early Childhood Educators (RECE). The Extended Day program is funded by parent fees and set on a cost-recovery basis. The Extended Day program is optional for parents and offered by boards only where there is sufficient demand to make the program viable.
2. All school boards shall in every elementary school ensure the operation of an Extended Day program or third party operation for children from JK to grade 6; where there is sufficient demand.

Comments

1. Parental Interest
   Parent information brochures were available to parents of children currently enrolled in grades JK-5 through school newsletters and to parents registering their children for junior kindergarten in their registration packages. Parents were able to express their interest in the Extended Day program by pre-registering their children for the upcoming school year.

2. Program Options
Parents were asked to indicate the days per week they wish to enroll their child, and which of the program options they required, i.e.:
   a. Before school only
   b. After school only
   c. Both before and after school

3. Non-Instructional Days
Non-Instructional days such as PA days, Christmas and March Break are a part of the regular registration process for parents. The cost of this program would be $26.25 per day if both before and after school programs are used on non-instructional days, otherwise parents will only be charged the fee for the program they have regularly registered for (i.e. just before school).

4. Fees
We are proposing a slight increase in fees for the 2021-22 school year. The Board of Trustees approved an Equal Billing Fee for Extended Day Programs not to exceed $26.25 per day including PD days, Christmas, and March Break in 2020. To cover rising costs to run the program we are looking at a fee increase at the rate of $27.00 per day. Fees are prorated based on school bell times and can be found on the board's website.

5. Registration Response
   a. In 2020-21 the need for the Extended Day program was not viable at 5 schools, they are as follows:

Holy Rosary, Waterloo
John Sweeney, Kitchener
St. Gregory, Cambridge
St. Luke, Waterloo
St. Margaret, Cambridge

   a. 38 schools were deemed viable this school year. The total of 38 schools are as follows:

Before and After school programs

Blessed Sacrament, Kitchener
St. Teresa of Calcutta, Cambridge
Christ the King, Cambridge
Canadian Martyrs, Kitchener
Holy Family, New Hamburg
Holy Spirit, Cambridge
Monsignor Haller, Kitchener
Our Lady of Grace, Kitchener
Our Lady Fatima, Cambridge
Our Lady of Lourdes, Waterloo
Saint John Paul II, Kitchener
Sir Edgar Bauer, Waterloo
St Anne, Cambridge
St Anne, Kitchener
St. Agnes, Waterloo
St. Aloysius, Kitchener
St. Augustine, Cambridge
St. Bernadette, Kitchener
St Brigid, Ayr
St. Boniface, Maryhill
St. Daniel, Kitchener
St. Dominic Savio, Kitchener
St. Elizabeth, Cambridge
St. Gabriel, Cambridge
St. John, Kitchener
St. Joseph, Cambridge
St. Kateri Tekakwitha, Kitchener
St. Mark, Kitchener
St. Matthew, Waterloo
St. Michael, Cambridge
St. Nicholas, Waterloo
St. Paul, Kitchener
St. Peter, Cambridge
St Teresa of Avila, Elmira
St Teresa, Kitchener
St. Timothy, Kitchener
St. Clement, St. Clements
St. Vincent de Paul, Cambridge

Budget Implications:
The daily base fee has been developed to operate the Extended Day program on a cost recovery basis.

The board will continue to be responsible for the collection of fees from parents.

Conclusion

1. Daily base fee to be increased to $27.00 per day.

Recommendation:
That the Board of Trustees approve the daily fee increase proposed, to 27.00 per day.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Maria Ivankovic
Superintendent of Learning

Lisa Horst, Mandy Martins, Tracy Moore, Wanda Newland
Extended Day Supervisors

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

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

Report

Date: January 25, 2021

To: Board of Trustees

From: Director of Education

Subject: 2021 Property and Major Capital Construction Update

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

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

Origin:

Annually a report is provided to the Board of Trustees summarizing various property transactions that have occurred in the past year and that will be carried out in the near future. Further, a summary of major construction projects is also provided as information.

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

Executive Limitation IV 008 "Financial Conditions and Activities"

"... the CEO shall not:…

9. Acquire, encumber or dispose of real property"

Executive Limitation IV 009 "Asset Protection"

"…the CEO shall not:…

3. Subject plant and equipment to improper wear and tear or insufficient maintenance."

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically

Strategic Direction: Nurture the well-being of students and staff

Background/Comments:

Capital Priorities Requests

In September 2019, the Board submitted the following Capital Priority funding requests for consideration by the Ministry:

- A new 1,400 pupil place grade 7-12 school in east Kitchener
- Funding for an additional 164 pupil places at Huron Brigadoon elementary school in south west Kitchener
- Funding for a capital solution for St. John in Kitchener
- Funding for a 350 pupil place school in South West Cambridge shared with the co-terminus board
- Funding for a 400 pupil place school in south west Kitchener (Rosenberg)
- Funding for an 8 classroom addition plus a new gym and library at St. Agnes school in Waterloo

The Ministry has since approved funding for:

- A new 1,400 pupil place grade 7-12 school in east Kitchener
- A total of 650 pupil places plus an 88 space child care centre on the Huron Brigadoon site in southwest Kitchener
- A 354 pupil place school in south east Cambridge
- An 8 classroom addition plus a new gym and library at St. Agnes school in Waterloo

A call for Early Years Capital Program (EYCP) Funding was issued on December 16, 2020. This round of funding is focused on school-based 'child care centre only' projects that are not part of a larger school capital project (also referred to as 'stand-alone' child care projects). Submissions are due by January 29, 2021.

Property Disposition Update

ST. AGATHA, ST. AGATHA

The sale of the former St. Agatha Catholic Elementary School closed on July 10, 2020.

BIEHN DRIVE, KITCHENER

In 1987, the Board agreed to trade a surplus 6 acre parcel of property in Kitchener with Hallman Aberdeen Limited for a 7 acre parcel of property in Brigadoon. Subsequently, in 1993 the board entered into an agreement to transfer that 7 acre interest to a future 7.75 acre site in Brigadoon south. The developer has cited a number of challenges with respect to their ability to complete the agreement, most notably that they do not have an available piece of land to provide to the Board. Management has retained the services of the Board lawyer of record to assist in bringing this impasse to a resolution. OSBIE is providing coverage for all legal costs under their contract dispute policy.

ST. FRANCIS, CAMBRIDGE

This property is currently surplus to the board's needs. The board entered into a license agreement with the Waterloo Region District School Board for their use of the facility to deliver alternative education programming.

New Site Acquisitions Update

GRAND RIVER CONSERVATION AUTHORITY (EAST KITCHENER)

The Board entered into an agreement of purchase with the Grand River Conservation Authority (GRCA) in December 2020. Management will be initiating municipal planning approvals while the GRCA and Board both pursue respective approvals of their Ministries.

SOUTH EAST CAMBRIDGE JOINT CAMPUS
The City of Cambridge owns the parcel to accommodate the joint campus. The property was graded during the summer of 2020 and is being serviced through the winter/spring of 2021. The Board, WRDSB, City of Cambridge and IdeaExchange have been working with CS&P Architects on a feasibility study for the development of joint schools, community centre and library facilities on this site. This initial work will be concluded in February and provide all parties with direction on an approach to facility development.

ROSENBERG (SOUTH WEST KITCHENER)
The SHAIR Inc./South Estate Farms Ltd. subdivision which contains the Rosenberg school site is being graded and serviced through the winter/spring of 2021. The first phase of the subdivision may register in mid-2021. The board is in discussions with the developer to establish an agreement to acquire a school site in the area.

DOON SOUTH (SOUTH WEST KITCHENER)
The Kitchener Growth Management Plan (KGMP) 2019-2021, identifies the Doon South school site as being within lands planned for development in the 2023-2025 timeframe.

ROSENBERG WEST (SOUTH WEST KITCHENER)
The Kitchener Growth Management Plan (KGMP) 2019-2021, identifies the Rosenberg West school site as being within lands planned for development in the 2022-2024 timeframe based on the extension of services necessary to facilitate development.

BADEN
A future school site in Baden has been discussed with the local developer's representative, however, no formal applications have been filed at this time. Timing of the availability of this site is yet to be determined.

Major Construction Update

ST. FRANCIS KITCHENER
The St. Louis Adult Learning and Continuing Education – St. Francis Campus has been fully renovated by facility services and is now ready for programming. In addition to continuing education classes being offered at this location, it was determined that the Newcomer Reception Centre would also relocate to this building. The benefits of the latter included providing additional space for St. Don Bosco (St. Mary's West Campus), and to allow the Newcomer Reception Centre additional space and better proximity to clientele.

As part of this project, management had planned to add on a childcare and family centre (funded by the Ministry of Education). As part of cost estimations that were prepared by a third party in advance of construction, it was determined that the capital funding allocation was insufficient to accomplish what was expected. The Ministry was notified of this. The Ministry did not elect to top up the funding, rather it was indicated that the project needed to be re-evaluated internally, a process which could take several months.

As part of the call for childcare capital applications noted above, management intends to request the appropriate amount of funding for this project from the Ministry. If approved, this portion of the St. Francis renovation/ construction will be carried out in 2022 (TBD).

ST. BONIFACE REPLACEMENT SCHOOL
Construction continues at the site of the new school in Breslau. The building is enclosed, the roof is watertight, and all windows and glazing installed. Interior mechanical work is underway, and interior finishes are started. Exterior servicing is complete. As at the time of writing, and subject to any challenges associated with COVID-19, this project is on schedule to open for September 2021. Both the administrator and school community are excited about their new space.

Proceeds of Disposition

Figure 1 provides a projected statement of the Board's Proceeds of Disposition (POD) revenues from the sale of school and administrative sites.

- POD – Schools can be used on renewal work in schools, and
- POD – Admin can be used on renewal work on admin buildings.

Any use of these funds that is not related to building renewal (e.g., addition of classrooms or square footage) requires Ministry approval.

Figure 1 - Proceeds of Disposition Account Summary

Proceeds of Disposition - Schools			
Opening Balance (August 31, 2020)			$ 10,525,514
Draws:			
St. Francis K Renovations	$ (821,000)		
St. Clement Renovations	(1,292,000)		
Capital Project Contingencies	(1,000,000)		
Total Draws		$ (3,113,000)	
Contributions:			
Sale of Biehn Drive Property Rights (FMV)	7,750,000		
Total Contributions:		7,750,000	
Net Draws on POD - Schools			4,637,000
Projected Balance (August 31, 2021)			**$ 15,162,514**
Proceeds of Disposition - Admin			
Opening Balance (August 31, 2020)			$ 132,000
Draws			-
Projected Balance (August 31, 2021)			**$ 132,000**

Recommendation:

That the report entitled “2021 Property and Major Capital Construction Update” be received for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manger of Planning

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

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

Report

Date: January 25, 2021

To: Board of Trustees

From: Director of Education

Subject: Trussler North Administrative Boundary Adjustment

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:

On January 18, 2021 Executive Council approved an administrative boundary adjustment between St. Paul CES and Blessed Sacrament CES, effective immediately.

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

Board Policy IV 010: Facilities/Accommodations 'the CEO shall not …

2. Fail to conduct accommodation reviews process (i.e. boundary review and school closures) that is not in compliance with current Ministry of Education guidelines and directives."

Alignment to the MYSP:

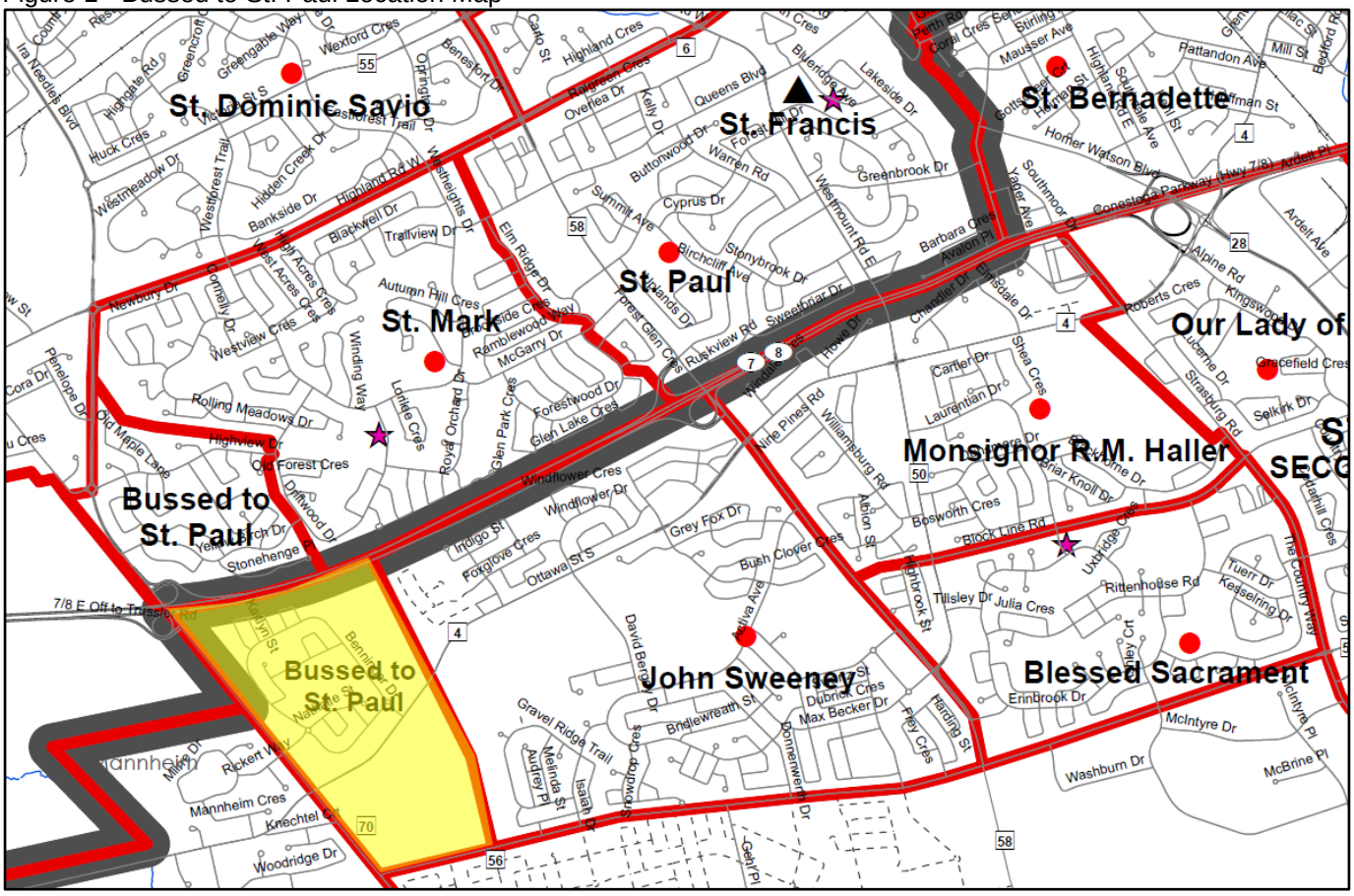
Strategic Priority: Student Engagement, Achievement, and Innovation
Strategic Direction: Foster maximum opportunity for success for all

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

Background/Comments:

EXPLANATION
The Trussler North area highlighted in yellow on Figure 1 is currently part of the St. Paul CES bussed boundary. The area is bounded by Trussler Road to the west, Conestoga Parkway/Highway 7 to the north, land owned by the Region of Waterloo (Mannheim Water Treatment Plant) to the east, and Bleams Road to the south.

Figure 1 - Bussed to St. Paul Location Map



St. Paul CES has a capacity of 303 pupil places and in 2020/21 has 7 portables on the site. The Long Term Accommodation Plan (2020) identifies that the school is projected to be at 167% capacity by 2022 and 190% by 2024. Further, there are 590 unbuilt low density residential units in known plans of subdivision identified within the St. Paul CES attendance boundary.

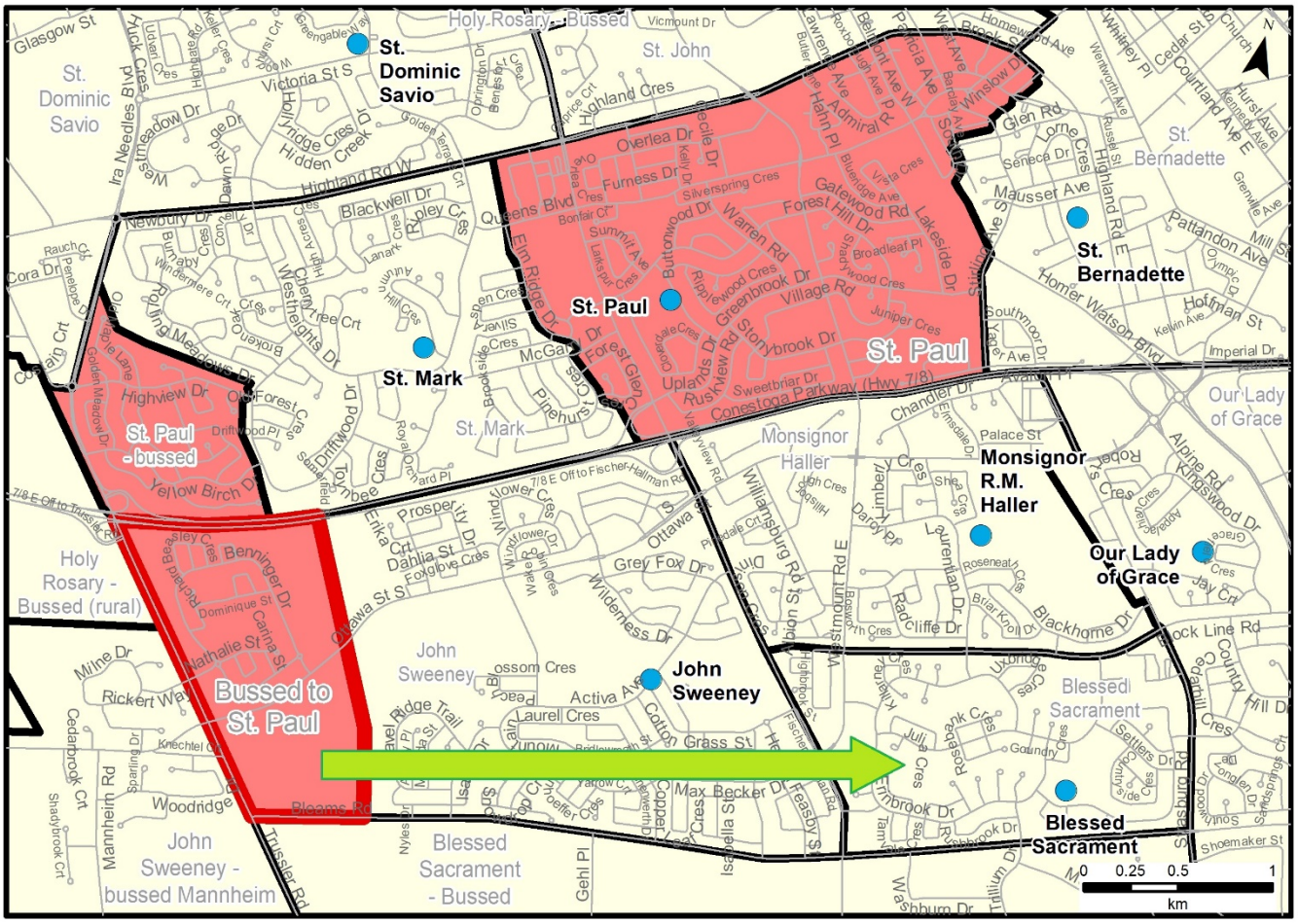
The majority of the forecasted enrolment pressure is generated from the Trussler North area which is bussed to St. Paul but located in Kitchener Southwest.

As the board embarks on a review of boundaries in Kitchener Southwest to establish an attendance area for the new Huron-Brigadoon school, it is timely and appropriate to address the re-assignment of this area of future development now.

According to the developer of the lands north of Ottawa Street South, home sales are expected to commence in February/March of 2021 with the earliest closings in the late fall of 2021. As such, there are no students affected by the re-assignment of this area.

The re-direction of this area now will also ensure that the St. Paul CES school community is not unnecessarily drawn into the Huron-Brigadoon boundary review.

Figure 2 – Trussler North Administrative Boundary Adjustment



As can be seen in the map above, administration has redirected future students in the lower 'Bussed to St. Paul' area to Blessed Sacrament. Blessed Sacrament can better handle additional enrolment and will also be part of the Huron Brigadoon Boundary Review Process. As such any future changes/corrections can be rationalized through that process.

PROCEDURAL REFERENCE

Administrative Procedures Memorandum APF008 - Pupil Accommodation Review Process provides that a full review process is not necessary to adjust school boundaries under the following circumstances:

4.0 EXEMPTIONS

In most cases, the final approval of a boundary change rests with the Board of Trustees and would involve a public consultation process. There are, however, two exceptions to this rule which would allow senior administration to be the decision-making body. These exceptions are as follows:

- ***Where a boundary change is being considered for an area where there are no existing students, the boundary options may be considered by senior administration and a decision reached by them without community consultation**. [emphasis added]*
- *Where there are relatively few students affected by a proposed boundary change, the families of those students will be consulted directly and given an opportunity to comment on the boundary*

options being considered. Following this consultation, senior administration may make a decision or elect to conduct a full review. Where a boundary change is being considered for an area which was part of an Accommodation Review up to and including five years previous, the change will come to the Board for information and approval.

No students are affected by these minor adjustments, and as such, no community consultation is required.

Recommendation:

This report is being provided for information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Jennifer Passy
Manager of Planning

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

Figure 3 - Amendment - Area A

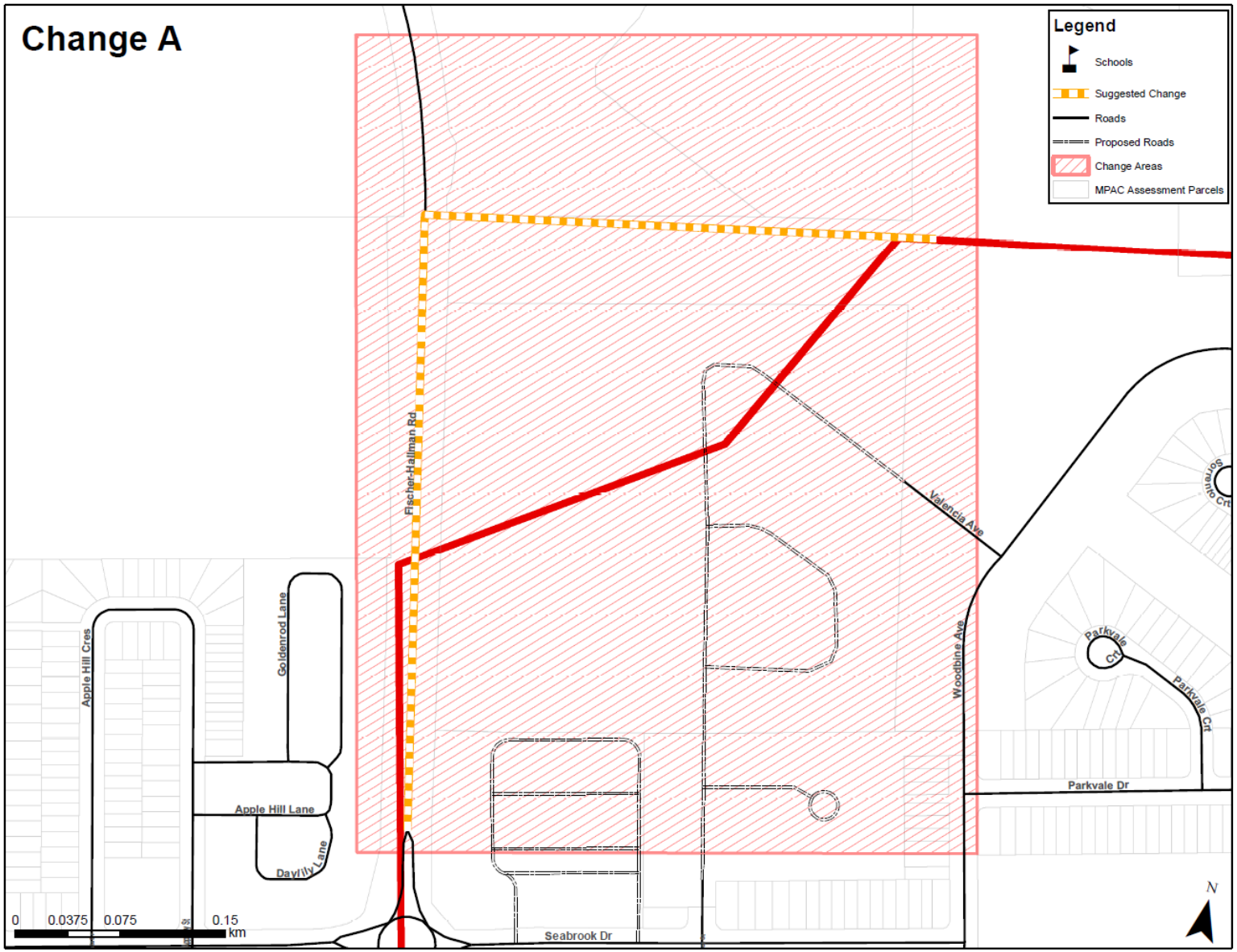


Figure 4 - Amendment - Area B

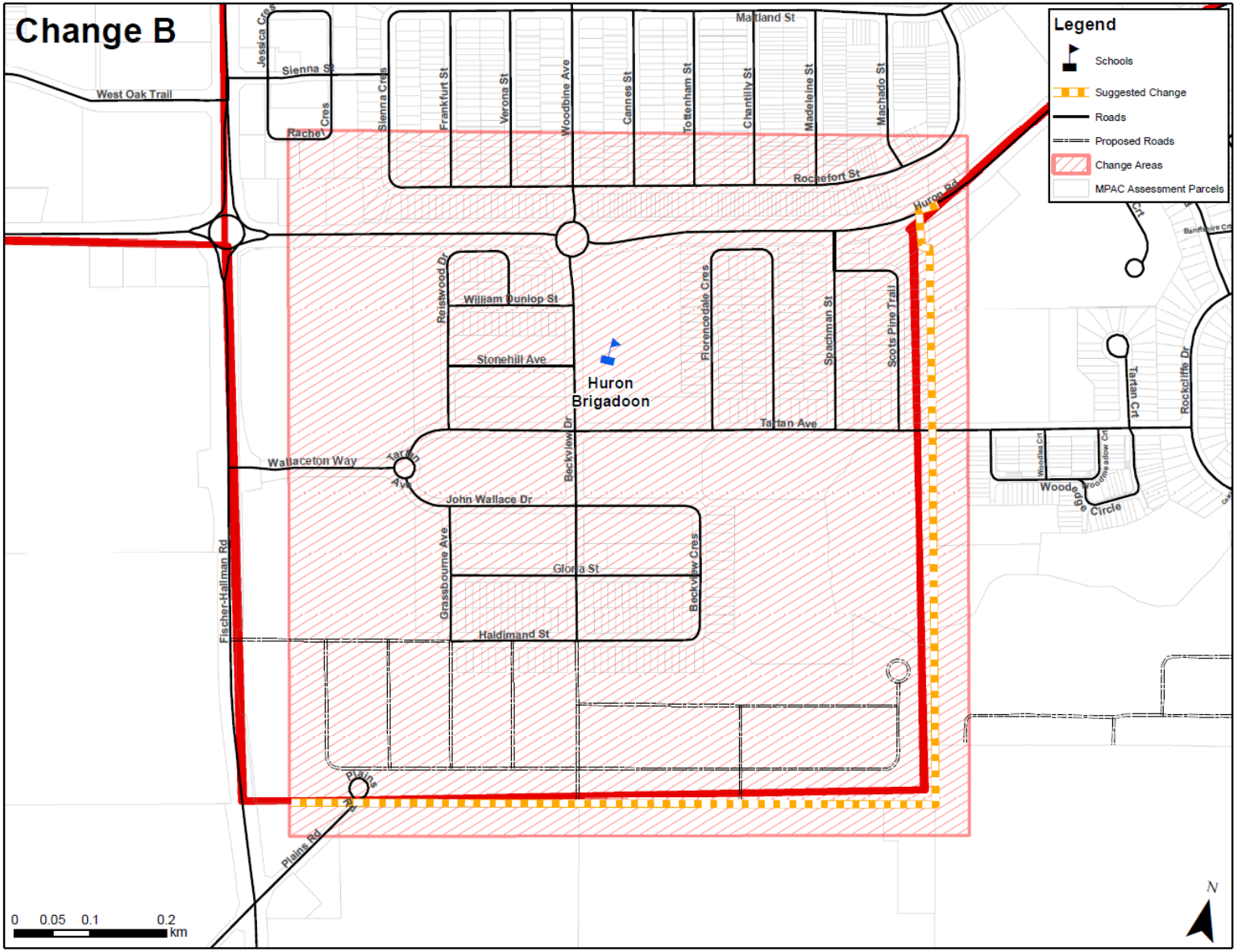


Figure 5 - Amendment - Area C

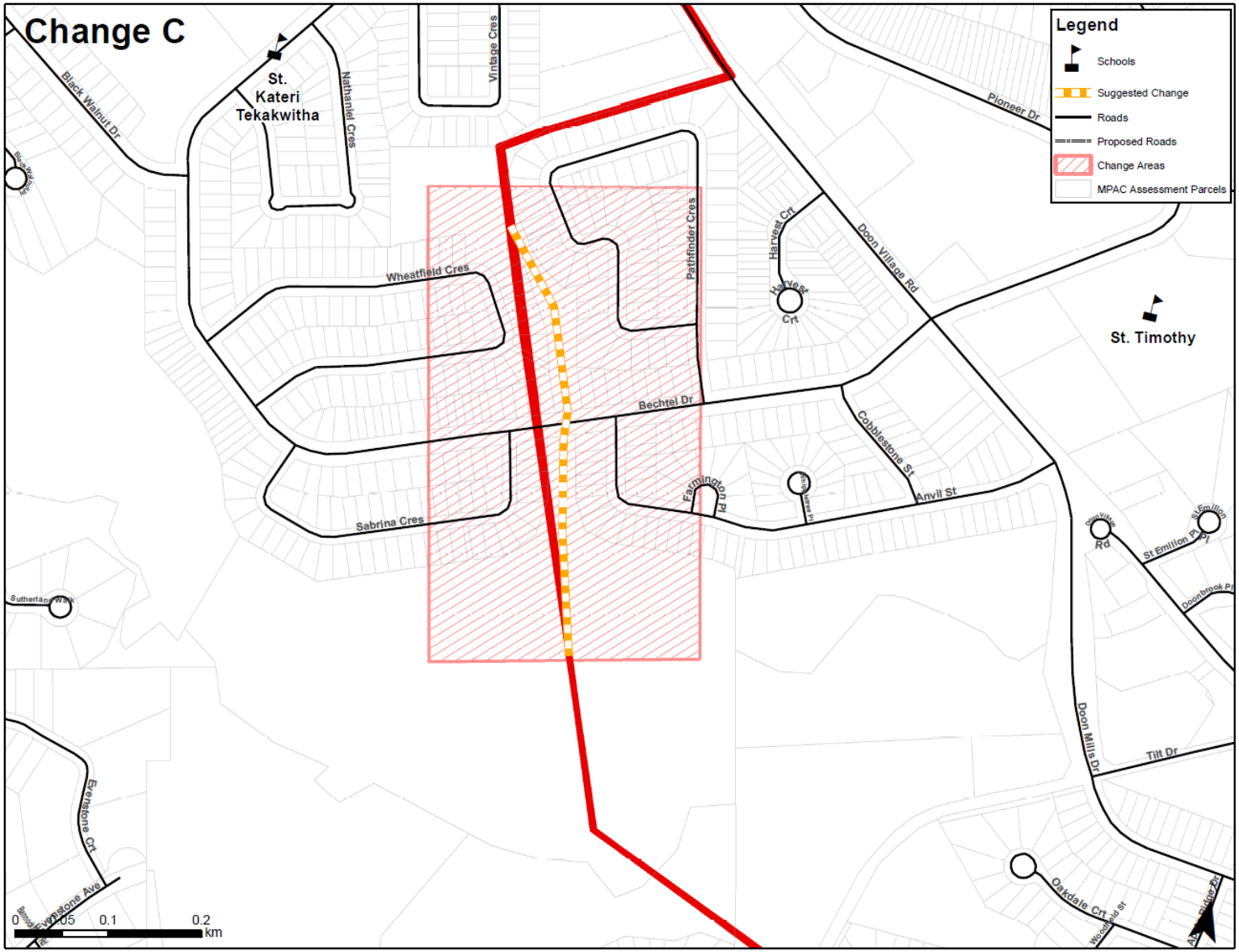
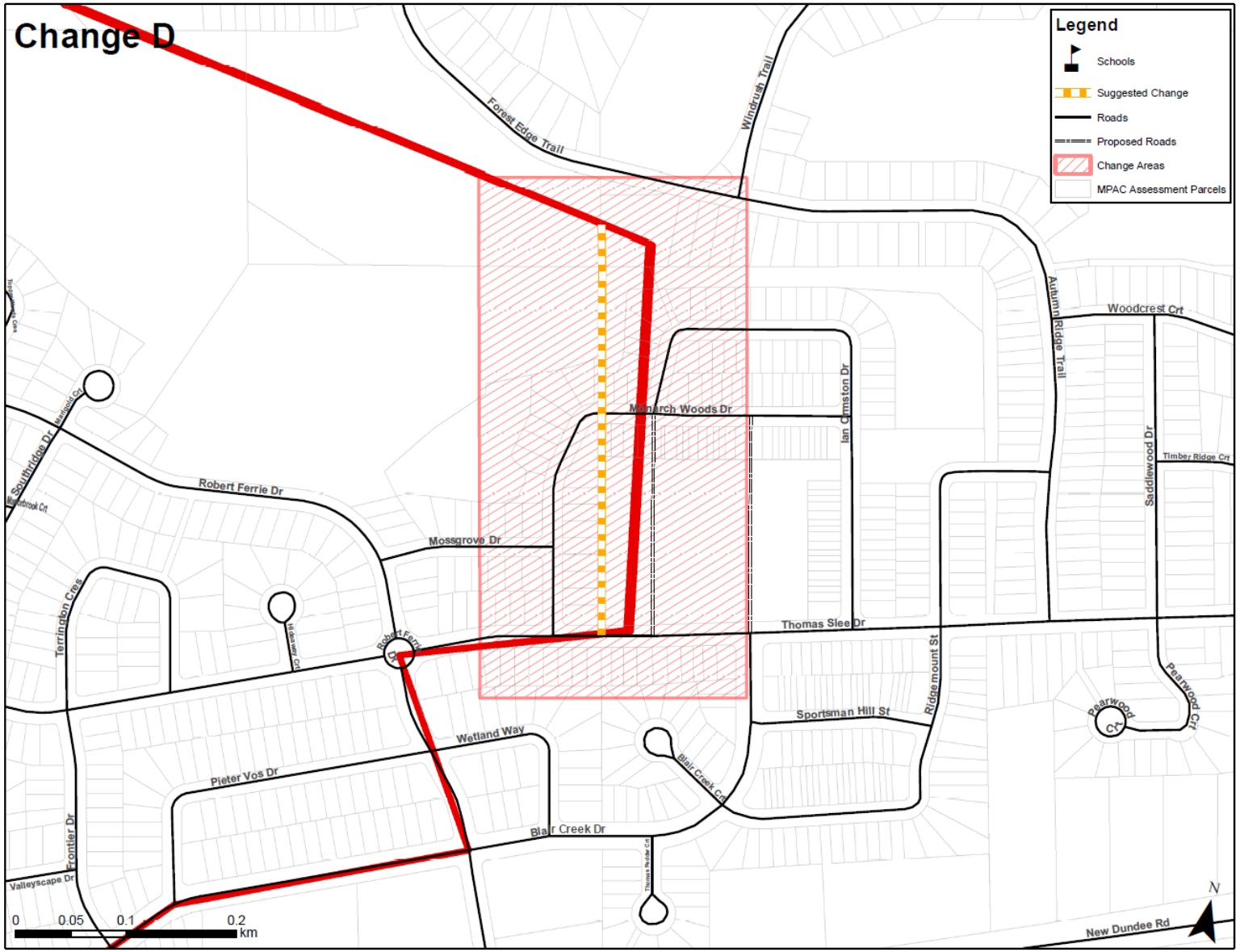


Figure 6 - Amendment - Area D



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

Report

Date: January 25, 2021

To: Board of Trustees

From: Director of Education

Subject: Huron Brigadoon Boundary Review – Initial Staff Report and Initiation of Review

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

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

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

Administrative Procedures Memorandum APF008 – Pupil Accommodation Review Process

Part A – Boundary Review

The Boundary Review Process will ensure that the public has opportunity to comment on the proposed boundary solution, the impact on affected students has been considered, and that decisions are based on an efficient and equitable use of system resources.

The decision to proceed with a boundary review will be made by the Board of Trustees following the review of an initial staff report. This staff report may, but is not required to, include boundary options.

Long Term Accommodation Plan 2020

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

Board Policy IV 010: Facilities/Accommodations *'the CEO shall not …*

2. Fail to conduct accommodation reviews process (i.e. boundary review and school closures) that is not in compliance with current Ministry of Education guidelines and directives."

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Foster maximum opportunity for success for all

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

Strategic Direction: Nurture the well-being of students and staff

Background/Comments:

Addressing enrolment pressure in South West Kitchener has been a board priority for many years. A boundary review was first undertaken in this area in 2008/2009 and involved Blessed Sacrament, John Sweeney, Monsignor Haller, Our Lady of Grace, St. Kateri Tekakwitha, and St. Timothy. The phased implementation of that review included the construction of a new school in Huron Brigadoon.

In July 2011, the board received funding approval to construct a new 400 pupil place elementary school in Huron Brigadoon. In the absence of a new Huron Brigadoon school, a report was brought to Trustees in October 2013 to implement various boundary changes in South West Kitchener and revise the boundaries of the 2008/2009 Phase 1 decision. In 2015, a further commitment was received to fund the construction of five child care rooms.

Due to development delays, the board was not able to purchase the Huron Brigadoon site as planned. In 2019, staff recommended that a future development area with only three existing students be redirected to St. Timothy to relieve enrolment pressure at St. Kateri Tekakwitha.

In August 2019, the board purchased the Huron Brigadoon school site.

Given the growth in the area since the 2008/2009 boundary review and additional planned development, the board applied to the Ministry of Education for further funding to support construction of a larger school. In July 2020, the board received funding approval to construct a larger school of 650 pupil places.

It is now necessary to establish a boundary for the new Huron Brigadoon school in advance of its opening and redraw the boundaries of existing schools in the area to ensure enrolment relief, where feasible, and sustainability of enrolment. Staff must also consider the impact of the 2017/2018 French Immersion Program Review which recommended that the new Huron Brigadoon school be considered for French Immersion.

The initial staff report, attached, contains the full analysis, including a preferred and alternate options.

Recommendation:

That the Board of Trustees approve the initiation of the Huron Brigadoon Boundary Review to include Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha with the purpose of creating a boundary for the new Huron Brigadoon Catholic Elementary School.

That the Board of Trustees name two members to the Huron Brigadoon Boundary Review boundary review committee (BRC) in accordance with APF008.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

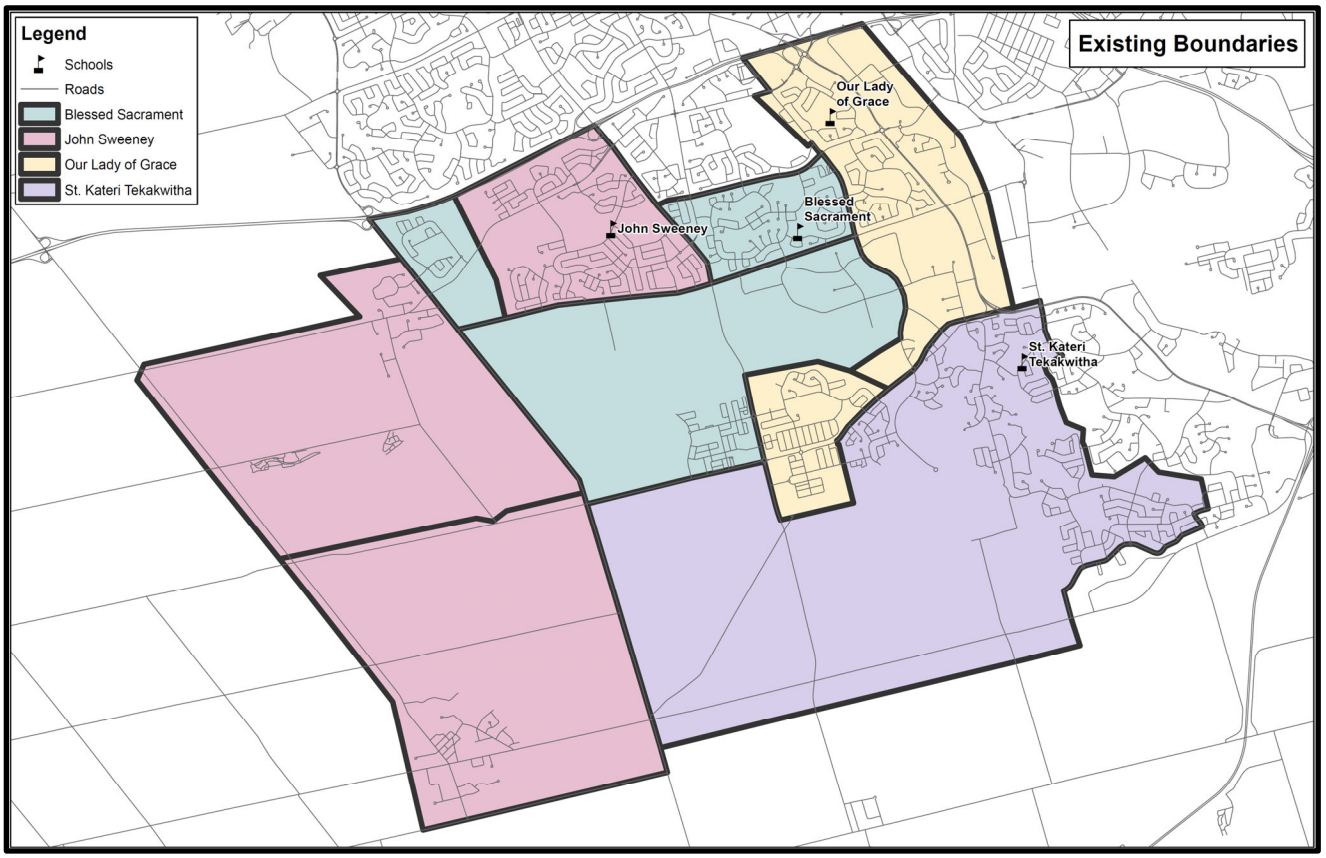
Jennifer Passy
Manager of Planning

Virina Elgawly
Property/Planning Officer

*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.”

Huron Brigadoon Boundary Review

Initial Staff Report



January 25, 2021

1 Introduction

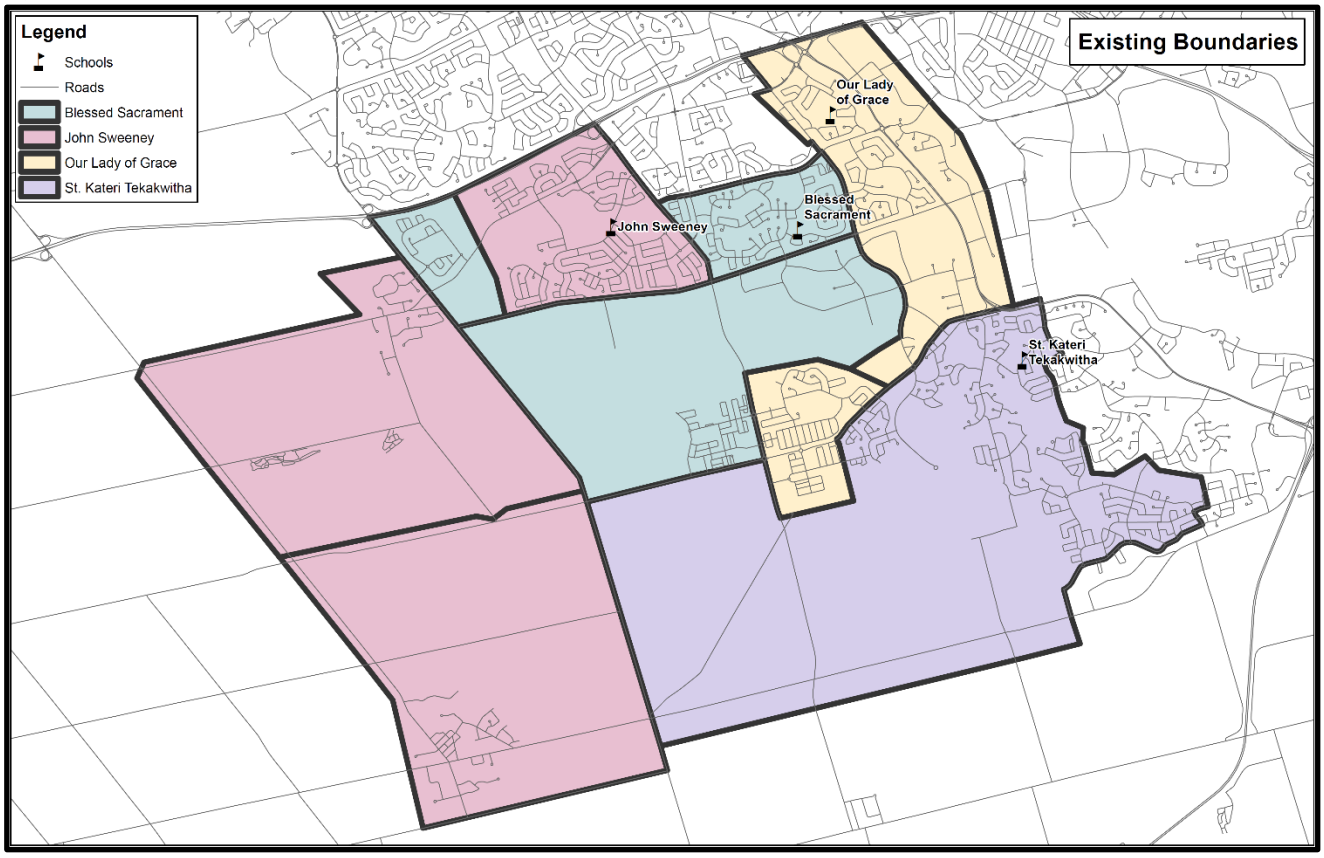
The purpose of this report is to provide the Board of Trustees with sufficient information to initiate a boundary review involving Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha.

The purpose of the boundary review is to establish a boundary for the new Huron Brigadoon JK-8 elementary school, which is anticipated to open September 2022. A boundary review process that concluded in 2009 originally established a boundary for this school. However, given the time that has passed since that decision, the boundary needs to be re-examined and revised.

There is enrolment pressure at John Sweeney and St. Kateri Tekakwitha which can not be addressed through this review. These pressures may be addressed by future reviews associated with proposed new elementary school construction in South West Kitchener, subject to successful applications for capital funding. Temporary measures may be used to manage enrolment (i.e., assigning new residential development to other schools, installing portables).

The existing school boundaries in the review area are shown in Figure 1.

Figure 1 - Existing South West Kitchener School Boundaries



1.1 GOALS OF THE REVIEW

The following goals have been established for the Huron Brigadoon Boundary Review:

- Establish a boundary for the new Huron Brigadoon school in advance of its opening.

- Redraw the boundaries of existing schools in the area to ensure enrolment relief, where feasible.
- Consider the impact of offering the French Immersion Program in the new Huron Brigadoon school.
- Determine attendance boundaries that best meet board-wide accommodation review goals.

1.2 BOARD-WIDE ACCOMMODATION REVIEW GOALS

The following goals relate to every accommodation review and must be considered in the Huron Brigadoon Boundary Review.

- Provide the highest quality learning environment possible.
    - Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
    - Maximize the use of Board-owned facilities over the long term.
    - Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that portables are part of any short-term solution.
- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
    - Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
    - Follow logical divides such as major roads, physical barriers, etc.
    - Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g., maintenance, operations, transportation, etc.)
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's Long Term Accommodation Plan.

2 Boundary Review Process

The boundary review will follow administrative procedure APF008: Pupil Accommodation Review Process – Part A- Boundary Review. The Ministry of Education Pupil Accommodation Review Guideline (2018) applies only to reviews contemplating school closure or moving more than 50% of a school's enrolment, and therefore is not applicable to this review.

2.1 INITIAL STAFF REPORT

This report shall serve as the Initial Staff Report as per APF008. This report includes all relevant background information and three boundary options for consideration.

Once a decision is made by the Board of Trustees to begin the review, a Boundary Review Committee will be formed, and the community will be consulted.

2.2 BOUNDARY REVIEW COMMITTEE (BRC)

A Boundary Review Committee (BRC) will be assembled following a decision to proceed with a boundary review. The BRC will follow the process outlined in Part A – Boundary Review of APF008.

The BRC will consist of:

- Two (2) parent representatives from each school under review (One parent representative from each school will be selected by the school's principal and the other will either be the school's council chair or a designate.)
- Principal of each school under review
- Two (2) Trustees
- Superintendent of the affected schools
- Executive Superintendent of Corporate Services

The role of the BRC is:

- To act as the official conduit for information shared between the school board and the school communities.
- Act as a consultation body, providing advice to staff.
- Review materials provided by board staff.
- Comment and provide suggestions on the boundary option(s) and materials provided.
- Consider the needs of the entire school system and resist advocating for any particular school or neighbourhood.
- Attend public meetings and review public comments.

2.3 PUBLIC CONSULTATION

In accordance with APF008, a minimum of one public meeting is required, which will be facilitated by Board staff. The purpose of the public consultation process would be to solicit feedback from the community on the options presented in this report.

To ensure feedback is received throughout the process, two public meetings will be held. These meetings will be advertised in advance using a variety of methods to ensure all interested parties are aware.

2.4 RECOMMENDATIONS AND APPROVAL

After the conclusion of the public consultation phase, a Final Staff Report will be prepared for the Board of Trustees summarizing the process, the public consultation, and the recommendations.

The Final Staff Report will be available to the public and anyone interested may register as a delegation to address the Board of Trustees. The final decision will be made by the Board of Trustees.

2.5 TIMELINES

It is proposed that the Boundary Review would begin January 25, 2021 with the approval of this report and end in June 2021 (Appendix A)

The Board of Trustees' final decision is tentatively scheduled for June 14, 2021.

3 Historical Boundary Changes

The four schools in this review have undergone several boundary changes over the last decade. Following is a summary of each review.

3.1 SOUTHWEST KITCHENER ACCOMMODATION REVIEW (2008/2009)

A boundary review which included Blessed Sacrament, John Sweeney, Monsignor Haller, Our Lady of Grace, St. Kateri Tekakwitha, and St. Timothy was conducted during the 2008/2009 school year.

One of the goals of the review was to confirm the need for a new elementary school in southwest Kitchener and establish its boundary. The decision included two phases as shown in Figures 2 and 3.

Figure 2 - 2008/2009 Phase 1 Boundary Change

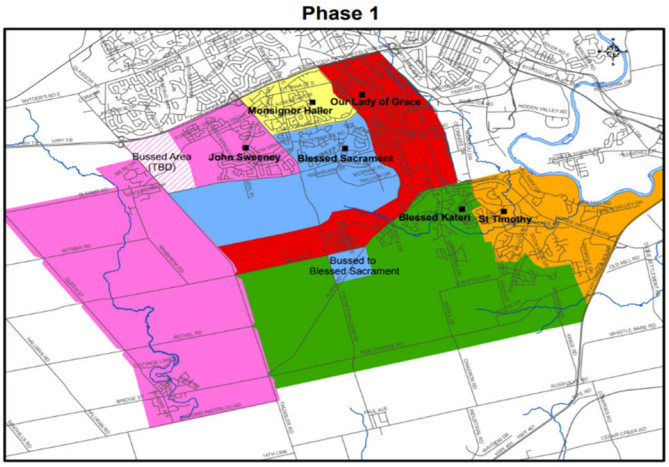
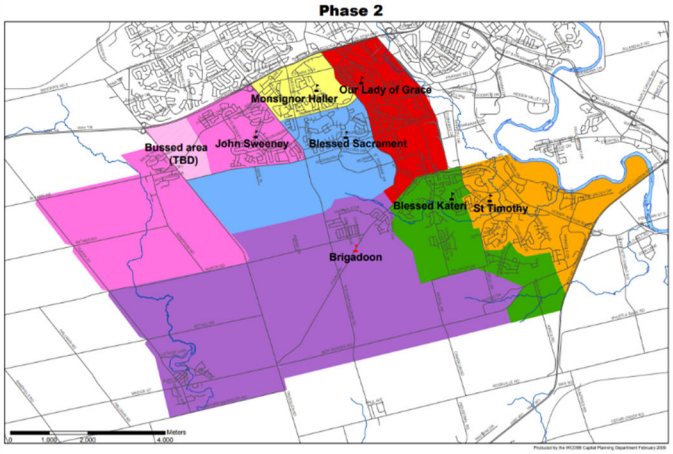


Figure 3 - 2008/2009 Phase 2 Boundary Change



Phase 1 was a short term solution to address the immediate overcrowding concerns at John Sweeney and St. Timothy. A six classroom addition at John Sweeney was constructed and various boundary changes resulted.

The southwest portion of St. Timothy's boundary was moved to St. Kateri Tekakwitha and a portion of John Sweeney's boundary was directed to Blessed Sacrament.

Phase 2 was intended to be a medium term solution and included the construction of a new school in the Huron Community. Enrolment projections at the time indicated that the new school would be needed within five years of the review and was meant to assist with potential enrolment pressures at St. Kateri Tekakwitha.

3.2 SOUTHWEST KITCHENER BOUNDARY CHANGES (2013)

In October 2013, a report was brought forward to the Board of Trustees to implement various boundary changes in southwest Kitchener and revise the boundaries of the 2008/2009 Phase 1 decision noted above. Figures 4 and 5 illustrate these boundary adjustments.

Specifically, a portion from St. Kateri Tekakwitha's boundary was moved to St. Timothy to alleviate future enrolment pressure from St. Kateri Tekakwitha (Figure 4). In addition, portions of the Blessed Sacrament and Our Lady of Grace boundaries were swapped since Blessed Sacrament could handle more growth at the time and timing of development differed from what was anticipated in 2009 (Figure 5).

Figure 4 - St. Kateri/St. Timothy Change

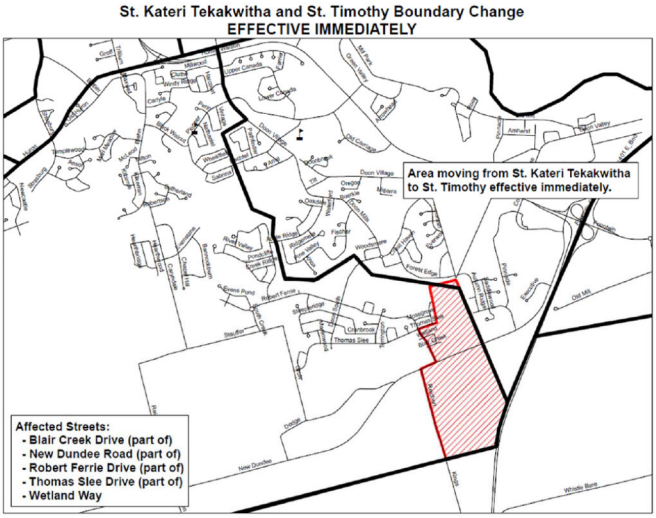
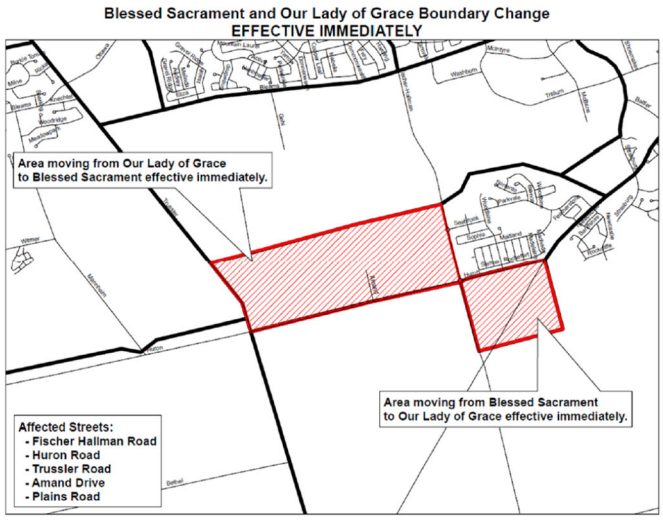


Figure 5 - Blessed Sacrament/Our Lady of Grace Change

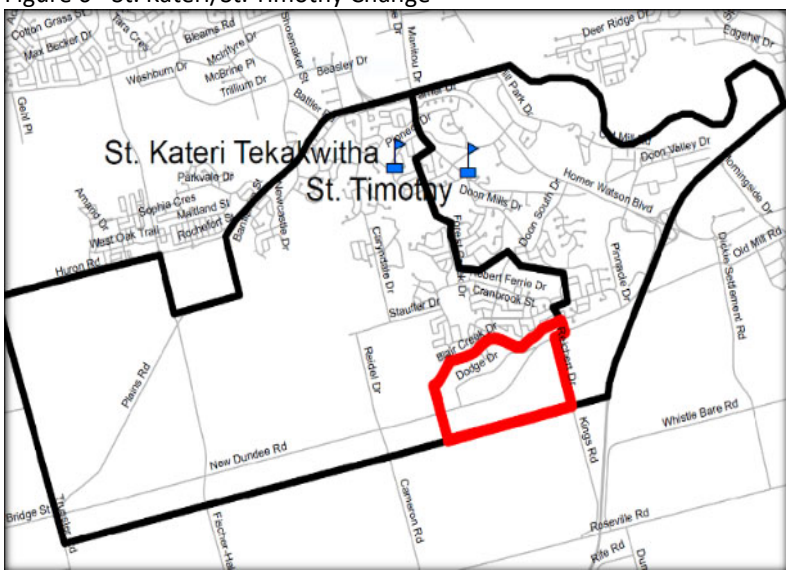


3.3 ST. KATERI TEKAKWITHA AND ST. TIMOTHY (2019)

Recognizing that St. Kateri Tekakwitha has had a high utilization, in 2019 staff recommended that a future development area with only three existing students be redirected to St. Timothy.

St. Timothy was under capacity and can accommodate up to six portables without any modifications to the school site. The redirection of students to St. Timothy was a temporary measure to alleviate enrolment pressure from St. Kateri Tekakwitha (Figure 6). The long term solution would be the opening of another school (Doon South) which would be confirmed through a future application for capital funding and boundary review.

Figure 6 - St. Kateri/St. Timothy Change



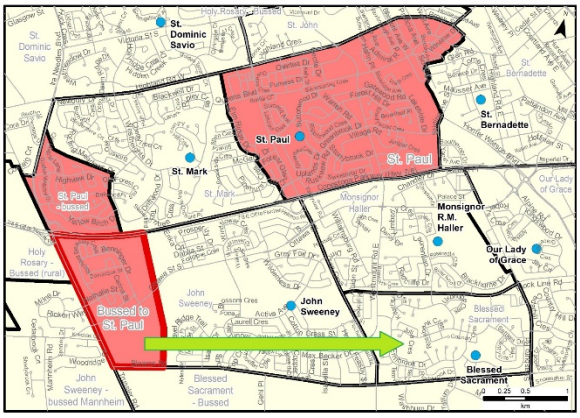
3.4 TRUSSLER NORTH ADMINISTRATIVE BOUNDARY ADJUSTMENT (2021)

On January 18, 2021 Executive Council approved an administrative boundary adjustment between St. Paul CES and Blessed Sacrament CES, effective immediately (Figure 7).

Most of the forecasted enrolment pressure at St. Paul is generated from the Trussler North area located in Southwest Kitchener.

The re-direction of this area was timely to ensure that the St. Paul school community is not unnecessarily drawn into the Huron-Brigadoon boundary review.

Figure 7 - Trussler North Bussed Area Change



4 Analysis

4.1 STATUS QUO ENROLMENT

Table 1 shows actual and projected enrolment versus capacity for each school. On the Ground (OTG) capacity refers to a school's size as determined by loading all instructional spaces within a facility to current Ministry of Education standards (based on class size and room area). OTG does not include temporary capacity such as portables and portables are not counted in the calculation of utilization.

As the table indicates, all schools will be over capacity both in the short, medium, and long term. These projections also don't take into account the offering of the French Immersion Program in the new Huron Brigadoon schol.

As mentioned in the introduction, enrolment pressure at John Sweeney and St. Kateri Tekakwitha cannot all be addressed through this review. These pressures are planned to be addressed by future reviews associated with

proposed new elementary school construction in southwest Kitchener, subject to successful applications for capital funding.

Table 1 - Status Quo Enrolment Projection

Schools	OTG (Capacity)	Actual Enrolment 2020 Total	Projected Enrolment 2022 Total	Utilization	2025 Total	Utilization	2027 Total	Utilization
Blessed Sacrament	360	393	501	139%	721	200%	886	246%
John Sweeney	614	739	781	127%	835	136%	883	144%
Our Lady of Grace	265	378	419	158%	517	195%	557	210%
St. Kateri Tekakwitha	349	564	612	175%	740	212%	795	228%
Total Students Over Capacity		486	725		1225		1533	
Total Utilization Percentage		131%		146%		177%		197%

4.2 SUB-AREAS

To analyze boundary options and enrolment patterns, each school involved in the review has been divided into sub-areas. The “Home Area” label simply refers to the sub-area that houses the subject school site. The out of boundary students attending the subject school is also included in this sub-area enrolment.

4.2.1 Blessed Sacrament

The Blessed Sacrament sub-areas map (Figure 8), and associated enrolment projections (Table 2) are shown below. It should be noted that sub-area “O” currently does not have any students nor is it anticipated to have any future residential development. Therefore, projections are zero across the years.

Figure 8 - Blessed Sacrament Sub Area Map

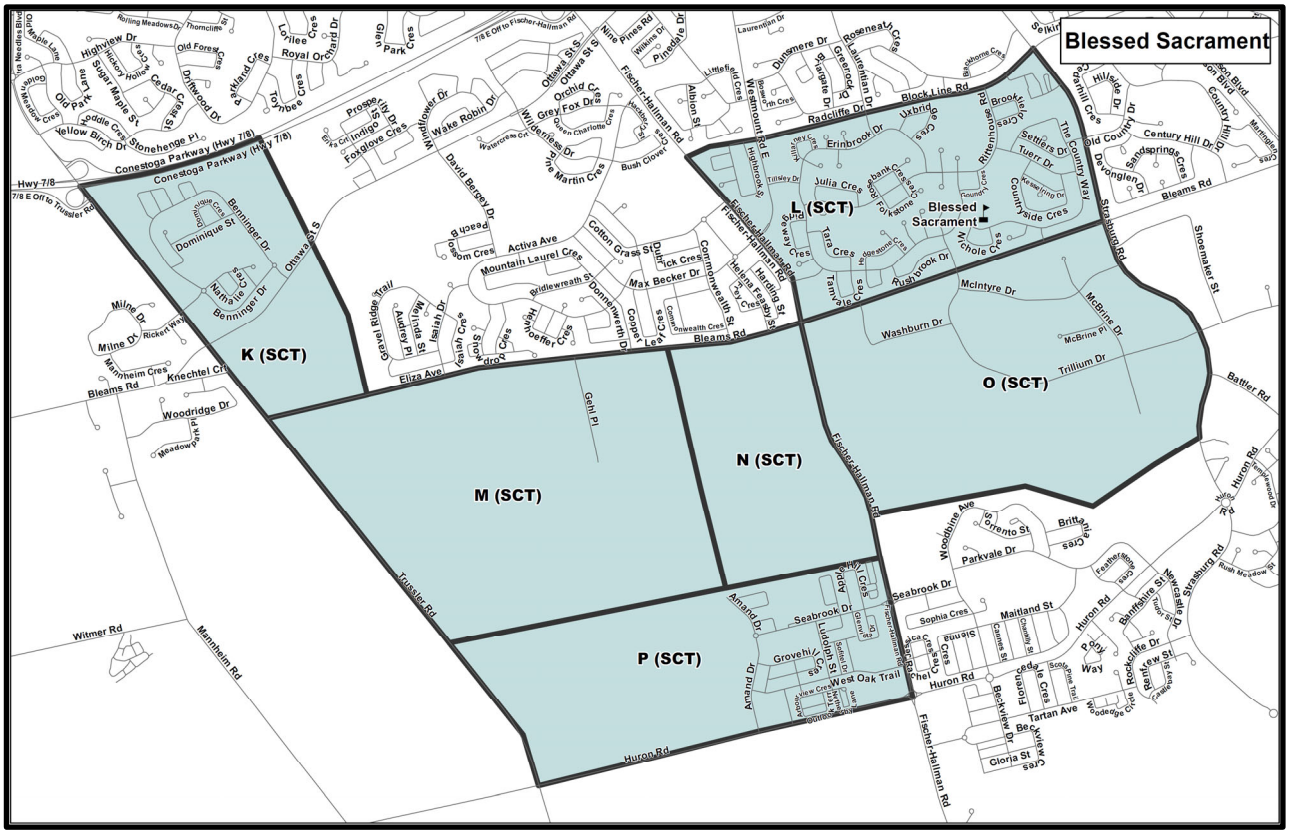


Table 2 - Blessed Sacrament Sub-Area Enrolment

Blessed Sacrament Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area K (SCT)	11	20	30	44	63	81	146
Sub-Area L (SCT) - Home Area	345	359	381	394	398	417	439
Sub-Area M (SCT)	0	0	31	60	92	122	234
Sub-Area N (SCT)	20	38	59	84	104	116	162
Sub-Area P (SCT)	126	136	142	139	145	149	165

4.2.2 John Sweeney

John Sweeney sub-areas map (Figure 9), and associated enrolment projections (Table 3) are shown below.

Figure 9 - John Sweeney Sub Area Map

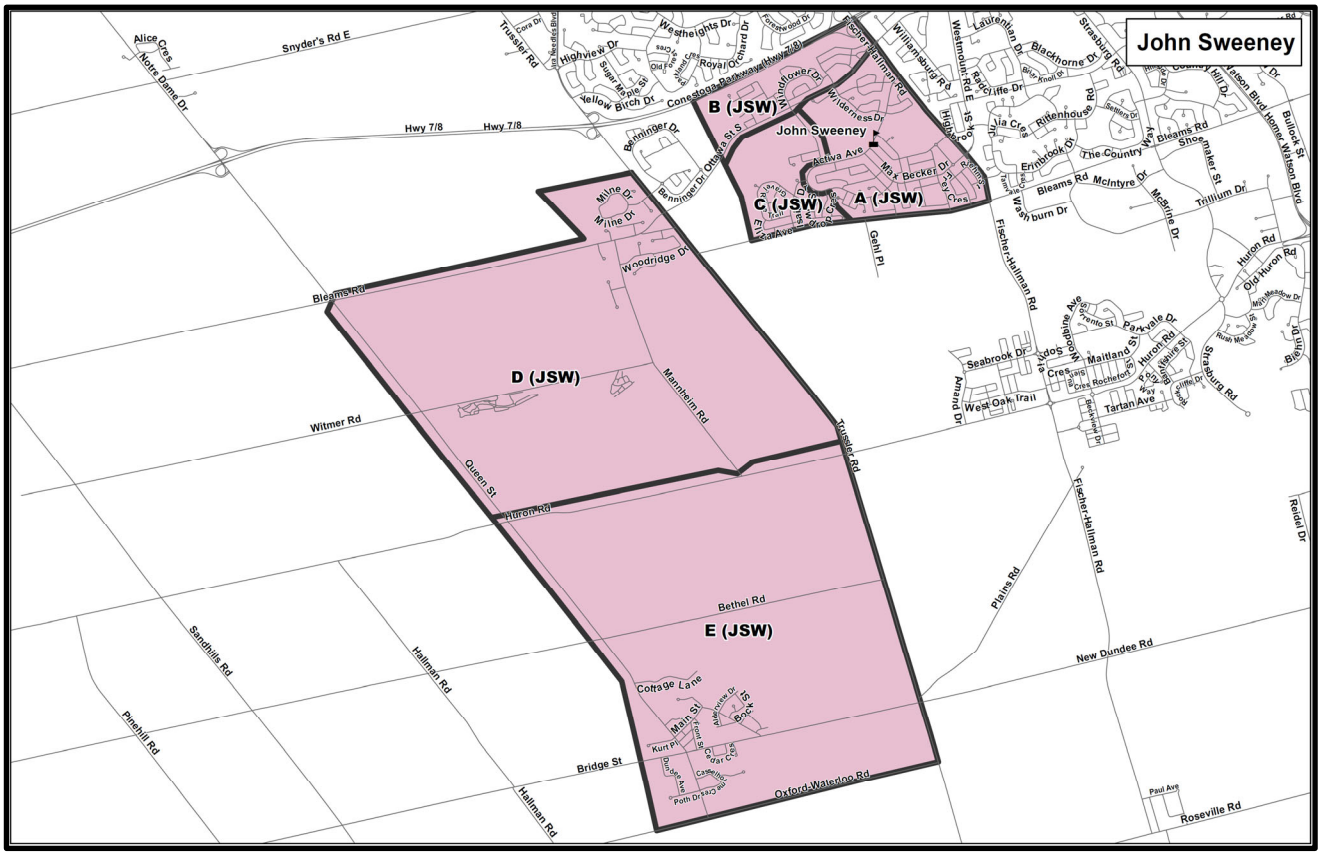


Table 3 - John Sweeney Sub Area Enrolment

John Sweeney Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area A (JSW) - Home Area	435	429	436	445	459	470	514
Sub-Area B (JSW)	136	143	152	163	169	179	200
Sub-Area C (JSW)	172	174	183	193	192	199	228
Sub-Area D (JSW)	32	30	26	27	27	26	27
Sub-Area E (JSW)	8	7	6	7	8	9	12

4.2.2 Our Lady of Grace

Our Lady of Grace sub-areas map, and associated enrolment projections are in Figure 10 and Table 4. It should be noted that sub-area "T" is the "Home Area" for the new Huron Brigadoon school.

Figure 10 - Our Lady of Grace Sub Area Map

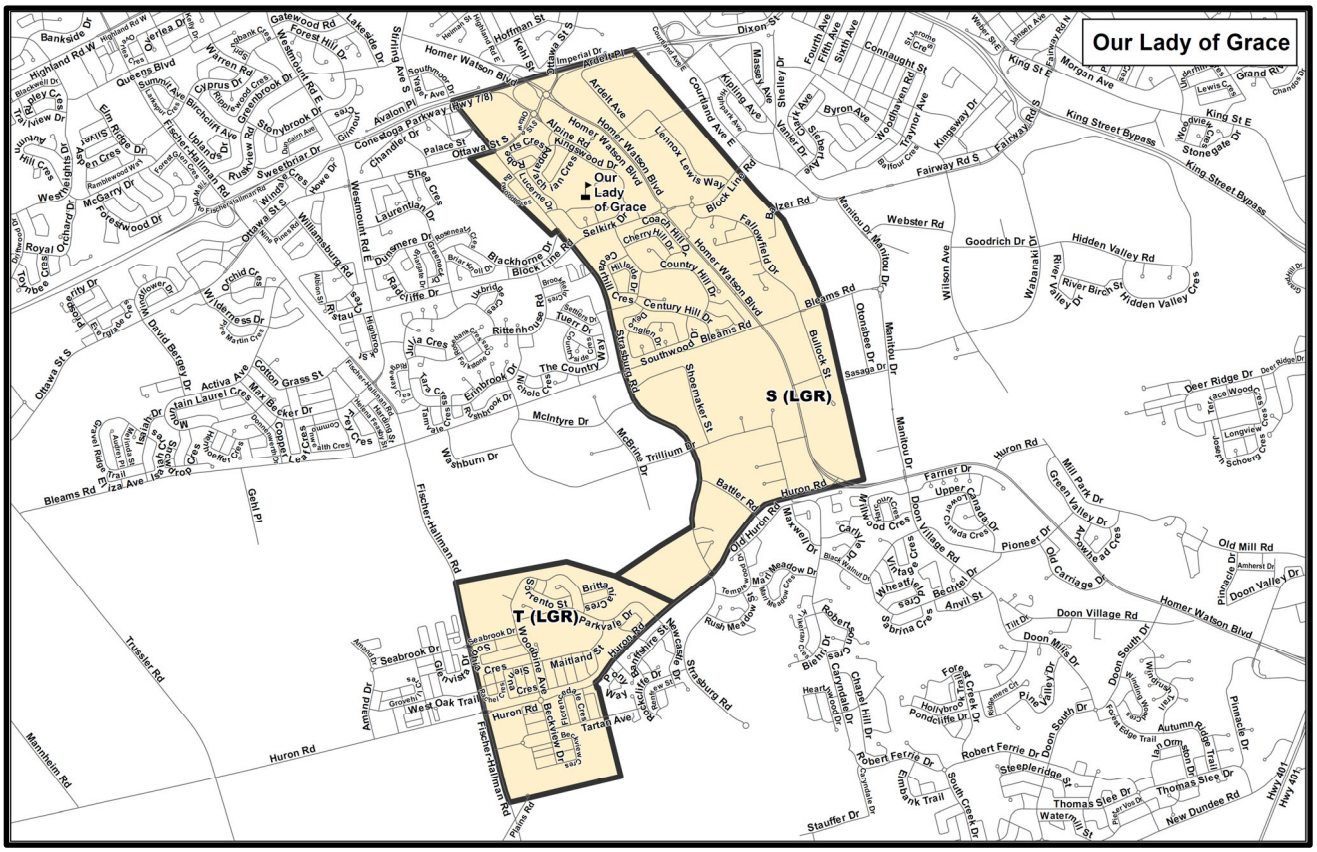


Table 4 - Our Lady of Grace Enrolment

Our Lady of Grace Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area S (LGR) - Home Area	268	292	311	328	326	345	353
Sub-Area T (LGR) - Huron Brigadoon Home Area	151	164	179	190	198	212	245

4.2.3 St. Kateri Tekakwitha

St. Kateri Tekakwitha sub-areas map and associated enrolment projections are shown in Figure 11 and Table 5. It should be noted that sub-area "W" currently does not have any students or known development. Therefore, projections are zero across the years. However, this sub-area may potentially have residential development in the long term future.

Figure 11 - St. Kateri Tekakwitha Sub Area Map

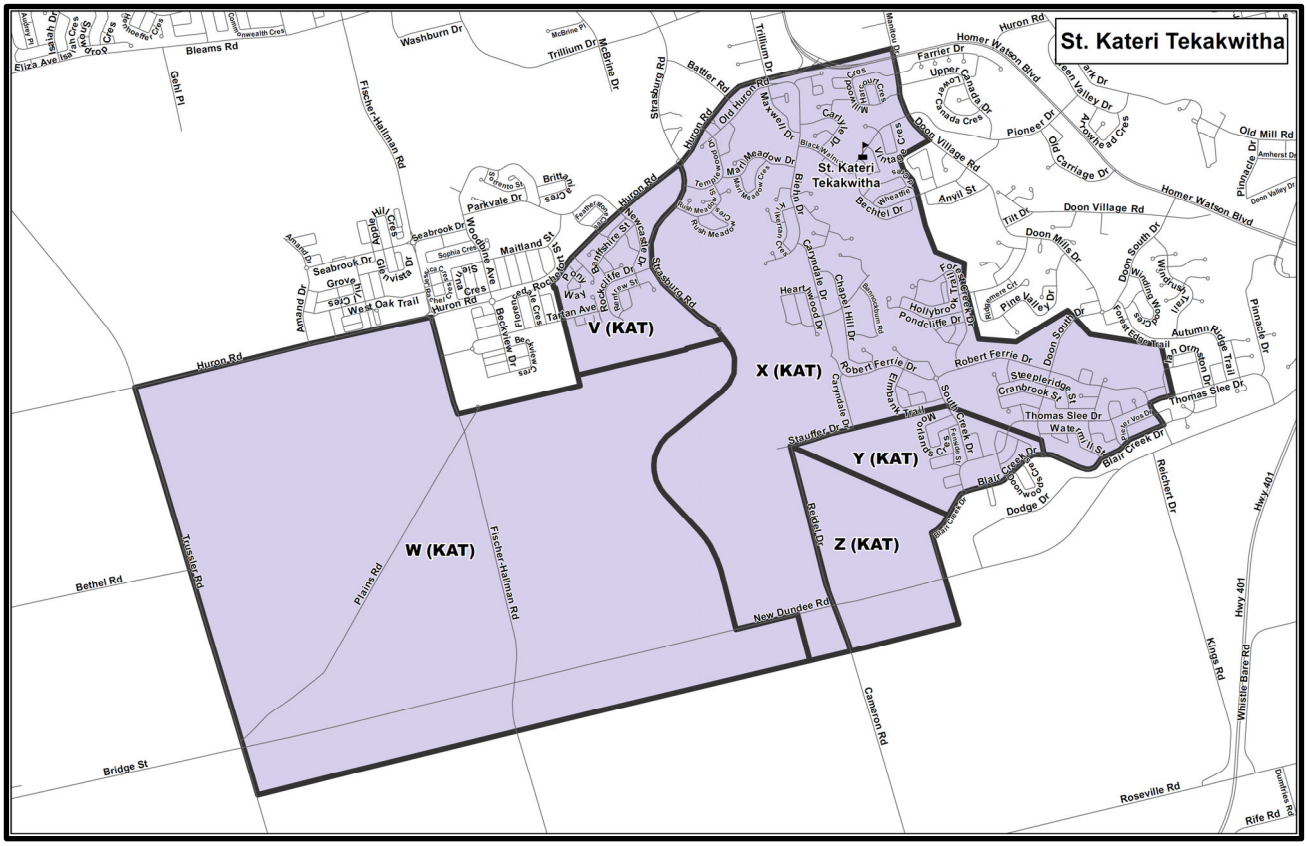


Table 5 - St. Kateri Tekakwitha Enrolment

St. Kateri Tekakwitha Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area V (KAT)	99	100	104	113	119	125	139
Sub-Area X (KAT) - Home Area	447	465	481	507	512	510	544
Sub-Area Y (KAT)	67	70	73	73	74	74	62
Sub-Area Z (KAT)	0	18	32	48	68	86	165

4.2.4 French Immersion

French Immersion (FI) was first offered by the board in 2015/2016. Enrolment in FI has been growing steadily each year and additional sites have been added throughout the district. As previously noted, the board's French Immersion Program Review in 2018 identified the opportunity to add FI to the new Huron Brigadoon school.

Students from the review area schools are currently directed to St. Anne (K) for FI. However, transportation is not provided to FI students who reside outside the host school's regular track (English) attendance boundary. This likely contributes to the very low participation rate from the four subject schools in the review area.

The participation rate in FI for students living within the host school's regular (English) boundary is approximately 50%, based on St. Anne(K)'s historical and current enrolment trends. This suggests that where FI is offered in a student's regular track home school, there is an increased interest in the FI Program.

Table 6 provides the FI enrolment projections which have been added to the Huron Brigadoon school projection in each of the options below. Since there is currently a low participation rate in the review area, and thus lack of evidence about future participation, it is assumed that there will not be significant enrolment loss in the surrounding schools due to interest in FI.

Table 6 - French Immersion Enrolment

French Immersion Sub-Area	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
French Immersion Sub-Area	40	82	122	162	201	239	312

5 Options

Three options are contained in this report, including staff's preferred option. The proposed implementation would be with the opening of the new Huron Brigadoon school, anticipated to be September 2022. Please note that projections associated with the options do not factor in any potential grandparenting provisions.

Following a decision to change boundaries, the Board will establish a separate committee to address the transition of students and staff. This committee will work with parents/guardians and staff.

5.1 OPTION 1 – PREFERRED OPTION

Option 1 is Staff's Preferred Option, primarily because it disrupts fewer students and sends all new and future growth to Huron Brigadoon as it can accommodate more growth compared to existing schools.

Specifically, it proposes to:

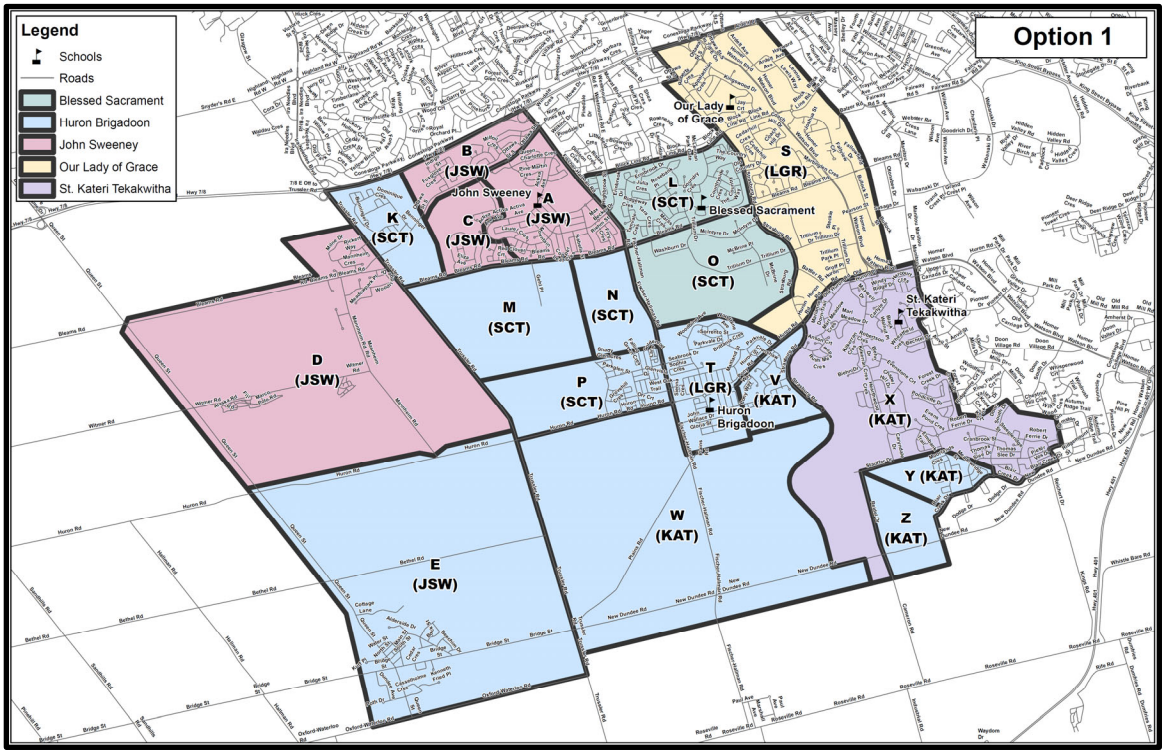
- move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- move sub-area E from John Sweeney to Huron Brigadoon;
- move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- move sub-areas V, W, Y, and Z from St. Kateri Tekakwitha to Huron Brigadoon.

Table 7 and Figure 12 show enrolment projections and the proposed boundaries for this option.

Table 7 – Option 1/Preferred Option Enrolment Projection

OPTION 1	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	147	223	403	773	126%	153	245	431	828	135%	157	257	460	874	142%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	80	126	240	447	128%	83	142	282	507	145%	84	144	283	510	146%
Huron Brigadoon School	650	95	175	250	520	80%	144	358	418	919	141%	195	405	614	1214	187%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

Figure 12 - Option 1/Preferred Option Map



Advantages:

- Redirecting students from various nearby schools to the new Huron Brigadoon school will help alleviate enrolment pressure.
- JSW E (New Dundee) is located closer to Huron Brigadoon which may reduce bus ride times.
- All sub-areas with anticipated future development have been redirected to the new school as it can absorb more growth until planned schools are built, subject to ministry funding approvals.

Disadvantages:

- John Sweeney and St. Kateri Tekakwitha will remain over capacity and continue to have high utilization rates.
- Affected students will be moved from their current elementary schools.

5.2 OPTION 2

Option 2 alleviates more enrolment pressure from John Sweeny, but in turn increases the pressure on St. Kateri Tekakwitha. However, there is a planned school (Doon South) in the future, subject to successful applications for capital funding.

Specifically, it proposes to:

- move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- move sub-area B from John Sweeney to Huron Brigadoon;
- move sub-area T from Our Lady of Grace to Huron Brigadoon; and,

- move sub-areas V and W from St. Kateri Tekakwitha to Huron Brigadoon.

Figure 13 and Table 8 show enrolment projections and the proposed boundaries for this option.

Figure 13 - Option 2 Map

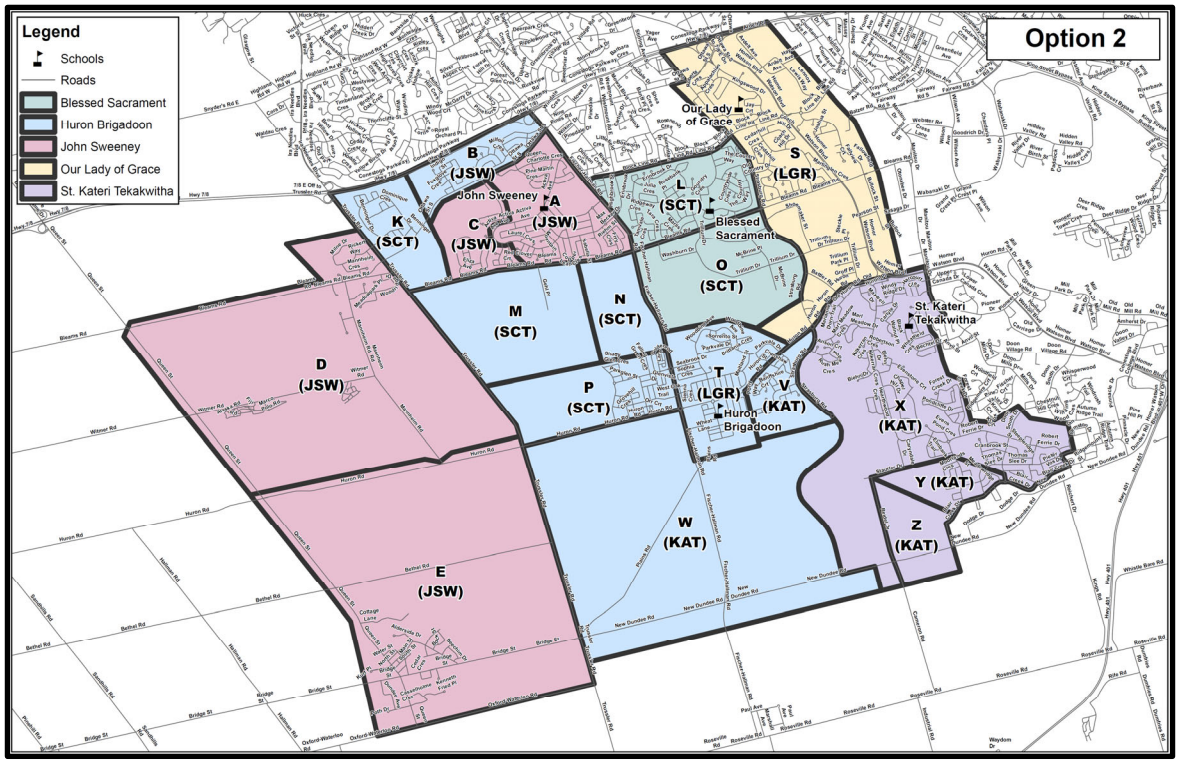


Table 8 - Option 2 Enrolment Projection

OPTION 2	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	**360**	65	114	166	**345**	**96%**	67	116	211	**394**	**109%**	69	117	231	**417**	**116%**
John Sweeney	**614**	119	179	348	**645**	**105%**	123	198	350	**671**	**109%**	127	208	370	**704**	**115%**
Our Lady of Grace	**265**	53	97	118	**268**	**101%**	55	93	180	**328**	**124%**	56	94	195	**345**	**130%**
St. Kateri Tekakwitha	**349**	90	147	277	**514**	**147%**	102	175	351	**628**	**180%**	118	184	368	**670**	**192%**
Huron Brigadoon School	**650**	113	199	269	**582**	**89%**	154	372	429	**954**	**147%**	192	414	618	**1224**	**188%**
TOTAL	**2238**	**439**	**736**	**1178**	**2353**	**105%**	**501**	**953**	**1521**	**2975**	**133%**	**561**	**1018**	**1782**	**3360**	**150%**

Advantages:

- Redirecting students from various nearby schools to the new Huron Brigadoon school will help alleviate enrolment pressures.
- John Sweeny's enrolment pressure will be further alleviated with more students moving to the new Huron Brigadoon school.

Disadvantages:

- JSW B will be bussed to a school further away.
- St. Kateri Tekakwitha will be more over capacity and continue to have higher utilization rates.
- More students to be affected and moved from their current elementary schools.

5.3 OPTION 3

Option 3 is a combination of the first two options. It disrupts the least number of students but does not alleviate enrolment pressure as much for St. Kateri Tekakwitha.

Specifically, it proposes to:

- move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- move sub-area E from John Sweeney to Huron Brigadoon;
- move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- move sub-areas V and W from St. Kateri Tekakwitha to Huron Brigadoon.

Figure 14 and Table 9 show enrolment projections and the proposed boundaries for this option.

Figure 14 - Option 3 Map

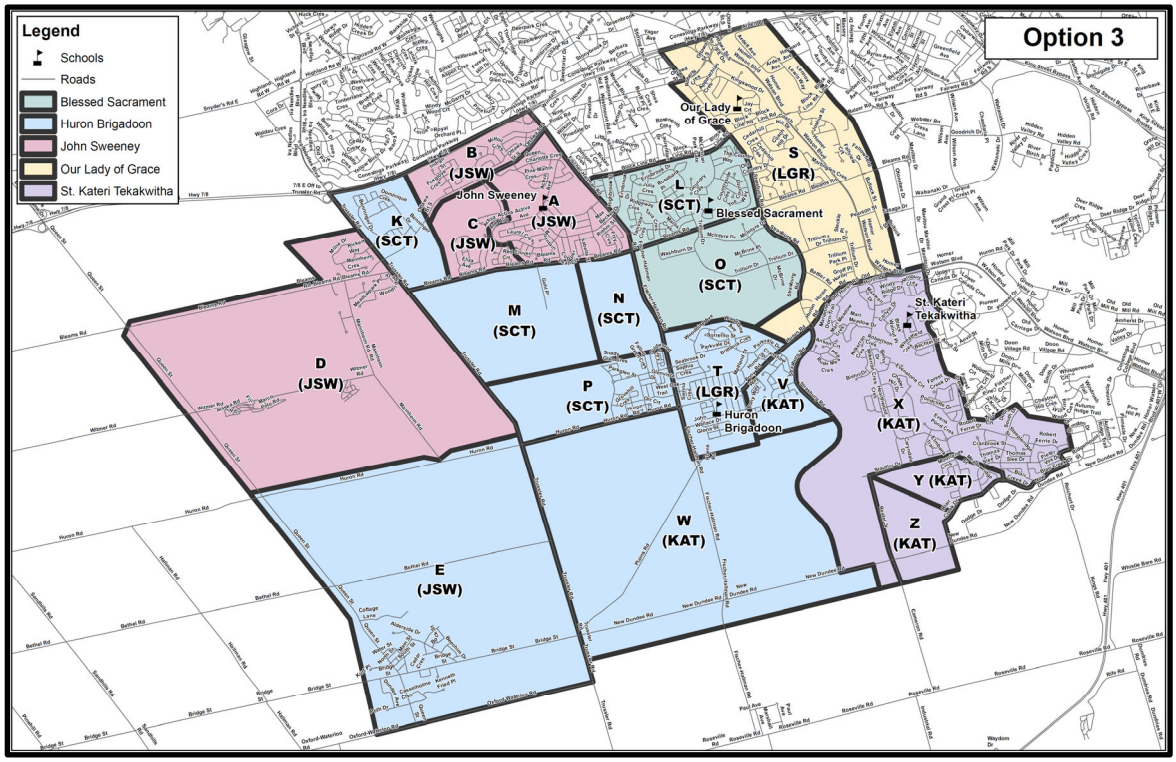


Table 9 - Option 3 Enrolment Forecast

OPTION 3	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	147	223	403	773	126%	153	245	431	828	135%	157	257	460	874	142%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	90	147	277	514	147%	102	175	351	628	180%	118	184	368	670	192%
Huron Brigadoon School	650	85	154	214	453	70%	124	325	348	798	123%	162	364	528	1054	162%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

Advantages:

- Redirecting students from various nearby schools to the new Huron Brigadoon school will help alleviate enrolment pressures.
- JSW E (New Dundee) is located closer to Huron Brigadoon which may reduce bus ride times.
- The fewest number of existing students would need to move from their current elementary school.

Disadvantages:

- John Sweeney will still be over capacity and continue to have high utilization rates.
- St. Kateri Tekakwitha will be more over capacity and continue to have higher utilization rates.

6 Conclusion

The new Huron Brigadoon Elementary School is anticipated to open September 2022, and as such a boundary needs to be established.

Staff's preferred option attempts to disrupt the fewest number of students while alleviating as much enrolment pressure as possible from the review area schools.

Subject to approval by the Board of Trustees to commence a boundary review on January 25, 2021, it is anticipated that the review will be completed no later than June 14, 2021.

Once a decision is made to move students (effective September 2022), a separate committee will be established to support students, families, and staff as they transition to their new schools.

Appendix A

2020/2021 HURON BRIGADOON BOUNDARY REVIEW TIMELINES

	Target Dates	January				February				March					April				May					June			
		4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28
Initiate Review / Report to Board	*January 25, 2021 Board of Trustees Meeting*				■																						
Notice Regarding Parent Representative Selection	*Monday, January 25, 2021*				♦																						
Parent Representative Application Due to Principals	due to principals February 1, 2021					♦																					
Selection of Parent Representatives	*due February 3, 2021*					♦																					
BRC Meeting #1 - Process, report, options	week of February 8, 2021						▲																				
BRC Meeting #2 - Narrow options	week of February 15, 2021							▲																			
Public Meeting #1: background, options	week of March 1, 2021									★																	
BRC Meeting #3 - select preferred option	week of March 22, 2021												▲														
Public Meeting #2 - preferred option & recommendations	week of April 5, 2021														★												
BRC Meeting #4 - Finalize recommendations	week of April 12, 2021															▲											
BRC Meeting #5 (if needed)	week of April 19, 2021																▲										
Prepare BRC's Final Report	Monday, April 12, 2021 to Friday, April 23, 2021															■	■										
Recommendations to EC	*Monday, April 26, 2021*																	♦									
Board Meeting #1 (Board Presentation)	*May 10, 2021 Committee of the Whole Meeting*																			■							
Board Meeting #2 (Clarification)	*May 31, 2021 Board of Trustees Meeting*																						■				
Board Meeting #3 (Board Decision)	*June 14, 2021 Board of Trustees Meeting*																								■		

Legend	
Holidays	
Internal Staff Work	
Public Consultations	★
BRC Meetings	▲
Board of Trustee Meetings	■
Deadlines	♦

School Holidays & Key Dates	
Christmas Holidays	Monday, December 21, 2020 to Friday, January 1, 2021
Family Day	Monday, February 15, 2021
March Break	Monday, March 15, 2021 to Friday, March 19, 2021
Holy Week	Monday, March 29, 2021 to Friday, April 2, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
Victoria Day	Monday, May 24, 2021
Last Day of School	Tuesday, June 29, 2021

Waterloo Catholic District School Board

Report

Date: January 25th, 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 in our new pandemic 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 virtual environment of St Isidore. 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.

On December 21st the government of Ontario announced that school would return remotely for the first week of January. On January 7th, the government announced a state of emergency and declared that all students in Waterloo Region (and all of Southern Ontario) would remain in a remote learning environment until minimally January 25th. A further announcement was promised for January 20th to inform Waterloo Region if it would be remaining remote through February 10th or returning on January 25th. As part of the announcement on both December 21st and January 7th, it was indicated that schools would be open for face-to-face learning for those

vulnerable students with special education needs which could not be met in a remote learning environment. We have been successfully delivering program to that population since January 11th, 2021. Late in the day on January 20th a memo was released from the Ministry of Education listing those boards that would be returning to face-to-face learning on January 25th. WCDSB was not within the regions that will return to learning and no clear target date was identified within the memo for return as yet, although February 10th has been previously identified as a target.

As reported in November and December, our numbers remain relatively stable with approximately 4,187 students learning virtually and 19,900 students learning face to face. Thus, at this point approximately 17% of our total student population has opted for the virtual learning environment. We have completed the online survey of our secondary parents in terms of their desire to switch modalities and the survey of elementary parents is pending.

At the conclusion of the secondary survey – which was administered January 4th to 6th, we had 259 students who wanted to make the switch to virtual and 84 who want to make the switch back to face to face, with a net change/gain of 175 students to St Isidore. If schools in Waterloo Region were to have returned to face to face on January 25th, we would have proceeded with our elementary survey on January 27th to January 29th. However given that the return date Waterloo Region is not clear, we are delaying the implementation of the survey. This will allow for consistency in the teacher-student relationship and allow parents a fully informed decision when they make that final choice.

We have not had any positive cases that have attended school in the month of January, but we are informed of positive cases – staff or student – connected with any one school community. During this time of virtual learning, WCDSB was averaging 3-7 cases a day, although in the last week there were some days with no cases.

We have had 2 declared outbreaks in the system – involving 2 linked positive cases – since our December report. Both were very quickly resolved and favourable IPAC assessments were completed. This is a strong indication that all our protocols are working. All positive COVID cases begin with an origin in community and we are seeing WCDSB as a reflection of the broader community. Waterloo Region is currently in the grey zone, which is a reflection of the growth of cases in the region.

With the return to face-to-face learning there was some concern expressed by some of the staff who have had to return to face to face learning. Perhaps not dissimilar to what happened before the start of the school year, sometimes the anticipation of the return is more anxiety provoking than the actual return. We did have a work refusal on the first day at one of our schools, but Ministry of Labour attended and the MOL determined the criteria for a work refusal was not met. Similarly, we had another case involving the Ministry of Labour at the beginning of the week of January 18th at a secondary school, with a similar outcome. In both cases the protocols were deemed to be in place and working. The Minister's memo of January 20th does reference enhanced safety measures for staff and students. The operationalizing of these practices will require more time to process and operationalize as they memo was released as this report was going to print. That said – based on the early January announcements, our Masking AP has been updated to reflect that an exemption form is now required for students in grades 1 – 3, as masks are not mandatory based on provincial guidance.

We are enormously grateful to all staff – in school and those who had to pivot to operating virtually on January 4th. We fully appreciate the additional effort this has been required of our staff – in both scenarios. We are receiving positive feedback from our stakeholders. The parents of our special needs students in schools value and appreciate the opportunity for their children to have access to meaningful engagement, and our parents of our students learning virtually right now have commented on the patience and preparation our staff are required to engage in, in order to deliver meaningful learning.

Secondary scheduling for quadmesters 3 and 4 is proceeding. We will continue to operate both face to face learning in our secondary schools and virtual learning at St Isidore. As mentioned previously – with a net gain of 175 students to St Isidore, 28 additional sections (and corresponding FTE staff) were removed from our secondary schools and transferred to St Isidore.

The fact that our students are still engaging in relatively full days of learning is an accomplishment. It is certainly not perfect in all cases, and it is a difficult strain for many parents to have children learning from home. We are conscious of these challenges – both for teachers in preparation and parents and families in learning from home. Again – it is fair to say that it is a reflection of our exemplary staff that we continue to work to overcome these hurdles. The desire for choice has been presented to parents and we realize people are in different places with

their comfort level with COVID. We are pleased to receive the stories of success from our families experiencing all of our various modalities of learning. Health and safety will continue to remain our primary concern and motivator. Things do continue to evolve despite the best of planning and that is what tonight's report further 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: **January 25, 2021**

To: Board of Trustees

From: Student Trustees

Subject: Student Trustee Report for January 2021

Type of Report: Incidental Information

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

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

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

Background/Comments:

This month, students are excited to have a fresh start to a new year, despite the challenge of returning to fully remote learning. Student councils and leadership teams are constantly coming up with new ideas on how to connect the community through social media and virtual events/opportunities. As secondary students prepare to transition to Quadmester 3 in the next month, support is being offered to help prepare students for culminating activities and evaluations.

Common Activities Hosted by The Schools:

- **Black History Month Preparation:** Planning for virtual events and presentations to be shared in regards to Black History Month are in progress. St. Mary's and St. Benedict have both begun to put together information and awareness events to share with their school communities.
- **Bell Let's Talk Day**: St. Benedict, St. David and Monsignor Doyle have all started to plan their informational and awareness virtual events for Bell Let's Talk Day, which is to take place on January 28th. Mental health support has been a major topic of conversation and focus has been directed towards offering students information and

support this year more than ever. Schools are looking at different ways to facilitate this, such as social media posts with affirming messages, and videos directed at student groups (grade nines).

- **Grade Nine Support:** St. Mary's and St. David's has planned events to support grade nine students as a need for more focus towards these students has been expressed. St. David has planned a video for these students where the main topic is mental health and wellbeing, while St. Mary's is focusing on connecting grade nines with each other via a virtual event with icebreakers and team games.

Student Trustee Role Update:

- **OSTA-AECO:** As referenced in the October board report, over the past few months OSTA AECO has worked hard to put together the "Nurturing Inclusivity" document. Trustee Barbosa is pleased to have had the privilege to be a part of the creative process. This document was then released at the OCSTA seminar on Jan. 16th, and will be posted on the website shortly. Similar to past months, Trustee Barbosa has attended her monthly working group meetings. The current group project of a post secondary handbook is being wrapped up over the next month. Additionally, mental health awareness is being done via OSTA social media accounts (content created by well-being WG members).
- **Grade 7/8 Initiative:** In the 3rd week of the month the January DOR package was sent out as usual with the aid of Superintendent Olson. Additionally, a survey was prepared, and sent out to teachers, as well as a promotional video. The survey sent to all grade 7/8 teachers was created in collaboration with Ms. Roberts, and will be used to collect data to improve the program for the remainder of the 2020-2021 school year. The goal of the video is to make the initiative more personal for students, as well as to serve as a reminder to get involved if they have not already done so.
- **Student Senate:** Due to the busy nature of the next two months, no official Senate meetings will be held. However, email maintains to be a primary means for communication, as well as "casual" meetings. In early January the following has occurred: December Senate superheroes announced, and brainstorming for virtual ESLC including all grade 7/8 students. As more planning is being done for ESLC, and the boardwide initiative information will continue to be shared.
- **Upcoming Student Trustee Elections:** The Student Trustee applications were due Jan 21st, with the upcoming election to take place on February 17th. Similar to the online elections which took place in April of 2020, the board election will take place using the microsoft teams system. As a reminder, each candidate will have the 5 minutes to share their qualifications, and intentions if elected. Following this the candidates will be ranked on a scale from 1-10, and the two individuals with the lowest scores are elected. Having the elections at a much earlier date than years past will allow for a smoother transition, as well as an opportunity for the Incoming Trustees to be mentored by the current Student Trustees.
- **Conferences:** Alongside the other Ontario Trustees, the Student Trustees had the opportunity to attend the OCSTA seminar, and conference run January 16th and 17th. In particular the OSTA AECO CBC session facilitated by John Mac gave the ST's great insight and tangible ideas to grow in faith, while encouraging others to do the same. As John Mac was a fantastic Catholic speaker, his name has been passed down to SAC directors for future use.

- **Miscellaneous:** Trustee Barbosa took the lead on behalf of the Pastoral Care Committee in launching a prayer partner initiative. Additions to the original document will be sent out at the start of each month. Additionally, the Student Trustees have a meeting scheduled for January 26th in regards to student mental health resource awareness.

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: January 25, 2021

To: Board of Trustees

From: Chair of the Board

Subject: Chair's Report for January 25, 2021

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:

January has been quite a busy month for all trustees with additional training and seminar work through OCSTA. Listed below are meetings, events, and other work by myself and Trustees together.

- Weekly teleconference calls with Minister Lecce. Currently, calls will continue until June 2021. This month I attended 4 – January 7th, 11th, 18th, and 25th.
- Attended the following committee meetings - SEAC January 6th, Governance January 18th, Audit January 19th
- Attended the Intensive Human Rights Training for School Board Leaders provided through Osgoode PD with fellow Trustees on January 15th. This was a half day workshop with part 2 being held on February 19, 2021.
- Attended the all-day OCSTA PD Seminar on January 16th with fellow Trustees.
- Participated in an Interview with the Portage Group – a firm hired by OCSTA to gather feedback and consult with Chairs and Trustees regarding some Resolutions brought forward at our last AGM.
- Will be participating in a PD training session with Trustees and Marion Thomson Howell of Shaughnessy Howell on January 26th
- Will be attending a seminar for CDSB Chairs and Vice Chairs hosted by OCSTA on January 28th

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Melanie Van Alphen, 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."

FORWARD IN FAITH & UNITY

Ontario Catholic School Trustees' Association

2021 VIRTUAL CATHOLIC TRUSTEES SEMINAR

SATURDAY, JANUARY 16

8:00am **MORNING MIXER/COFFEE CHAT**

9:00am **WELCOME & OPENING PRAYER**
Todd Lalonde, Seminar Chair, OCSTA
Fr. Patrick Fitzpatrick, OCSTA Chaplain

9:15am **OCSTA AWARDS PRESENTATION**
Todd Lalonde, Seminar Chair, OCSTA

9:30am **KEYNOTE ADDRESS: "Catholic Education: What Now? – Reviewing and Responding to the Challenges of a Changing Culture and a Changing Church"**
Fr. James Mulligan, Author – Renewing Faith: Revitalizing the School-Parish Relationship, A Pastor's Journal, Catholic Education; The Future is Now

10:30am **BREAK**

10:35am **PRESIDENT'S REPORT and Q & A**
Patrick J. Daly, President, OCSTA

11:15am **THE HONOURABLE STEPHEN LECCE, Minister of Education**

12:00pm **REFRESHMENT BREAK**

12:15pm **PRESENTATION – "Staying In It: Showing Up Wholeheartedly in Our Lives**
Peter Katz, Juno Nominated Musician, Storyteller and Keynote Speaker

1:00pm **WORKSHOPS**

1. **SCHOOL BOARD CAPITAL DECISIONS: STRATEGIC CONSIDERATIONS, CHALLENGES and OPPORTUNITIES**
   Sharon Hobin, Chair, Dufferin-Peel CDSB
   Daniel Del Bianco, Superintendent of Planning & Operations, 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)
   Bill Conway, Chair, Waterloo CDSB
   Loretta Notten, Director of Education, Waterloo CDSB
   Moderator – Nick Milanetti, Executive Director, OCSTA

Continued on Page 2

FORWARD IN FAITH & UNITY

Ontario Catholic School Trustees' Association

SATURDAY, JANUARY 16

1:00pm **WORKSHOPS**

3. **SUPPORTING STAFF and STUDENT WELL-BEING THROUGH A TRAUMA-INFORMED LENS**
   Diane Mullane, Mental Health Lead, Durham CDSB
   Jennifer Angelo, Mental Health Lead, Peterborough Victoria Northumberland and Clarington CDSB

4. **ENVIRONMENTAL LEARNING AND ACTION WITH ECO SCHOOLS CANADA**
   Lindsay Bunce, Executive Director, Eco Schools Canada
   Sierra Frank, Program Director, Eco Schools Canada
   School Board Panel - Dufferin-Peel CDSB, Niagara CDSB
   Moderator - Anne O'Brien, Director of Catholic Education, OCSTA

5. **STAYING UNITED IN FAITH WHILE APART** – Student Trustee Workshop
   John MacMullen, Associate Director for Parish Youth Ministry, Office for Catholic Education, Archdiocese of Toronto

2:00pm **HOME, SCHOOL, PARISH** – Presentations
School Board Panel - Halton CDSB, London CDSB, Northwest CDSB, Peterborough Victoria Northumberland & Clarington CDSB, Simcoe Muskoka CDSB
Moderator - Anne O'Brien, Director of Catholic Education, OCSTA

3:00pm **CLOSING REMARKS and ADJOURNMENT**
Todd Lalonde, Seminar Chair, OCSTA
Including unveiling of the 2021 Catholic Education Week song

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Thursday, January 7, 2021 5:56 PM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA News Release - OCSTA President Responds to the Extension of Remote Learning

Ontario Catholic School Trustees' Association

NEWS RELEASE

OCSTA President Responds to the Extension of Remote Learning

TORONTO-January 7, 2021—"The government's decision to extend remote learning for elementary students in southern Ontario's schools is understandable given today's sobering announcement regarding the increase in COVID-19 transmission rates across this province. Although we know that the optimum learning environment for students is in our Catholic schools where they can benefit from the professionalism and Christian witness of staff, remote learning provides the safest options for students and staff at this time," explained OCSTA President, Patrick Daly.

"OCSTA and the Catholic school boards we represent, remain committed to maintaining ongoing and timely communications with the Ministry of Education. We are appreciative of the government's positive response to our feedback regarding the impact of this pandemic on education and the subsequent funding provided to school boards to address the increased technology and mental health resources required for students during this extraordinary time."

"Constant communication and collaboration throughout our sector will help to ensure that we are doing all that is possible to support the delivery of quality education while supporting the health and safety of all students and staff in our Catholic schools," added Mr. Daly.

The Ontario Catholic School Trustees' Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educates approximately 600,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information or to arrange an interview, please contact:
Sharon McMillan, Director of Communications
Tel: 416-460-7937 / E-mail: smcmillan@ocsta.on.ca

From: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Sent: Monday, January 11, 2021 7:23 AM
To: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Subject: OCSTA: MOE News Release: Ontario Provides Funding for Autism Training
Importance: High

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

Ontario Catholic School Trustees' Association

January 11, 2021

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: **Ministry of Education News Release – Ontario Provides Funding for Autism Training**

The following Ministry of Education News Release is provided for your information.

Ontario Newsroom

News Release

Ontario Provides Funding for Autism Training

January 10, 2021

Program will help educators better support students on the Autism Spectrum

TORONTO - The Ontario government is providing $7.5 million to help educators better support children with Autism Spectrum Disorder. The funding will be used to deliver online courses and training opportunities for teachers and educational assistants in all 72 of Ontario's district school boards. The training program will be delivered by the Geneva Centre for Autism.

"This investment underscores our commitment to improving the learning experience for students with Autism Spectrum Disorder," said Minister Lecce. "We recognize the difficulty this pandemic has imposed on parents. That is why we are enhancing this investment to further train our education staff to better support students on the autism spectrum and to foster a culture of respect, inclusion and opportunity in our schools."

The training provided through the Geneva Centre for Autism will increase the understanding of Autism Spectrum Disorder and Applied Behavioural Analysis (ABA) methods and approaches amongst educators. As students on the autism spectrum may have complex needs, this specialized training will help educators to support the educational, social, communication, and behavioural outcomes of those students. The training program will begin in 2021.

"The Sonderly autism training program, allows educators to apply evidence-based techniques to classroom settings, helping students with autism to succeed in their academic year," said Andrew Davis, Director - Sonderly, Geneva Centre for Autism.

"Our government is building a brand new Ontario Autism Program that offers a range of services aligned and coordinated with our education and health systems," said Todd Smith, Minister of Children, Community and Social Services. "The Geneva Centre for Autism will assist educators in better understanding and responding to the individual needs of children and youth on the autism spectrum."

Since 2005, Ontario has invested in Geneva Centre for Autism to implement a wide range of programs and training opportunities for educators. This includes training school board staff and schools teams to support implementation of ABA-based methods in classrooms and training over 10,000 Educational Assistants.

In addition to online training, Ontario is investing in subsidies for educators to take the ASD-specific Additional Qualification course, and funding to build the capacity of school leaders to support students on the autism spectrum. In 2019-20, the Ontario government significantly increased investments to support students with ASD, with funding in 2020-21 directed towards increasing behaviour expertise and student supports in schools; funding to promote professional learning for educators; and funding to support after-school skills development programs.

Stephen Lecce, Minister of Education, was joined on Friday by Todd Smith, Minister of Children, Community and Social Services, Amy Fee, MPP for Kitchener South-Hespeler and Parliamentary Assistant to the Minister of Children, Community and Social Services (Children and Autism), Jeremy Roberts, MPP for Ottawa West-Nepean and Parliamentary Assistant for the Minister of Children, Community and Social Services (Community and Social Services) and Robin Martin, MPP for Eglinton Lawrence and Parliamentary Assistant to the Minister of Health to virtually share this news with the Geneva Centre.

QUICK FACTS

- More than 24,700 students identified as being on the autism spectrum are currently enrolled in the publicly funded school system, as reported by school boards in 2018-2019.
- Autism Spectrum Disorder is the fastest growing exceptionality in Ontario’s publicly funded school system, growing by 111 per cent over the past decade.
- ABA therapy helps people on the autism spectrum develop new life skills, communications skills and social skills.

- In 2020-21, the ministry is providing approximately $31.1 million in funding to school boards for the Behaviour Expertise Amount. This provides funding to hire professional staff at the board level who have expertise in ABA, as well as offer training opportunities to build school board capacity in ABA.

ADDITIONAL RESOURCES

- Supporting Students on the autism spectrum
- Geneva Centre for Autism

CONTACTS

Caitlin Clark
Minister's Office
Caitlin.Clark@ontario.ca

Ingrid Anderson
Communications Branch
437-225-0321
Ingrid.E.Anderson@ontario.ca

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

Sharon McMillan
Director of Communications
Ontario Catholic School Trustees' Association
416-460-7937
smcmillan@ocsta.on.ca
www.ocsta.on.ca

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, January 11, 2021 10:19 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: MOE News Release - Expanding Eligibility for Emergency Child Care in Southern Ontario

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Ontario Catholic School Trustees' Association

January 11, 2021

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: **MOE News Release – Expanding Eligibility for Emergency Child Care in Southern Ontario**

The following Ministry of Education News Release is provided for your information.

Ontario

BACKGROUNDER

Ministry of Education

Expanding Eligibility for Emergency Child Care in Southern Ontario

January 9, 2021

The government will be expanding eligibility for the targeted emergency child care program to more frontline workers. This expansion helps the parents of school-aged children who may not be able to support their child's learning/care at home because they are performing critical roles in their communities and are required to report to work in person.

New Additions to the List of Those Eligible for Emergency Child Care:

- Front-line staff in Children's Aid Societies and residential services
- Individuals working in developmental services, violence against women services, and anti-human trafficking
- Individuals working in victims' services
- Individuals engaged in interpreting or intervenor services for persons who are deaf or deaf-blind
- Individuals working in a homeless shelter or providing services to homeless persons
- Food safety inspectors and individuals working in the processing, manufacturing or distribution of food and beverages
- Provincial court services personnel, including Indigenous court workers
- OPS staff employed in Radiation Protection Services
- RCMP and Canada Border Services
- Canada Post
- Pharma and medical device manufacturing and distribution
- Power workers
- Non-municipal water and wastewater workers
- Education staff who are required to attend schools to provide in-person instruction and support to students with special education needs who cannot be accommodated through remote learning
- Employees of a hotel or motel that is acting as an isolation centre, health care centre, vaccine clinic or housing essential workers.

MEDIA CONTACTS

Caitlin Clark
Minister's Office
Caitlin.Clark@ontario.ca

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

ontario.ca/education-news
Disponible en français

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, January 12, 2021 2:16 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Ontario News Release - Ontario Declares Second Provincial Emergency to Address COVID-19 Crisis and Save Lives

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Ontario Catholic School Trustees' Association

January 12, 2021

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: **Ontario News Release – Ontario Declares Second Provincial Emergency to Address COVID-19 Crisis and Save Lives**

Please see news release below, sent to you for your information. Section related to education has been highlighted for your convenience.

Ontario Newsroom

News Release

Ontario Declares Second Provincial Emergency to Address COVID-19 Crisis and Save Lives

January 12, 2021

Province Issues Stay-at-Home Order and Introduces Enhanced Enforcement Measures to Reduce Mobility

TORONTO - In response to a doubling in COVID-19 cases over the past two weeks, the real and looming threat of the collapse of the province's hospital system and alarming risks posed to long-term care homes as a result of high COVID-19 transmission rates, the Ontario government, in consultation with the Chief Medical Officer of Health and other health experts, is immediately declaring a second provincial emergency under s 7.0.1 (1) of the *Emergency Management and Civil Protection Act* (EMPCA).

Details were provided today by Premier Doug Ford, Christine Elliott, Deputy Premier and Minister of Health, Solicitor General Sylvia Jones, Dr. David Williams, Chief Medical Officer of Health, and Dr. Adalsteinn (Steini) Brown, Co-Chair of the Ontario COVID-19 Science Advisory Table.

"The latest modelling data shows that Ontario is in a crisis and, with the current trends, our hospital ICUs will be overwhelmed in a few short weeks with unthinkable consequences," said Premier Ford. "That's why we are taking urgent and decisive action, which includes declaring a provincial emergency and imposing a stay-at-home-order. We need people to only go out only for essential trips to pick up groceries or go to medical appointments. By doing the right thing and staying home, you can stay safe and save lives."

Effective Thursday, January 14, 2021at 12:01 a.m., the government is issuing a stay-at-home order requiring everyone to remain at home with exceptions for essential purposes, such as going to the grocery store or pharmacy, accessing health care services, for exercise or for essential work. This order and other new and existing public health restrictions are aimed at limiting people's mobility and reducing the number of daily contacts with those outside an immediate household. In addition to limiting outings to essential trips, all businesses must ensure that any employee who can work from home, does work from home.

These new public health measures will help stop the spread of COVID-19 by reducing concerning levels of mobility as the province continues its vaccine rollout and ramps up to mass vaccination when the federal government is able to provide the necessary supply to do so.

Additional Public Health Restrictions

Since the implementation of the Provincewide Shutdown over two weeks ago, the latest modelling trends in key public health indicators have continued to worsen, forecasting an overwhelming of the health system unless drastic action is taken. Escalating case counts have led to increasing hospitalization rates and intensive care unit (ICU) occupancy which has resulted in cancellations of scheduled surgeries and procedures.

Provincial modelling shows growth in COVID-19 cases has accelerated, leading to increased hospitalization rates and ICU occupancy. ICU occupancy by COVID-19 patients is now over 400 beds and is projected to be as high as 1,000 beds by early February which has the potential to overwhelm Ontario's hospitals. The number of COVID-19-related deaths continues to rise and is expected to double from 50 to 100 deaths per day between now and the end of February. Notably, data shows that mobility and contacts between people have not decreased with the current restrictions. A new variant of COVID-19 emerged in November. If community transmission of this variant occurs, Ontario could experience much higher case counts, ICU occupancy and mortality.

In response to the alarming and exceptional circumstances at hand, and to further interrupt the deadly trend of transmission in Ontario communities, hospitals, and long-term care homes, the government will enact the following additional public health measures:

1. Outdoor organized public gatherings and social gatherings are further restricted to a limit of five people with limited exceptions. This is consistent with the rules during the lockdown during the first wave of COVID-19 in spring 2020 and will allow individuals and families to enjoy time outdoors safely.

2. Individuals are required to wear a mask or face covering in the indoor areas of businesses or organizations that are open. Wearing a mask or face covering is now recommended outdoors when you can't physically distance more than two metres.
3. All non-essential retail stores, including hardware stores, alcohol retailers, and those offering curbside pickup or delivery, must open no earlier than 7 a.m. and close no later than 8 p.m. The restricted hours of operation do not apply to stores that primarily sell food, pharmacies, gas stations, convenience stores, and restaurants for takeout or delivery.
4. Non-essential construction is further restricted, in cluding below-grade construction, exempting survey.

These measures will come into effect between Tuesday January 12, 2021 and Thursday, January 14, 2021, including the provincial declaration of emergency under the EMCPA, orders under that Act, and amendments to regulations under the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020*.

"Despite our best efforts, COVID-19 is continuing to spread in our communities, our hospitals, our long-term care homes, and our workplaces. We are continuing to see concerning trends across the province, including a tragic number of deaths," said Christine Elliott, Deputy Premier and Minister of Health. "We have made great strides in vaccinating tens of thousands of Ontarians, and we can't let these efforts go to waste. Urgent action is required to break this deadly trend of transmission, ensure people stay home, and save lives."

To help quickly identify and isolate cases of COVID-19 in workplaces and service providers permitted to remain open such as long-term care homes and schools, the province will provide up to 300,000 COVID-19 tests per week to support key sectors such as manufacturing, warehousing, supply chain and food processing, as well as additional tests for schools and long-term care homes. This volume of rapid tests would support antigen screening for up to 150,000 workers per week over the next 4-5 months in Ontario's most critical workplaces. The province is expecting to receive 12 million Panbio tests from the federal government over the next several months and continues to pursue opportunities to purchase additional rapid tests.

"The trends in key public health indicators are continuing to deteriorate, and further action is urgently required to save lives," said Dr. David Williams, Chief Medical Officer of Health. "By strictly adhering to all public health and workplace safety measures, we can reduce the transmission of COVID-19 and keep our loved ones and our communities safe. It will take the collective efforts of us all to defeat this virus."

The government knows that in order to keep Ontarians safe, it is important that they are not forced to leave their homes during the new state of emergency. Ontario is exploring all options available to put a temporary residential evictions moratorium in place, and will have more to say in the coming days.

The additional public health restrictions introduced expand on the existing measures put in place to keep Ontarians safe and healthy.

New Enforcement Measures

Under the declaration of a provincial emergency, the province will provide authority to all enforcement and provincial offences officers, including the Ontario Provincial Police, local police forces, bylaw officers, and provincial workplace inspectors to issue tickets to individuals who do not comply with the stay-at-home-order, or those not wearing a mask or face covering indoors as well as retail operators and companies who do not enforce. Those who decide not to abide by orders will be subject to set fines and/or prosecution under both the *Reopening Ontario (A Flexible Response to COVID-19) Act*, (ROA) and EMCPA.

In addition, all enforcement personnel will have the authority to temporarily close a premise and disperse individuals who are in contravention of an order and will be able to disperse people who are gathering, regardless whether a premise has been closed or remains open such as a park or house.

"Extraordinary action is needed to protect the health and safety of Ontarians as we deal with this growing crisis," said Solicitor General Sylvia Jones. "Our government is providing police and bylaw officers with the tools, and the authority, they need to enforce these critical restrictions and protect public health."

Schools and Child Care Centres

Based on the advice of the Chief Medical Officer of Health, schools in the following public health units (PHUs) will not return to in-person instruction until February 10, 2021:

1. Windsor-Essex
2. Peel Region
3. Toronto
4. York
5. Hamilton

By January 20, 2021, the Chief Medical Officer of Health will advise the Ministry of Education on which public health units (PHUs) will be permitted to resume in-person instruction, based on the most up-to-date data and modelling. Before- and after-school programs can be offered when in-person instruction resumes. Schools in northern PHUs will continue to remain open.

To continue to keep students, staff and communities safe, the following new health and safety measures will be put in place for in-person learning:

1. Masking for Grade 1-3 and requirements for mask wearing outdoors;
2. Enhanced screening protocols; and
3. Expanded targeted testing.

The government will also implement new health and safety measures in Ontario child care settings, such as enhanced screening to align with school requirements, voluntary participation in targeted testing and additional infection prevention and control measures to align with schools. These enhancements are in addition to the existing health and safety measures already being implemented in child care settings across the province.

Child care centres for non-school aged children will remain open, and emergency child care for school-aged children will end in approved PHU regions on January 22, 2021 as these elementary schools return to in-person learning.During this extended period of online learning, in areas where in-person elementary learning is suspended, emergency child care will continue for eligible families in regions subject to school closures, as identified by the Chief Medical Officer of Health.

"At the heart of our continued efforts to protect against the spread of COVID-19 in our communities is a firm commitment to return kids to school safely," said Education Minister Stephen Lecce. "Protecting our students, staff and their families is our top priority, and these additional measures build on our comprehensive plan to reopen schools and keep young children in child care safe."

Workplace Safety

The Ministry of Labour, Training and Skills Development is taking additional steps to protect workers with the launch of the "Stay Safe All Day" campaign, focusing workplace inspections in areas of high transmission, including break rooms, and providing new educational materials to employers to

promote safe behaviour before, during and after work.

Evidence gathered from COVID-19 related workplace inspections to date shows the vast majority of employers and workers are following COVID-19 safety requirements when working. However, when in a break room, a vehicle or not on the clock, there is a tendency to forget about the importance of wearing masks, maintaining physical distance and hand hygiene.

As part of the "Stay Safe All Day" campaign, inspectors will use a data-driven approach to focus on workplaces with reported COVID-19 outbreaks, manufacturing businesses, warehouses, distribution centres, food processing operations, construction projects and publicly accessible workplaces deemed essential, such as grocery stores. The Ministry is also using a new data-sharing program, in conjunction

with the Ministry of Long-Term Care and the Retirement Regulatory Authority, to focus onsite inspections of long-term-care homes and retirement homes.

"We know the majority of businesses are operating safely and responsibly to protect their workers and customers. But as COVID-19 cases continue to rise, we all need to step up and take additional measures to stop the spread," said Monte McNaughton, Minister of Labour, Training and Skills Development. "This includes increasing our inspections to look at everything workers do both while on the job and throughout the workday."

In the unfortunate event that an employee becomes infected with COVID-19, they may be entitled to federally funded paid sick leave of up to $500 a week for two weeks. Workers can also access Canada's Recovery Caregiver Benefit of up to $500 per week for up to 26 weeks if they are unable to work because they must care for their child under 12 years old or a family member who needs supervised care.

Over the summer, the government enacted a new regulatory amendment that put non-unionized employees on Infectious Disease Emergency Leave during the COVID-19 outbreak any time their hours of work are temporarily reduced by their employer due to COVID-19, ensuring businesses aren't forced to terminate employees after their ESA temporary layoff periods have expired. As part of the Safe Restart Agreement, the federal government is funding a temporary income support program that allows workers to take up to 10 days of leave related to COVID-19, preventing the risk of further spread in the workplace and allowing workers to focus on their health.

QUICK FACTS

1. The Government of Ontario declared its first provincial emergency in response to COVID-19 on March 17, 2020 which remained in effect until July 24, 2020 when the ROA was introduced. 47 emergency orders were made under the EMCPA.

2. An emergency declaration pursuant to s. 7.0.1 is terminated 14 days after being made and may be extended for up to a further 14 days by the Lieutenant Governor in Council. Thereafter, extensions require approval of the Legislature for additional periods of up to 28 days. Orders made during the declaration of emergency pursuant s. 7.0.2 (4) will automatically terminate after 14 days unless they are extended for additional periods of up to 14 days, while orders pursuant to s. 7.1 can be for a period of up to 90 days and renewed for additional periods of up to 90 days.

3. The orders currently in force under the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020 (ROA) remain in effect until January 20, 2021. Under the ROA, orders can be extended

for up to 30 days at a time, and the government must continue to report on all order extensions to the Select Committee on Emergency Management Oversight.

4. A full list of emergency orders under the EMPCA as well as orders under the ROA can be found on the e-Laws website and at Ontario.ca/alert.

5. As of January 10, 2021, there have been 215,782 reported COVID-19 cases and 4,983 related deaths in Ontario.

6. Ontario has implemented the largest immunization plan in its history and to date, a total of over 130,000 doses have been administered provincewide.

7. Building on the efforts of the targeted testing in Phase 1, the Ministry of Education and the Ministry of Health will work together with Ontario Health, PHUs and school boards to expand access to COVID-19 testing.

ADDITIONAL RESOURCES

1. Ontario Supporting Employers During COVID-19

2. Visit Ontario's COVID-19 vaccine web page to view the latest provincial data and information on COVID-19 vaccines.

3. Visit Ontario's website to learn more about how the province continues to protect the people of Ontario from COVID-19.

4. If you have questions about what will be open or impacts to your business or employment, call the Stop the Spread Business Information Line at 1-888-444-3659.

5. Get tested if you have symptoms compatible with COVID-19, or if you have been advised of exposure by your local public health unit or through the COVID Alert App. Visit Ontario.ca/covidtest to find the nearest testing location.

6. To find the right supports, visit COVID-19: Support for People, which has information about the many available and free mental health services and supports.

7. To stay safe, you can download the COVID Alert App free from the Apple and Google Play app stores.

8. COVID-19: Reopening Schools

9. COVID-19 school and child care screening

10. Operational Guidance: COVID-19 Management in Schools document.

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Friday, January 15, 2021 5:32 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo - Ontario News Release - Ontario to Vaccinate up to 8.5 Million People in Phase Two

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

Ontario Catholic School Trustees' Association

January 15, 2021

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: **Ontario News Release – Ontario to Vaccinate up to 8.5 Million People in Phase Two**

Please see news release below, sent to you for your information.

NEWS RELEASE

Ontario to Vaccinate up to 8.5 Million People in Phase Two

Province to Expand COVID-19 Immunization Program to Seniors, Frontline Essential Workers in Next Phase of Rollout Plan

January 13, 2021

Office of the Premier

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TORONTO — The Ontario government is preparing to immunize up to 8.5 million people before the end of Phase Two of the government's vaccine implementation plan, which aims to receive, store and administer COVID-19 vaccines to Ontarians as soon as supply is available.

Details were provided today by Premier Doug Ford, Christine Elliott, Deputy Premier and Minister of Health, Solicitor General Sylvia Jones, and General Rick Hillier (retired), Chair of the COVID-19 Vaccine Distribution Task Force.

"With Phase One of our plan well underway, we're getting ready to expand our vaccine rollout and get more needles into arms as soon as the supply is available," said Premier Ford. "We now have a well-oiled machine, led by General Hillier, and we are making tremendous progress. We know this second phase will be an even larger logistical undertaking than the first. That's why we're ramping up our capacity on the ground to ensure these vaccines are administered quickly, beginning with the people who need them most."

As recommended by the COVID-19 Vaccine Distribution Task Force and aligned with the National Advisory Committee on Immunization, the province has mapped out the next steps for transitioning into Phase Two and has adopted an approach for identifying the next groups to receive the vaccination as early as March 2021. In order to vaccinate Ontarians as safely and

quickly as possible, the government is expanding the list of health care providers who can administer COVID-19 vaccines.

Phase One of the vaccine implementation program is expected to see approximately 1.5 million eligible people vaccinated. Vaccination of residents, staff and essential caregivers of long-term care homes has begun in many parts of the province, with the goal of having the first dose administered in all homes no later than February 15, 2021. The vaccination of all staff and residents in long-term care homes in four areas with the highest rates of transmission, Toronto, Peel, York and Windsor Essex, is expected to be completed by January 21, 2021.

Groups eligible to receive vaccines as part of Phase Two of the Ontario immunization program will include:

- Older adults, beginning with those 80 years of age and older and decreasing in five-year increments over the course of the vaccine rollout;
- Individuals living and working in high-risk congregate settings;
- Frontline essential workers (e.g., first responders, education workers, food processing industry);
- Individuals with high-risk chronic conditions and their caregivers; and
- Other populations and communities facing barriers related to the determinants of health across Ontario who are at greater COVID-19 risk.

Phase Two is expected to be completed by end of July 2021 and Phase Three for the general population could begin as early as August 2021, pending availability of vaccines. Vaccination of populations in Phase One will continue until all vaccinations are complete.

"We are prepared for the next phase in our vaccine distribution plan, but with limited supplies, our focus will be on vaccinating our seniors and frontline essential workers," said Christine Elliott, Deputy Premier and Minister of Health. "When Ontario receives sufficient doses of vaccines, we will ensure that every person who wants to be vaccinated will receive it. Until then, everyone must continue to follow the public health guidelines and stay home, stay safe and save lives."

In preparation for Phase Two of the vaccination distribution plan, more vaccination sites will be added. Over the coming months, those sites will include municipally run vaccination sites, hospital sites, mobile vaccination sites, pharmacies, clinics, primary care settings and community locations such as community health centres and aboriginal health access centres. The first municipally run vaccination site will be opening on January 18 at the Metro Toronto Convention Centre. The site will be administering vaccines to Phase One priority populations, including select frontline health care workers. It will be an initial proof-of-concept for municipally run vaccination centres, with a small number of doses to start with, from which learnings will be used to inform other locations across the province.

"Ontario's immunization program is a monumental mission, and we have laid the foundations to ensure it remains successful as more vaccines become available and as we scale our rollout to reach more people across our province," said Solicitor General Sylvia Jones. "By expanding the immunization program to more seniors and a broader list of frontline essential workers we are ensuring Ontario is ready to protect those who need it most as we receive the vaccines."

"As you can see, we are consumed with delivering and administering our vaccines as quickly, efficiently and equitably as possible. This is great news for the people of Ontario," said General (Ret'd) Rick Hillier. "Despite the difficult times we find ourselves in, this proves that there is light at the end of the tunnel and, with that in mind, I'm asking everyone to stay strong, stay safe and follow the public health guidelines."

As the vaccine supply increases, and guided by the Ethical Framework for COVID-19 vaccine distribution, Ontario is also enabling more health care providers to administer the vaccine as quickly and safely as possible. This will help meet the unprecedented demand in the number of people who will be getting vaccinated. It will also increase access to the vaccine for all Ontarians, whether they reside in a remote fly-in community or a large urban centre. Health care professionals who are able to administer the vaccine can register and apply through Ontario's Matching Portal. This could include nurse practitioners, registered nurses and registered practical nurses, along with pharmacists, pharmacy students, interns and pharmacy technicians.

Individuals interested in supporting the broader COVID-19 vaccination plan in roles such as data entry and scheduling, can also express their interest through Ontario's Matching Portal.

As the vaccination rollout continues, it remains critically important that all Ontarians continue following public health advice to protect our communities and most vulnerable populations, and to stop the spread of COVID-19.

Quick Facts

- To date, vaccines have been administered at 196 locations. Over 144,000 doses of the Pfizer or the Moderna vaccine have been administered across the province, including over 45,000 vaccinations administered to health care workers in long-term care homes and retirement homes, over 77,000 vaccinations administered to hospital workers and over 13,000 vaccinations administered to residents. An additional 20,000 doses of the Moderna vaccine have been administered in 158 long-term care homes since December 31, 2020.
- Nearly 1,290 doses have been delivered by Ornge to James Bay Coast and Sioux Lookout with 145 vaccines administered to remote fly-in First Nation communities this week.
- Ontario is adding three additional sites, Niagara Health - St. Catharines Site, Kingston General Hospital, and Brantford General Hospital, to receive and host immunization clinics for the Pfizer-BioNTech vaccine. These three sites will receive allocations to assist in vaccinating health care workers, residents, staff and essential caregivers of long-term care and high-risk retirement homes.
- Ontario received nearly 196,000 doses of the Pfizer vaccine on January 11, with regular weekly shipments of Pfizer vaccine expected during January 2021. Additional delivery sites will be offering the vaccine to the key populations by the end of January.

On December 30, Ontario received nearly 53,000 doses of the Moderna vaccine from the federal government. This first shipment is being used in Toronto, York, Peel and Windsor-Essex to vaccinate residents at long-term care homes and high-risk retirement homes, and ensuring that all residents, health care workers and essential caregivers at long-term care homes in the priority areas receive a COVID-19 vaccination by January 21, 2021.

Ontario Catholic School Trustees' Association

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Patrick J. Daly, *President*
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January 15, 2021

The Honourable Peter Bethlenfalvy
Minister of Finance and
President of the Treasury Board
Frost Building, 7th Floor
7 Queen's Park Cres.
Toronto, Ontario
M7A 1Y7

Dear Minister Bethlenfalvy**,**

As President of the Ontario Catholic School Trustees' Association, I am pleased to present to you our Pre-Budget Submission on financial budget issues that impact our Catholic school boards. We are mindful of the government's fiscal framework, but we urge you to consider our concerns and recommendations contained within this Submission.

It is our sincere desire that our recommendations will assist the Ministry and the government in formulating its' budget plans for 2021-2022.

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

Yours very truly,

Patrick J. Daly
President

Enclosure

Submission to

The Minister of Finance

Pre-Budget Submission

January 15, 2021

Ontario Catholic School Trustees' Association

Ontario Catholic School Trustees' Association

Mission Statement

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

Vision Statement

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

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Introduction

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

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

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

> **Equity:** A funding formula must distribute education dollars equitably among all Ontario school boards and their students;
>
> **Adequacy:** The level of funding for education must be adequate to ensure quality education for today's students;
>
> **Autonomy/Flexibility:** The model must allow school boards the autonomy and flexibility in the spending they require to achieve the distinctive goals of their system, and to meet local needs; and
>
> **Accountability:** The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

The recommendations contained in this brief are important issues to the 29 Catholic District School Boards in our province. In some cases, they represent long standing concerns and in others describe recent priorities. We trust that particularly in light of the government's commitment to consultation, our recommendations will be thoughtfully considered.

Catholic School Boards As Partners in Service Delivery

The OCSTA, on behalf of Catholic school boards, make every effort to work closely with the Ministry of Education to develop education programs, levels of funding and curriculum that supports the legislative and regulatory requirements spelled out in the *Education Act*. We have enjoyed a positive working relationship for many years with all stakeholders in the education sector, including all Ontario political parties. Catholic school trustees are the democratically elected representatives of the Catholic community. The boards they serve on are responsible for:

- Establishing the Christ centered mission of their school systems;
- Developing school board policies that promote and protect Catholic education;
- Provide excellence in academics and faith formation opportunities for students;
- Establishing the Annual Budget;
- Hire Director of Education and other staff consistent with preferential hiring rights;
- Promoting the constitutional right of Catholic school ratepayers to govern, manage and control publicly funded Catholic schools.

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

Efficiencies at Catholic School Boards

OCSTA supports the government's objective of providing public services as efficiently and effectively as possible. Catholic school boards have historically, and remain good stewards of available resources they have and continue to find significant cost efficiencies in the following areas:

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

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

Financial Impacts on Boards Related to School Reopening-COVID-19

The OCSTA acknowledges and appreciates the funding provided to date by the Provincial Government with regard to school re-opening. Saying that, the financial impacts on Catholic boards in the current context of reopening and keeping schools open have been significant and will remain an ongoing challenge. In response to the guidance from the Ministry of Education and public health authorities, boards have established numerous protocols and practices to ensure a safe return to school for students and staff. Boards have also established virtual schools for those students that choose to learn remotely. With enhanced health and safety protocols including reducing class size where possible, enhanced cleaning, co-horting of students, providing digital devices and expanding broadband access and the requirements for virtual schools, boards have used significant financial resources. Even with the additional investments from the province and federal government as well as the use of reserve funds, boards will face enormous challenges in the near term in meeting the ongoing program and service requirements for students, while maintaining balanced budgets. Throughout the planning of and re-opening of their schools, the health and safety and well-being of students and staff has been and will remain the number one priority of Catholic School Boards.

Key areas of board operations impacted by the reopening and keeping schools open requirements during a pandemic include (but are not limited to) the following:

- Purchasing digital and information technology resources for students and staff;
- Creating virtual elementary and high schools and the costs of hiring, training and scheduling of teachers;
- HVAC and capital repairs to aging school infrastructure;
- Student transportation costs;
- Staff accommodation, sick leave and related human resource costs;
- Purchase of personal protective equipment for staff and students;
- Increasing social distancing by reducing class size;
- Human Resources and planning costs associated with the almost constant need to re-organize schools.

OCSTA Recommendations:

- **That the Ministry provide any and all additional required investments to assist school boards in managing the extraordinary costs associated with school reopening and pandemic response;**

- **That the Ministry conduct a review of the education funding formula for its adequacy (and equity) in managing the costs associated with emergency pandemic response**.

Cybersecurity in School Boards

OCSTA acknowledges the recent announcement by the Ministry of Government and Consumer Services in establishing its Cybersecurity Modernization Strategy and its expert panel on cybersecurity to provide advice on cybersecurity threats to organizations in the public sector, including school boards. We look forward to participating in any consultations with the government in this area.

School boards throughout North America are facing increased threats from cybercriminals. With the increased use of digital resources in response to COVID-19, boards expect significantly more challenges in this area. According to Statistics Canada, incidents of cybercrime in Canada is increasing on average 23% each year and have almost doubled since 2014. (https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3510000101)
In the Auditor General's 2018 Annual Report, cyberattacks is identified as a growing threat to the security of Ontario's school boards' IT systems and related infrastructure. The report identifies cyberattacks as those security breaches

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

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

OCSTA Recommendations:

- **That the Ministry of Education ensure that boards have sufficient resources to develop and implement new cybersecurity policies and risk management frameworks;**

- **That the Ministry of Education expand the work of the Educational Computing Network of Ontario (ECNO) in building a shared service capacity for cybersecurity analysis and a shared security service for boards in Ontario;**

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

- **That the Ministry of Education expand the mandate of the Ministry's Broadband Modernization Initiative to fund and support cybersecurity training and awareness programs;**

- **That the Ministry of Education facilitate coordinated consultations with the Ministry of Government and Consumer Services and its expert panel on cybersecurity mattes impacting boards.**

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

Capital Costs Regarding School Construction:

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

- Increased tariffs on steel and aluminum;
- COVID-19 safety requirements;
- Increasing labour costs;
- Current construction tendering environment.

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

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

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

***Capital Program Planning*:**

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

The continuing needs of school boards include the following:

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

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

In addition, the current approvals process under this single funding stream for capital projects is administratively burdensome and causes significant delay in design, planning and construction schedules. Streamlining this process will go some distance to increasing efficiency and lessening the administrative burdens for school boards. While acknowledging the good work of Ministry staff, the delays in the various required approval processes is causing increases in tender results as well as exacerbating the challenges associated with enrolment pressures. Particularly when Corporate Services board staff are focussed on the health and safety of students and staff and the good stewardship of resources, we would urge a freeze and where possible relaxation of capital reporting requirements.

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

OCSTA Recommendations:

- **That the Ministry of Education include the OCSTA and other Trustee Associations, in the review panel regarding school construction capital benchmarks;**

- **That the Ministry of Education establish a multi-year capital funding process in order to restore the ability of both the Ministry of Education and school boards to plan for future capital needs;**

- **That the Ministry of Education streamline and provide increased local autonomy with regard to the capital approvals process for school boards to reduce administrative costs**.

Student Transportation

OCSTA acknowledges the government's ongoing review of the existing student transportation funding formula and looks forward to continuing to participate in that process.

As OCSTA has noted on numerous occasions, the structure and funding of student transportation is not based on the needs of a school board. The funding model is based on a "historical amount—each boards' 1997 spending level with annual adjustments for enrollment and inflation, and other minor adjustments. Catholic school boards ran extremely efficient transportation operations and have been disadvantaged as a result in the prolonged delay (since 1997) of the review of transportation funding. The most important influences on a school board's student transportation costs are not factored into the model such as enrollment density, geography, the number of special needs students and safety hazards.

In addition, the current competitive procurement process that school boards must follow in securing transportation has resulted in significant cost increases. In one case of a large urban transportation consortium, costs increased by roughly 20% and had to be absorbed by the affected school boards. It has as well reduced the number of bus operators and caused greater uncertainty with regard to the level of service.

OCSTA Recommendations:

- **That the student transportation funding formula be restructured to reflect the actual needs of school boards;**

- **The competitive procurement process restore school board autonomy and flexibility in negotiating school bus operator contracts;**

- **That the Ministry of Education consult with OCSTA and other education partners in its on-going review of the student transportation funding formula**.

School Bus Driver Retention

School boards across Ontario are facing a significant shortage of qualified school bus operators. In the current COVID-19 context, this shortage has been considerably exacerbated. Health and safety concerns as well as the demographics of bus drivers have driven the numbers of qualified drivers so low, that boards have been forced to cancel transportation routes. This has caused much disruption to students and families and is as well impacting the learning experiences of children. Although not limited to, the reality of bus driver shortages is particularly acute for rural and remote of Ontario. As well as additional funding in transportation, the reality of the bus driver shortage requires creative and sustainable solutions.

The government's continuation of the "School Bus Driver Retention Program" is welcomed. Saying that, an increase in the amount of funding provided and a review of all strategies to increase the number of drivers is urgently required.

OCSTA Recommendations:

- **That the Ministry of Education enhance, with additional investments, the School Bus Driver Retention Program;**

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

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

Student Mental Health

Student mental health and the well-being of young people has suffered significantly in the context of the extended school closure in response to COVID-19. With the prolonged absence from school, the new virtual learning context and limited social interactions due to health and safety concerns, boards anticipate a significant increase in demand for their supports and services in this area. Catholic school boards appreciate recent enhancements in funding but urge that continued attention to and priority be placed on this important area.

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

Out of a commitment to the mind, body and soul of their students, Catholic school boards have developed comprehensive mental health strategies to build awareness/organizational capacity, reduce stigma, use evidence based best practices for promotion and prevention strategies and partner with community organizations.

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

OCSTA Recommendations:

- **That the Ministry of Education continue to review funding for student mental health needs is adequate in the current pandemic response context and is equitable and sustainable for all students over time;**

- **That the Ministry of Education continue to support funding of a board level "Mental**

Health Lead" into the Grants for Student Needs structure. We also encourage the government to monitor and update the financial supports to boards to support local mental health initiatives;

- **That the Ministry of Education continue to address the changing nature of student mental health needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.**

Special Education and Students with Autism Spectrum Disorder

In the context of the COVID-19 pandemic, Catholic school boards remain committed to and are working hard to ensure the needs of its students with special education requirements are supported. However, providing the necessary level of support while ensuring health and safety presents unique challenges. For example, the need for specialized personal protective equipment for students and staff. Virtual learning for students with special education needs also presents particular issues for staff to ensure quality learning.

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

Further, school boards are anticipating a significant increase in the number of ASD students entering the elementary grades over the course of the next year as the government's new autism program is fully implemented. The Ministry of Education has recognized this issue and provided boards some increased funding to assist program planning, professional development and enhanced funding to hire applied behavior analysis therapists.[2] However, it is unlikely that these enhancements will be sufficient to meet the financial challenges boards face with students with ASD.

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

School boards also face a range of other funding and program challenges in meeting the needs of special education students. For example, boards struggle to fund the specialized staff required to

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

support students with complex behavioural needs. This may include staff support for student transportation to treatment programs and other support services. Another example is the operational costs associated with classroom design to accommodate students that require quiet spaces for learning and behavioural management interventions.

A current issue is also the challenges associated with timely psychoeducational assessments for students with various disabilities such as Fetal Alcohol Spectrum Disorder. Boards require more support to ensure they have sufficient human resources with the relevant training to conduct these assessments to ensure adequate programming for students.

OCSTA Recommendations:

- **That the Ministry of Education establish a Special Education Working group, including OCSTA, to review the adequacy and flexibility of special education funding, including the structure of the DSENA;**

- **That the Ministry of Education review "needs based" funding models for high needs special education students to supplement the overall Special Education Grant structure;**

- **That the Ministry of Education continue to survey and monitor the current pandemic situation with boards and provide program/financial support as required to ensure students with special education needs can be provided psychoeducational assessments in a timely manner so boards can make the necessary accommodations.**

Parent Reaching Out Grants

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

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

Changes to the program were made for the 2019-20 school year from an application-based funding model to an allocation-based grant provided to each district school board. OCSTA supports this change in the manner in which the funds are allocated. This funding is intended to help district school boards address local needs and priorities connected to enhancing parent engagement.

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

OCSTA Recommendations:

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

- **That the Ministry consider increasing funding for PRO grants to offset costs for parent engagement events.**

Information Technology and Digital Resources

Remote learning and the creation of virtual schools in response to the current COVID-19 pandemic has highlighted the challenges boards face in securing adequate information technology and digital resources. To promote equitable access to learning for students, boards are spending significant amounts to acquire digital resources, and as well providing the IT technical support for staff conducting virtual learning. Catholic school boards have purchased tens of thousands of laptops, iPads and other devices in support of those students who are learning virtually. We believe this trend will continue and place increased financial pressures on school boards.

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

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

OCSTA Recommendations:

- **That the Ministry of Education provide boards with sustainable funding for information technology infrastructure through the GSN especially in light of the pressures faced in response to the pandemic;**

- **That the Ministry of Education provide school boards with the funding associated with the cost of replacing devices that were transferred from schools to students (at home) learning remotely;**

- **That the Ministry of Education continue to consult with boards and OCSTA in respect of its Broadband Modernization strategy to ensure the IT needs of boards are factored into the strategy.**

School Board Flexibility and Autonomy

Catholic district school boards in Ontario face increased budget pressures in the delivery of educational programs and services required by the Ministry of Education. Over the past number of years, successive governments have introduced regulations/legislation that have significantly reduced school board flexibility. This loss in local autonomy and flexibility is of particular concern to Catholic school boards. We could cite numerous examples where Ministry of Education actions have reduced the flexibility Catholic school boards require to realize their distinct mission. Proposed revisions to the Pupil Accommodation Review Guideline is one such example. We would as well call for a review of the School Boards Collective Bargaining Act to ensure school boards maintain the level of flexibility and autonomy they require.

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

We cannot stress enough that Ontario's publicly funded school boards require sufficient flexibility and autonomy to realize their distinct missions and unique local needs.

OCSTA Recommendations:

- **That the Ministry of Education review regulations/policies with a goal of increasing school board autonomy and flexibility:**

    1. **In overall school board planning/program design and the implementation of Ministry policy directives;**

    2. **Reduce restrictions (enveloping) on operating funds that decrease school board flexibility.**

Summary of Recommendations

Financial Impacts on Boards Related to School Reopening – COVID-19

- That the Ministry provide any and all additional required investments to assist school boards in managing the extraordinary costs associated with school reopening and pandemic response;

- That the Ministry conduct a review of the education funding formula for its adequacy in (and equity) in managing the costs associated with emergency pandemic response.

Cybersecurity in School Boards

- That the Ministry of Education ensure that boards have sufficient resources to develop and implement new cybersecurity policies and risk management frameworks;

- That the Ministry of Education expand the work of the Educational Computing Network of Ontario (ECNO) in building a shared service capacity for cybersecurity analysis and a shared security service for boards in Ontario;

- That the Ministry of Education expand the mandate of the Ministry's Broadband Modernization Initiative to fund and support cybersecurity training and awareness programs;

- That the Ministry of Education facilitate coordinated consultations with the Ministry of Government and Consumer Services and its expert panel on cybersecurity mattes impacting boards**.**

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

- That the Ministry of Education include key education stakeholders, including OCSTA, in the review panel regarding school construction capital benchmarks;

- That the Ministry of Education establish a multi-year capital funding process in order to restore the ability of both the Ministry of Education and school boards to plan for future capital needs;

- That the Ministry of Education streamline and provide increased local autonomy with regard to the capital approvals process for school boards to reduce administrative costs.

Student Transportation

- That the student transportation funding formula be restructured to reflect the actual needs of school boards;

- That the competitive procurement process restores school board autonomy and flexibility in negating school bus operator contracts;

- That the Ministry of Education consult with OCSTA and other education partners in its on-going review of the student transportation funding formula.

School Bus Driver Retention

- That the Ministry of Education enhance with additional investments the School Bus Driver Retention Program;

- That the Ministry continue to review the results of this program in the broader context of restructuring the student transportation funding formula to meet the needs of school boards.

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

Student Mental Health

- That the Ministry of Education continue to review that the funding for student mental health needs is adequate in the current pandemic response context and is equitable and sustainable for all students over time;

- That the Ministry of Education continue to support funding of a board level "Mental Health Lead" into the Grants for Student Needs structure. We also encourage the government to monitor and update the financial supports to boards to support local mental health initiatives;

- That the Ministry of Education continue to address the changing nature of student mental health needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

Special Education and Students with Autism Spectrum Disorder

- That the Minister of Education establish a Special Education Working group, including OCSTA, review the adequacy and flexibility of special education funding, including the structure of the DSENA;

- That the Ministry of Education review "needs based" funding models for high needs special education students to supplement the overall Special Education Grant structure;

- That the Ministry of Education continue to survey and monitor the current pandemic situation with boards and provide program/financial support as required to ensure students with special education needs can be provided psychoeducational assessments in a timely manner so boards can make the necessary accommodations**.**

Parents Reaching Out (PRO) Grants

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

- That the Ministry consider increasing funding for PRO grants to offset costs for parent engagement events**.**

Information Technology and Digital Resources

- That the Ministry of Education provide boards with sustainable funding for information technology infrastructure through the GSN especially in light of the pressures faced in response to the pandemic;

- That the Ministry of Education provide school boards with the funding associated with the cost of replacing devices that were transferred from schools to students (at home) learning remotely;

- That the Ministry of Education continue to consult with boards and OCSTA in respect of its' Broadband Modernization strategy to ensure the IT needs of boards are factored into the strategy.

School Board Flexibility and Autonomy

- That the Ministry of Education review regulations/policies with a goal of increasing school board autonomy and flexibility:

    1. In overall school board planning/program design and the implementation of Ministry policy directives;

    2. Reduce restrictions (enveloping) on operating funds that decrease school board flexibility.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2020-2021

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

Ontario Catholic School
Trustees' Association

Box 2064, Suite 1804, 20 Eglinton Avenue West, Toronto, Ontario M4R 1K8
Tel: 416-932-9460 Fax: 416-932-9459 Email: ocsta@ocsta.on.ca Website: www.ocsta.on.ca

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, January 18, 2021 3:26 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Catholic Trustees Seminar - Access to Presentations

Ontario Catholic School Trustees' Association

FORWARD IN FAITH & UNITY

TO: **All Catholic School Trustees and Student Trustees**
Directors of Education

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

RE: **Catholic Trustees Seminar – Access to Presentations**

All of the presentations from the Catholic Trustees Seminar, including any additional resources based on requests made at the event, have been uploaded and can be found in the Members' section in the secure area of the OCSTA Website. Click on the Members' Centre button, which is located in the top left hand corner of the home page and enter your login information. If you do not have your login information, please contact Ashlee Cabral acabral@ocsta.on.ca for assistance. Alternatively, you may also click on "forgot password?" to set up a new password.

If you require any assistance, please do not hesitate to contact us.

Regards,

MARIE PALOMBI
Ontario Catholic School Trustees' Association
1804 – 20 Eglinton Avenue West
Toronto, ON M4R 1K8
416-932-9460 Ext. 234 l Website: www.ocsta.on.ca

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Monday, January 18, 2021 10:17 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA News Release - 2021 OCSTA Awards Recipients

Ontario Catholic School Trustees' Association

NEWS RELEASE

2021 OCSTA Awards Recipients

FOR IMMEDIATE RELEASE

TORONTO – January 18, 2021 – The *Ontario Catholic School Trustees' Association (OCSTA) Awards Program* recognizes Catholic Trustees, Student Trustees and other leaders in Catholic education who have demonstrated outstanding commitment and service to others while exemplifying the values that are at the core of Catholic education. The Association announced the recipients of this year's awards at the 2021 Catholic Trustees Seminar on January 16. Over 200 delegates attended the event that was hosted live on a videoconference platform.

"The trustees, alumni and supporters of publicly funded Catholic education acknowledged through these awards, demonstrate an exceptional level of dedication and commitment that has served generations of Ontario's Catholic school students. These awards provide OCSTA with an opportunity to express our gratitude to individuals who have made such a significant commitment to this ministry of the Catholic Church. Catholic education is an integral part of the history and future of this province and we are strengthened by the individuals we recognize through these annual awards," said OCSTA President Patrick Daly.

This year's recipient of the *Trustee Award of Merit* is Robert (Bob) Schreader, Chair of the Renfrew County CDSB. Bob has served as a Catholic Trustee for more than 31 years and has for much of those years led the board in the role of Chair and Vice Chair. In 1997, as Chair of the Board, Bob successfully led a campaign that altered the province's plan to merge school boards. Later as a member of the OCSTA Board of Directors Bob continued to contribute to the advancement and protection of Catholic education at the provincial level.

OCSTA was pleased to have an opportunity to recognize Past President Beverley Eckensweiler whose term concluded in 2020. During her tenure as OCSTA President Beverley led an active and successful advocacy effort at Queen's Park and across the province that served to raise the profile of Ontario's Catholic schools' priorities and contributions. Beverley also launched a renewed provincial effort to support the Canadian Catholic School Trustees' Association in their national campaign to assist families across Canada in accessing Catholic education.

The *OCSTA Special Award* is presented annually to an individual who is not a trustee, but who has made an outstanding contribution to Catholic education at the provincial level. The 2020 recipient of this award is Dr. Mark McGowan, the Interim Principal of the University of St. Michael's College and author and historian renowned for his work on Catholic education and the Catholic Church in Canada. Dr. McGowan is the author of the much referenced publication on the history of Catholic education entitled *The Enduring Gift* and his most recent publication *It's Our Turn: Carrying on the Work of the Pioneers of Catholic Education in Ontario.*

The *Student Trustee Alumni Award* is presented annually to Catholic school graduates who served as student trustees at the secondary level and since graduation have demonstrated through their actions the values articulated in the Ontario Catholic Graduate Expectations framework. This year's recipient is Dr. Robert Murray, a former student trustee who graduated from the Niagara Catholic District School Board and quickly launched a career that included serving as Director of Legislative and Political Affairs at OCSTA among other leading roles in Ontario and across the country. Currently Dr. Murray is President and CEO of Grande Prairie Regional College.

The Ontario Catholic School Trustees' Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educates approximately 550,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information, please contact:
Sharon McMillan, Director of Communications
Tel: 416-932-9460, ext. 232 – smcmillan@ocsta.on.ca

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Date: January 19, 2021 at 7:46:50 AM EST
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA: Reminder - 2021 AGM Resolutions

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

TO: Chairpersons & Directors of Education

CC: OCSTA Directors & Staff
Board Secretaries & Administrative Assistants

Good afternoon,
Further to the information that was sent to you on October 13, this is a reminder that Resolutions for the OCSTA 2021 Annual General Meeting may be submitted at any time up until the deadline of *January 29, 2021*.

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolutions process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province.
Delegates will consider and vote on all resolutions received from OCSTA members.
During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA.
The attached memo includes all details for the preparation and submission of Resolutions.

Thank you.

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*

Ontario Catholic School Trustees' Association

October 13, 2020

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Nick Milanetti, Executive Director

SUBJECT: **2021 AGM Resolutions**

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

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

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Attachments
- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2020 Resolutions with AGM Decisions*
- *Related By-Law Section 5.9 (Resolutions)*

Ontario Catholic School Trustees' Association

Guidelines for Preparing Resolutions

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

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

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

The resolution:

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

B. **Steps in Preparing a Resolution**

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

C. **Writing A Resolution**

Structure

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

1. Preamble

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

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

2. Resolving Clauses

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

3. Submission Statement

Please include the following information in the submission statement.

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

D. **Submission Deadline Date**

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

E. **Regulations**

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

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

Template

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

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

Moved by: [Mover's Name] [**Board Name]**

Seconded by: [Seconder's Name]

Topic: **[e.g. Vacancies on School Boards]**

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

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

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

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

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

Therefore be it Resolved that:

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

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

Explanation of Committee Recommendations & Resolution Session Procedures

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

Explanation of Committee Recommendations

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

i. **Approve**
The direction given in the "therefore be it resolved" section of the resolution will be carried out.

ii. **Approve and refer to the ….. committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.

iii. **Receive and refer to the ..... committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee's recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. **Not support**
No action will be taken.

v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.

vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

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

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

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

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

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

Grouped Resolutions

a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.

b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.

c. delegates will vote on the committee recommendation for each group.

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

Resolutions Handled Individually

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

A. **Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:

   - the chair will call for the sponsoring board to move and second **the committee recommendation;**
   - delegates will speak to the committee recommendation;
   - delegates will vote on the committee recommendation.

2. If the sponsoring board does not move the committee recommendation from the floor:

   - the chair will call for the sponsoring board to move their **original resolution**;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. **Resolutions without committee recommendations**

1. These resolutions will be handled as follows:

   - the chair will call for the sponsoring board to move their **original resolution**;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. **Amendments from the Floor**

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

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

If the amendment is defeated:

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

D. Members' Discussion Rights

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

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

Revised October 13, 2020

Ontario Catholic School Trustees' Association

Our Mission

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

Our Vision

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

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

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

    a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.

    b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

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

    a. Assess the current needs and interests of members to guide development of appropriate programming.

    b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

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

    a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.

    b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.

Ontario Catholic School Trustees' Association

OCSTA 2020 Resolutions with AGM Directives

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

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

2020 (24) OCSTA=2, Algonquin & Lakeshore (3), Dufferin-Peel=(8), Halton=(2), Ottawa=(3), Waterloo=(3), Toronto=(3)
2019 (37) OCSTA=1, Dufferin-Peel=15, Hamilton=1, Northwest =1, Ottawa=4, Peterborough=1, Simcoe Muskoka=7, Toronto=2, Waterloo=5
2018 (20) OCSTA=1, Dufferin-Peel=12, Huron-Superior=1, Ottawa=1, St. Clair=1, York=4
2017 (08) Dufferin-Peel=4, Hamilton-Wentworth=1, Renfrew=1, Windsor=2
2016 (15) OCSTA=1, Dufferin-Peel=4, Kenora=1, Simcoe=3, York=6
2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Toronto=2, Windsor=5
2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1
2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

July 8, 2020

Ontario Catholic School Trustees' Association

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

6. MEETINGS OF MEMBERS

6.9 Resolutions from CDSBs

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

6.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;

6.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;

6.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;

6.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and

6.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Tuesday, January 19, 2021 4:09 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: 2021 Virtual Annual General Meeting - Saturday, May 1

Ontario Catholic School Trustees' Association

January 19, 2021

MEMORANDUM

TO: All Trustees, Student Trustees
Chairpersons and Directors of Education
- All Catholic District School Boards
OCSTA Board of Directors

CC: OCSTA Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: **2021 Virtual Annual General Meeting - Saturday, May 1**

This is to notify you that the 2021 Annual General Meeting will be held on **Saturday, May 1, 2021** from **9:00am – 12:00 p.m. (EST).**

We regret very much that we are unable to meet in person, however, out of an abundance of caution, for the safety of delegates and staff and the need to continue with planning, we will be proceeding with the Business portion of the AGM, including elections, virtually.

A meeting invitation for the "virtual" Annual General Meeting will be distributed to all Catholic school Trustees, Student Trustees and Directors of Education closer to the event date.

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

Thank you.

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***

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Wednesday, January 20, 2021 5:16 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: MOE Statement - Over 100,000 Ontario Students Return to Class Beginning Next Week

Ontario Catholic School Trustees' Association

January 20, 2021

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: Ministry of Education Statement – Over 100,000 Ontario Students Return to Class Beginning Next Week

Please see the attached statement from the Minister of Education, regarding some Ontario students returning to class next week, sent to you for your information.

Over 100,000 Ontario Students Return to Class Beginning Next week

Additional measures put in place to keep schools safe

January 20, 2021

TORONTO— Today, Stephen Lecce, Minister of Education, issued the following statement to provide an update on which schools can resume for in-person learning:

"On the advice from the Chief Medical Officer of Health, the government is allowing seven public health units and over 100,000 students to return to class on Monday, January 25.

Getting students back into class is our top priority. According to Ontario's Chief Medical Officer of Health and leading medical and scientific experts, including the Hospital for Sick Children, Ontario's schools are safe places for learning.

To ensure schools remain safe, the government is introducing additional measures including provincewide targeted asymptomatic testing, enhanced screening, mandatory masking for students in Grades 1-3 and outdoors where physical distancing cannot be maintained."

Background

Based on the most recent data and the advice of the Chief Medical Officer of Health, elementary and secondary schools in the following PHUs will be permitted to resume in-person learning on January 25, 2021:

- Grey Bruce Health Unit
- Haliburton, Kawartha, Pine Ridge District Health Unit
- Hastings and Prince Edward Counties Health Unit
- Kingston, Frontenac and Lennox & Addington Health Unit
- Leeds, Grenville and Lanark District Health Unit
- Peterborough Public Health
- Renfrew County and District Health Unit

This means that all schools in the following schools boards will resume in-person learning on January 25:

- Limestone District School Board
- Renfrew County District School Board
- Hastings and Prince Edward District School Board
- Bruce-Grey Catholic District School Board
- Renfrew County Catholic District School Board
- Algonquin and Lakeshore Catholic District School Board
- Bluewater District School Board

Some additional school boards span across multiple PHUs and may have some schools that resume in-person learning on January 25 and other schools that will continue to teach remotely. The local PHU should be contacted on the status of schools in these boards:

- Kawartha Pine Ridge District School Board
- Trillium Lakelands District School Board

- Upper Canada District School Board
- Catholic District School Board of Eastern Ontario
- Peterborough Victoria Northumberland and Clarington Catholic DSB
- Conseil des écoles publiques de l`Est de l`Ontario
- Conseil scolaire catholique Providence
- Conseil scolaire catholique MonAvenir
- Conseil scolaire de district catholique du Centre-Est de l'Ontario

On January 12, 2021, Ontario announced that elementary and secondary students in Windsor-Essex, Region of Peel, Toronto, York Region and Hamilton Public Health Units (PHUs) will continue to learn remotely. The Ministry of Education, in consultation with the Chief Medical Officer of Health, will continue to closely monitor public health trends in these regions.

Northern PHUs that were permitted to return to in-person learning on January 11, 2021 will continue in-person learning unless otherwise directed by local PHUs. Schools located in all other PHUs across the province will continue to learn remotely at this time.

To support families during this period, child care will remain open and available for non-school aged children across the province. Where elementary schools continue to be closed for in-person learning, before and after school programs continue to be closed and prohibited from charging parent fees. Emergency child care will be extended to support those workers that require it during this period

To support students facing mental health difficulties, the Government announced an additional and immediate $10 million from its phase 2 federal funding allocation to support student mental health and expand access to services in both rural and urban communities. This funding builds on the Government's investment of more than $32.5 million in student mental health since the start of the COVID-19 pandemic. This investment supports up to 475 additional staff to support student mental health and compliments the addition of 625 school-based public health nurses and expanded mental health education.

In addition, direct financial supports through the Ontario's Support for Learners program remains open until February 8, 2021.

-30-

MEDIA CONTACTS

Caitlin Clark
Minister's Office
Caitlin.Clark@ontario.ca

Ingrid Anderson
Communications Branch
437-225-0321.
Ingrid.E.Anderson@ontario.ca

ontario.ca/newsroom
Disponible en français

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

Report

Date: January 25, 2021

To: Board of Trustees

From: Governance Committee

Subject: Policy Review and Recommendations

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

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

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

Board Policy II 001 General Governance Commitment
Board Policy I 001 Ends – Board Policy Provision

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

Alignment to the MYSP:

Not applicable

Background/Comments:

Call Log Review (Page 2-3)
Trustee Van Alphen spoke to the item and reviewed her brief report and noted there is an option to add additional commentary from subsequent trustees who deal with an issue. There were also a few housekeeping items to add functionality that the committee agreed to and detailed in a motion. Vice Chair will monitor the log and report back to Board semi-annually.

Motion: Governance Committee recommends to Board that there will be an amendment to the Trustee Call Log to add two columns, one that is a counter of how many trustees have responded/received a particular issue and a new column indicating how an issue was resolved (in addition to the existing column with date it was resolved); further there was a request to remove the column with the name of the caller.

Board Policy II 001 General Governance Commitment
Trustee Van Alphen reviewed revisions to Policy II 001 (as captured in the minutes found in the consent agenda). Motion to approve these revisions was carried.

Board Policy I 001 Ends - Broad Policy Provision
This was brought to Governance because of concerns about the scheduling of when this comes to the board. It was noted that the final remark of policy document I 001 notes that it is taken up in June, but it currently aligned with the Board Report in December. Members could see value in either June or December for different reasons.
Ultimately it was decided that the Ends policy should be reviewed in full- and requires stakeholder engagement and perhaps an additional sub-committee to complete the task.

The Governance Committee recommends to Board to keep trustee monitoring schedule as is with Ends Policy I 001 coming to Board in December and to the last line of the policy I 001 to reference coming to Board in December.

Recommendation:
That Governance Committee recommends to Board that the Ends Policy I 001 be reviewed and updated and that full Board discuss the process to be used.

Priorities of the Board – Training on Motions/Trustee inquiries
Trustee Reitzel provided an overview of relevant policies and by-laws and offered to put together a Powerpoint to be given an overview of how things can be brought to Board as a trustee inquiry. We hope to for this training to be held in the March COWB.

Prepared/Reviewed By: Jeanne Gravelle, Governance Committee Chair

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

Number: II 001
Subject: Global Governance Commitment

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: May 31, 2010, January 25, 2021

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

Policy Statement:
On behalf of the Catholic ratepayers of Waterloo Region, the board will govern the Waterloo Catholic District School Board with a faith-filled future focused perspective while achieving appropriate results at an appropriate cost and avoiding unacceptable actions and situations

Governing Style:
The board will govern with an emphasis on:

a) outward vision rather than an internal preoccupation,
b) encouragement of diversity of viewpoints,
c) strategic leadership more than administrative detail,
d) clear distinction of board and chief executive roles,
e) collective rather than individual decisions,
f) future rather than past or present, and
g) proactivity rather than reactivity.

Board Job Description:
~~The work of the board~~ is The responsibility of the Board is to serve as trustees for the Catholic ratepayers of Waterloo Region in determining and ensuring appropriate organizational performance within the legal requirements of the Province of Ontario.. ~~To distinguish the board's own unique work from the work of its staff, the board will plan and detail its work annually~~ The Board will establish its priorities and the work to be completed at the first Committee of the Whole Board meeting of the new school year in September, concentrating its efforts on the following outputs:

a) The link between the organization and the Catholic ratepayers of Waterloo Region.

b) Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address: Aims/Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost), Governance Process: Description of how the board conceives, carries out and monitors its own work, Board-Director of Education Relationship: Delegation of power and its

proper use monitored; the Director of Education role, authority and accountability, Executive Limitations: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.

c) The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
d) Advocacy for positive change to legislation and government policy that impact the organization.
e) Orientation of all new Board member.
f) The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each year.
g) Continuous improvement including a self-evaluation every year, to be presented at the May board meeting

Advocacy and Advertising:

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 (OASBO).

Consultation:

The Board of Trustees values a culture that holds consultation at its core. Consultation occurs to gain different perspectives. We believe that meaningful consultation is planned, purposeful, and equitable and that it contributes to enhanced decision making. Consultation occurs because the views and experiences of our owners, ~~and~~ stakeholders and other partners in Catholic education are valued and informs the work of the board.

Celebration of Excellence:

As a Board that appreciates and recognizes the achievements of our staff and students and the contributions made by stakeholders in our Catholic education system, we wish to foster a culture of celebration of excellence.

Board Members' Code of Conduct:

~~The key to better board governance lies in the working relationships among Trustees and between Trustees and staff. The social dynamics of board interaction and the integrity of individual Trustees reflect their responsibilities as leaders in the system. The trustees shall not cause or allow conditions, procedures, actions or decisions that are undignified, unprofessional or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.~~

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

The Role of the Chair:

The work of the Chair is primarily to be the Chief Governance Officer of the Board, assuring the integrity of the board's process and, secondarily, occasionally representing the board to outside parties. The Chair is first among equals and accords no special privileges or knowledge over other members of the board.

Board Committee Principles:

The Board of Trustees specifies the roles of committees and its relationship to them. It uses committees to facilitate effective and efficient governance. Committees do not do the work of the Board nor compromise the Board of Trustee integrity, authority and responsibility. Board of Trustee committees will be used sparingly and time limited and will be created to reinforce the wholeness of the board's job and to never interfere with delegation from the Board to Director.

Board Committee Structure:

A committee is a Board committee only if its existence and charge comes from the Board, regardless of whether Board members sit on the committee. Unless otherwise stated, a committee ceases to exist as soon as its task is complete.

Student Representation on the Board:

As per the Education Act and Regulation 7/07 it ~~It~~ is the policy of the Waterloo Catholic District School Board that the interests of pupils be represented on the Board through the position of student trustee.

Student Trustee Role Description:

As per the Education Act, Regulation 7/07 and this policy, the ~~The~~ position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

Cost of Governance:

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Trustee Expenses:

The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse trustees for expenses reasonably incurred in carrying out their role as trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a trustee.

Ownership Linkages:

It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the ratepayers for the purposes of determining community values and vision for the school system, demonstrating accountability for what has been achieved, and to build on-going support for Catholic education.

Number: II 006
Subject: Celebration of Excellence

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: January 27, 2020

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

POLICY STATEMENT:

As a Board that appreciates and recognizes the achievements of our staff and students and the contributions made by stakeholders in our Catholic education system, we wish to foster a culture of celebration of excellence.

Accordingly, the following Board of Trustees awards will be presented annually:

1. **The Chair's Award**: presented to a person or persons in the school system who has contributed significantly to Catholic Education. It is given annually in recognition of outstanding contribution made to the Catholic school system serving the students, staff and greater community of Waterloo region or to the betterment of Catholic Education in Ontario in general. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.

2. **The Community Partner Award:** presented annually in recognition of outstanding contribution made by a community partner or agency to the Catholic school system serving the students, staff and greater community of Waterloo Region. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.

3. **The Distinguished Graduate Award:** presented to a graduate of more than 10 years from our school system who has demonstrated outstanding examples of the Ontario Catholic School Graduate Expectations. Awarded at the graduation exercises of the recipient's Secondary School or other appropriate public venue. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.

4. **The John Sweeney Scholarship**: presented in recognition of John Sweeney's Catholic leadership and his contribution to our system, our community and our province. Presented to a graduate attending St. Jerome's University who demonstrates academic excellence, the qualities such as perseverance, loyalty, integrity, commitment and a balanced involvement in their school, church and civic community. Awarded at the graduation exercises of the recipient's Secondary School.

5. **The Student Trustee Award**: presented to a student trustee who has fulfilled the one year commitment to the term of office. Awarded at the graduation exercises of the student trustee's Secondary School.

6. **Student Excellence Award:** Presented at each secondary school graduation to recognize student excellence for students destined for University, College and the World of Work.

7. **On-going recognition:** Trustees will support and recognize achievement at any of the school sites within the system through letters of congratulations, presentations or public acknowledgement as appropriate.

Number: III 002
Subject: Unity of Control

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised:

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

POLICY STATEMENT:

Only officially passed motions of the board are binding on the CEO.

Accordingly:

1. Decisions or instructions of individual board members, officers, or committees are not binding on the CEO except in rare instances when the board has specifically authorized such exercise of authority.

2. In the case of board members or committees requesting information or assistance without board authorization, the CEO can refuse such requests that require, in the CEO's opinion, a material amount of staff time or funds or is disruptive.

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

Report

Date: January 25, 2021

To: Board of Trustees

From: Director of Education

Subject: Leadership Strategy 2020-21

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 **Executive Limitation IV 013**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

- Board Policy I 001 – Ends
- Ontario Leadership Strategy - http://www.edu.gov.on.ca/eng/policyfunding/leadership/threeYear.html

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

- Achieving Excellence: A Renewed Vision for Education in Ontario - http://www.edu.gov.on.ca/eng/about/excellent.html
- Board Leadership Development Strategy (BLDS) - http://www.edu.gov.on.ca/eng/policyfunding/leadership/BLDS2012Manual.pdf

Alignment to the MYSP:

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically
Strategic Direction: Nurture the wellbeing of all staff and students
Strategic Priority: Nurturing our Catholic Community
Strategic Direction: Promote a culture of belonging and respect, that supports success for all

Background/Comments:

The Ontario Leadership Strategy was developed in 2008-2009 to foster leadership of the highest possible quality in schools and school boards. The WCDSB maintains that our goals mirror the goals of the OLS – that is, to:

- attract the right people to leadership roles;

- develop personal leadership resources in individuals and promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being; and
- develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

The Board Leadership Development Strategy Goals for the Waterloo Catholic District School Board are the following:

Overall Goal:

To develop leadership capacity to support the achievement of goals outlined in the Multi-Year Strategic Plan and the Board Improvement Plan for Student Achievement.

Goal One:

Create and promote leadership opportunities that engage all school and system leaders in order to strengthen staff capacity for instructional and spiritual leadership, to enhance organizational effectiveness, and to support succession planning as defined by research, Strong Districts and their Leadership and the Catholic Leadership Framework.

Goal Two:

School and system leaders in the WCDSB will develop the capacity to appropriately respond to the needs of learners by fostering a holistic view of student learning that encourages shepherd, servant and steward leadership.

Goal Three:

Create and provide opportunities for enhancing leadership capacity for the entire system by engaging in active professional lifelong learning, faith formation, mentorship, and coaching.

Waterloo Catholic District Leadership 2020-2021

Strategic leadership planning for the 2020/2021 school year has been responsive to the ever-shifting landscape that has shaped our most recent experiences since the onset of the Covid19 pandemic. Appreciating that the well-being of our staff is of paramount importance and that a strong commitment of time might be a challenge for many, the decision was made to pause our 3- Part Catholic Leadership Series and our Innovation series for the 2020/21 school year. This decision has led way to some new professional learning opportunities that support our current context and will build capacity among current and aspiring leaders.

For 2020/21 our comprehensive leadership strategy is structured around the following robust offerings which include:

- Dare to Lead: A Primer for Administrators
- Crucial Conversations Training
- Onward Workshop Series
- Information to Transformation Program
- Catholic Leadership Through an Equity Lens Series
- Mentorship 101 Learning Series
- Induction Series for Newly Appointed Administrators
- New Teacher Induction Program

Dare to Lead: A Primer for Administrators

Based on Brené Brown's research on courage, vulnerability, shame, and empathy into your own organization or school, the WCDSB was able to provide a half day training for our Administrators. Certified Dare to Lead™ facilitators worked with a focus on developing courage-building skills and teaching individuals and teams how to move from armored leadership to daring leadership. Fifty-six of our Administrators were able to attend.

Crucial Conversations Training

Crucial Conversations is being rolled out as a three-year plan wherein all administrators and Human Resource staff will have the opportunity to participate in the 2-day training. Our facilitators, Secondary Vice- Principal Rich Stehlik and Elementary Administrator Marylin Dawson will be delivering the training on February 18th and 25th to our first group of 25 administrators and HR senior professionals.

Crucial Conversations gives people the skills to step *into* disagreement—rather than over or around it—and turn disagreement into dialogue for improved relationships and results.

Onward Workshop Series: Cultivating Emotional Resilience in Educators

Recognizing that now more than ever our educators may find themselves leaning more on their personal leadership resources (as found in the Ontario Leadership Framework) *Onward* tackles the problem of educator stress and provides a practical framework for taking the burnout out of teaching. This five-part series will run in April and May 2021 and is geared to all educators that wish to learn more about a practical framework to avoid burnout and reduce stress.

Information to Transformation Program

The *Information to Transformation* Program offered by The Partners in Catholic Education is a leadership program that focuses on faith formation for emerging leaders across the Diocese of Hamilton.
The program is now forming its 3rd cohort of leaders and WCDSB has six candidates participating, three of whom are currently in vice principal roles.

Catholic Leadership Through an Equity Lens Series

The Catholic Leadership Through an Equity Lens Series is open to all employees of the WCDSB. The program is a four-part series and kicked off with an Introduction to Leadership at WCDSB with Director Notten & Spiritual Animator Father Joseph on January 20, 2021. On February 17, 2021 the second evening in the series aims to explore unconscious bias with Unlearn. On April 21, 2021, a Leadership Panel Townhall on the topic of Equity and Leadership will allow participants to openly discuss the challenges and learnings through various leadership roles. Finally, on May 19, 2021, Education expert Bruce Rodrigues will join us to speak to Equity and Inclusion in Leadership and What it Means to Me. We have 65 participants enrolled in this series.

The Catholic Leadership Through and Equity Lens Series replaced the WCSDB Catholic Leadership Series for 2020/21. Participants from the 2019/2020 completed their program in Fall 2020.

Year	Developing Leadership	Authentic Leadership	Advanced Leadership	Totals
2018-2019	41	34	22	97
2019-2020	21	33	23	77 *Fall 2020 Completion

Mentorship 101 Learning Series
Effective mentoring can take many forms- the diversity stems from those who do the mentoring and the needs of those they support. Mentoring 101 Online provides practical and authentic strategies, as well as opportunities for deep reflection, to strengthen our love of learning and continue developing empathetic peer-to-peer support.

Mentoring 101 Online is our new, virtual, self-guided NTIP mentor training. The 3-module series can be found on our NTIP website on the Mentor page: bit.ly/wcdsbntip
We currently have 141 Mentors who have been asked to complete this training by the end of January 2021.

The modules cover numerous topics, providing a foundational understanding of effective mentoring in all participants:

- Phases of the 1st Year Teacher
- Role of a Mentor
- Mentor Stances (Consultant Collaborator, Coach)
- Making Observation & Reflection Meaningful
- Providing Rich Feedback
- Building Trusting Relationships
- Listening & Attending Fully
- Asking powerful Questions

Mentor Newsletter

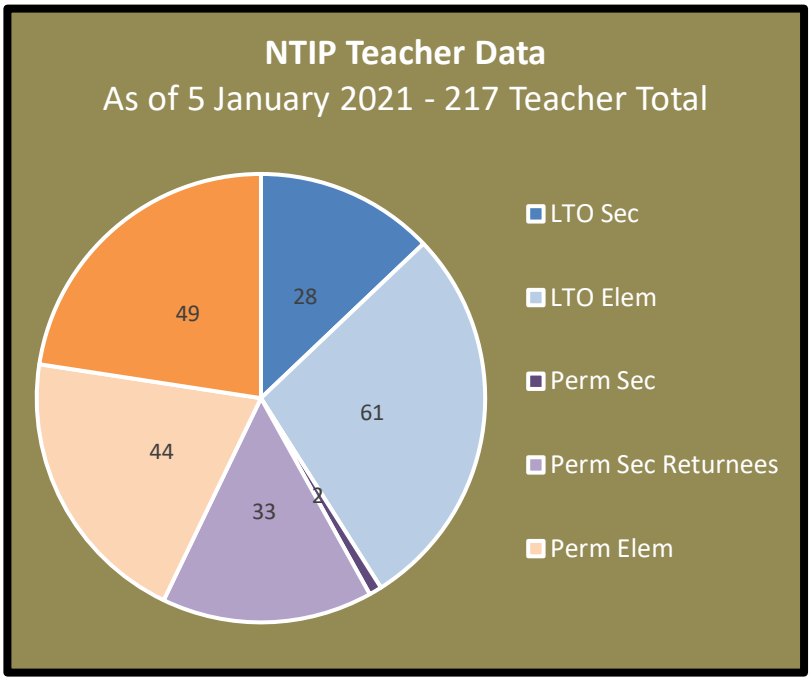
In addition to providing support for individual mentors as requested or necessary, we email a monthly **NTIP Mentor Newsletter** filled with tips, reflective questions, case studies, tech/organizational tips, and more topics throughout the year. An example of the Mentor Newsletter can be found here. The topics presented in the newsletter reflect the needs of mentors at various points throughout the year (i.e., effective report card comments, self-care during long winter months, reminders about goal setting, etc.).

NTIP Teacher Support

NTIP is a Ministry mandated program designed to assist New Teachers in their first year(s) of teaching. It consists of a mentorship program, resources (to borrow or keep), workshops, networking, and creating a strategy for long-term success and ongoing professional development.

NTIP support new teachers in the following categories:

- ✓ First LTO of 80+ days
- ✓ First year of permanent contract
- ✓ Returnees who were unable to complete their TPAs (due to COVID, late timing of receiving permanent status, returning from leave, etc.).
- ✓ Occasional teachers and permanent teachers in their first 5 years requiring additional support.



NTIP WEBSITE

bit.ly/wcdsbntip

The website has become our NTIP home for new teachers, mentors, and principals. It began last school year as a means of **de-privatizing** the program, keeping materials **organized and accessible** in one location, and ensuring **clear communication** about the program (i.e., requirements, supports, etc.). We have made many modifications based on feedback from users to improve upon this tool.

The website has proven especially useful during remote learning and when we are unable to meet in person. **Orientation** for new teachers, mentors, and principals can now be done online when it's most convenient for them, followed by virtual Q&A sessions.

PROFESSIONAL DEVELOPMENT AND RESOURCES

The NTIP website is also home to self-guided professional development and resources. These curated items are a combination of WCDSB-made resources, Ministry supports, and approved 3rd party resources. They are also provided in differentiated mediums (i.e., podcast, hyperdocs, slides, etc.).

- ✓ Supporting students during COVID-19
- ✓ Mental health and well-being resources
- ✓ NTIPodcast
- ✓ New Teacher Newsletter
- ✓ Report Card Writing (updating with newer ASPEN supports)
- ✓ New math curriculum
- ✓ Special Education resources (understanding the Spec Ed process, writing IEPs and Alternative Report Cards, etc.)
- ✓ Subject-specific resources (BLAM, Kindergarten, Religion, etc.)

We are also provided funding from the Ministry of Education to maintain an NTIP Resource Library. Though primarily filled with books in all subject areas, we have expanded the library to include Wipebooks, posters, and technology. These resources can be requested at any time by new teachers. Occasionally, they are given as prizes for attending workshops or other morale-building activities.

Induction for Newly Appointed Administrators

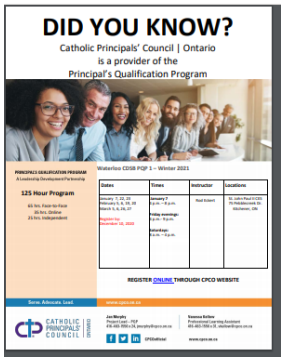
Administrators in year one or two of this role are partnered with an experienced administrator in a mentor/mentee relationship. The program is a mix of professional learning sessions and mentor-mentee conversations/meetings. The professional learning sessions vary each year depending upon the needs of the group and the key areas of interest of the group are also considered. Some sessions this year include: Special Education, Budget & Finance, Monitoring Student Achievement, Human Resources, Case Study Analysis, Work/Life Balance and Creating a Five -Year Plan rooted in the Catholic Leadership Framework.

Year	Induction
2014-2015	9
2015-2016	19
2016-2017	20
2017-2018	38
2018-2019	14
2019-2020	Disrupted
Totals	100
Current Enrolment	11

- Elementary VP's in the first two years in the role: 6 participants
- Secondary VP's in the first year in the role: 3 participants
- Elementary P's in the first year in the role: 2 participants

Due to the labour disruption last year and the remote learning period in the Spring of 2020, Vice- Principals who have been in the role 2+ years have also been invited to join any session(s) of interest to them this year also which has resulted at times to having 6 additional participants.

CPCO Principal's Qualification Part I and II



As a result of the continued success of our Leadership Strategy, our board continues to provide the Principal's Qualification Program through the Catholic Principals' Council of Ontario.

In December 2020 PQP2 concluded with 14 graduates. PQP Part 1 is not running this winter due to lower enrollment and will be offered once again later this year.

To date, the WCDSB is proud to have 105 teachers (not in currently leadership roles) that have gained their Principal Qualifications Part 1 and an additional 63 that are have earned their PQP Part 2, a promising outlook for leadership succession.

Next Steps:

To enhance and develop our Leadership Strategy, the WCDSB will provide a forum for discussion to address the current barriers within our WCDSB community with respect to leadership development/ opportunities/ recruitment.

WCDSB will proactively seek out members of underrepresented communities with a goal of developing their leadership capabilities and skillsets in preparation for future leadership opportunities at schools within the Board.

Increasing diversity will continue to be a criteria for all hiring decisions with respect to leadership opportunities.

In the 2021/ 2022 school year an Equity, Diversity and Inclusive Leadership/ Mentorship program will be provided to aspiring, new and experienced leaders interested in learning more about equitable practices, human rights, and anti-oppressive practices.

The leadership strategy, in alignment with the Multi-Year Strategic and Well Being Plan will continue to more intentionally provide professional development offerings focused on well-being and healthy workplaces.

Recommendation:

That the Board accept this report as evidence of fulfillment of the CEO's requirements under Executive Limitation IV 013.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent of Education

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

OSTA AECO
Ontario Student Trustees' Association
l'Association des élèves conseillers et conseillères de l'Ontario

2020-2021

NURTURING INCLUSIVITY

Catholic Board Council of OSTA-AECO

ABOUT OSTA-AECO

OSTA-AECO is the largest official student stakeholder group in Ontario advocating for approximately 2 million students. For over 20 years, OSTA-AECO has acted as a strong, effective, and positive voice for students across the province. The association is comprised of the Public and Catholic Board Councils who strive to empower students and student trustees to improve education across the province. In addition to advocacy work, OSTA-AECO provides rich professional development for Ontario's student trustees.

The Catholic Board Council is comprised of Catholic student trustees who advocate for publicly funded Catholic education and provide a voice for approximately 600,000 Catholic students in Ontario. This academic year, the Catholic Board Council is advocating for inclusivity in the areas such as race.

FOREWORD

Recent events in the church, this province, and the world have sparked discussions within community groups, companies, and organizations regarding their state of equity and systemic racism. Issues such as these are not unique, nor are they new. However, as these crucial topics come into the light, it is necessary that the resources built around them be intentionally reviewed and updated. Discussions regarding these topics are needed so that change can be made.

RATIONALE

Our faith challenges us to open our hearts to our neighbours. Guided by the Catholic Church's teachings, the Catholic Board Council is advocating for an increased focus on inclusivity for our first pillar, Student Well-Being. By following in Jesus' footsteps, we hope to advocate for any inequities identified in the school boards across the province.

"I GIVE YOU A NEW COMMANDMENT: LOVE ONE ANOTHER. AS I HAVE LOVED YOU, SO YOU ALSO SHOULD LOVE ONE ANOTHER"

JOHN 13:34

Catholicism, by nature, has an inclusive message, calling us to love unconditionally. To live this commandment in abundance is to embrace the differences among us and ensure that every human being feels welcomed.

RECOMMENDATIONS

Through the recommendations in this document, the Catholic Board Council hopes to aid in fostering a more inclusive school and learning environment for students. The following recommendations are centered around providing a medium for students to voice their concerns at a board level and improve the state of inclusivity at their board.

RECOMMENDATIONS

Student Advisory Committees

For additional work and decisions to be made at school boards, committees are established to oversee specific areas of education. An example of this would be a Special Education Advisory Committee (SEAC). Board committees can be comprised of staff, trustees, students and parents. These committees are a crucial part to the functioning of a school board and make positive changes in their community. An effective method of directly involving student voice is to form Student Advisory Committees focused on topics such as anti-racism. These committees would provide a space for students and staff to discuss relevant topics specific to their area of focus, as well as plan advocacy initiatives.

Equity and Inclusivity Advisory Committee

Similar to forming Student Advisory Committees, creating an Equity and Inclusivity Advisory Committee would also serve the same purpose. An example of this would be the Ottawa Carleton DSB's Advisory Committee on Equity (ACE). This committee can work to address forms of inequity within the educational environment for various areas of focus.

RECOMMENDATIONS

Student Leadership Group

Many boards have a Student Senate or a student leadership group established, one example being that of the Halton Catholic DSB's Student Senate. This outlet for student voice provides direct communication from the board to its students and vice versa. An alternate way to facilitate discussion from student voices on the topic of equity and inclusivity would be through this student leadership group.

Student Position on Existing Advisory Committees

If committees such as those previously mentioned already exist at a board, the incorporation of student voice on said committee would be a crucial component and addition to its endeavors to advocate for equity. Establishing a permanent student position on these committees would further promote the importance and involvement of student voice.

RECOMMENDATIONS

THE CATHOLIC BOARD COUNCIL OF OSTA-AECO RECOMMENDS THAT SCHOOLS BOARDS IMPLEMENT THE AFOREMENTIONED FORMS OF STUDENT REPRESENTATION TO ENSURE THAT STUDENTS CONTINUE TO REMAIN AT THE FOREFRONT OF DISCUSSIONS PERTAINING TO EQUITY IN THEIR EDUCATION.

CONCLUSION

The Catholic Board Council of OSTA-AECO strives to use faith as a guiding principle and advocate for the inequities found in Catholic Education across the province. The aforementioned recommendations are intended to further promote student voice at the school board level in discussions about inclusivity to continue to create positive change within the school environment.

“YOUR EVERY ACT SHOULD BE DONE WITH LOVE.”
1 CORINTHIANS 16:14

Every human being equally deserves to be loved and have their voices heard. Inspired by the life of Christ, we are called to make the world a more inclusive place.

APPENDIX

Student Senate Example: Ottawa-Carleton District School Board (https://ocdsb.ca/about_us/departments/equity_and_diversity/advisory_committee_on_equity___a_c_e_)is linked as an example.

Student Senate Example: Halton Catholic District School Board (https://www.hcdsb.org/Students/Senate/Pages/Student-Senate.aspx) is linked as an example.

END NOTES

John 13:34 (NABRE), The New American Bible Revised Edition. (New Jersey: Catholic Book Publishing Corporated, 1970).

1 Corinthians 16:14 (NABRE), The New American Bible Revised Edition. (New Jersey: Catholic Book Publishing Corporated, 1970).