



Committee of the Whole Meeting

Date: Monday, March 8, 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, Gerald Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Trustee	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action			

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of Monday, February 8, 2021 Committee of the Whole Minutes	Board of Trustees	pp.5-8	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Adult Education Update 5.2 Assessment & Evaluation	M. Ivankovic/L. Mackay J. Klein/B. Wolf/S. Smart	pp.9-14 pp.15-20	Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp. 21-62	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			

ITEM	Who	Agenda Section	Method & Outcome
12.1 Board policy I 001 Ends Review 12.2 Work of the Board – PD Discussion on Monitoring Reports	Board of Trustees Board of Trustees	pp.63-64 --	Discussion Discussion
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • Mar 18: Huron Brigadoon Boundary Review (Public Meeting) • Mar 22: Board of Trustees Board Meeting • Mar 25: Kitchener's State of the City Address • Apr 6: Huron Brigadoon Boundary Review (Public Meeting) • Apr 7: Audit Committee • April 7: SEAC • Apr 12-16: Rescheduled March Break • Apr 19: Committee of the Whole • Apr 20: CPIC • Apr 22: Budget Advisory Committee Meeting • Apr 26: Board of Trustees Board Meeting • May 1: OCSTA AGM (Virtual) 	Chair	--	Information
14. Items for the Next Meeting Agenda			
<ul style="list-style-type: none"> • Student Success Update/Plan • School Year Calendar • Update on Budget Preparation • Board Policy II 008 Chairperson's Role (da Silva) • Board Policy II 013 Cost of Governance (Dupuis) • Board Policy II 014 Trustee Expenses (all) • Board Policy III 005 Monitoring CEO Performance (Reitzel) • Board Policy IV 005 Hiring/Promotions • Board Policy IV 010 Facilities Accommodations • Board Policy IV 012 Communication and Support to the Board (March/April) • Notice of Motion (Nurturing Inclusivity) (Decision) • Semi-Annual Policy Update • Update on WCDSB COVID Education Delivery Plan 	Trustees Board of Trustees	--	Information
15. Adjournment/ Confirm decisions made tonight			
15.1 Confirm Decisions 15.2 Move in Private, Private	Director of Education Recording Secretary Board of Trustees	--	Information Approval
16. Closing Prayer			

ITEM	Who	Agenda Section	Method & Outcome
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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, February 8, 2021 Virtually.

Trustees Present:

Bill Conway, Manuel da Silva, Kevin Dupuis, 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:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair called the meeting to order at 6:01 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Student Trustee Morrison.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Van Alphen.

Chair Van Alphen, Trustee Gravelle and Director Notten provided words of congratulations to Dr. Laura Shoemaker on her upcoming retirement.

1.3 Approval of Agenda

Amendments to the agenda include updated 5.3 to Decision from Information. Also, 12.1 will be moved up before Items 6 to allow discussion with staff present.

2021-04 -- It was moved by Trustee da Silva and seconded by Trustee Conway:

THAT the agenda for Monday, February 8, 2021, 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

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of Monday, January 11, 2021 Committee of the Whole Minutes

3.2 2021-2022 Estimates Budget Plan

2021-05 -- It was moved by Trustee Price and seconded by Trustee Dupuis:

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

4. Delegations

5. Advice From the CEO

5.1 Early Years Report

Superintendent Klein introduced the Early Years Report and the presenter Kim DeGasperis, Student Achievement Consultant, K-3. Ms. DeGasperis' presentation included update on professional learning for educators, celebrations, challenges and next steps.

5.2 Annual Report on STSWR

Superintendent Maharaj introduced the Annual Update on Student Transportation Services of Waterloo Region (STSWR) and the presenter Benoit Bourgault, General Manager, STSWR. The presentation included highlights of 2019-2020, measuring performances, 2020-2021 Outlook and financial overview.

Trustees asked clarifying questions and provided feedback.

5.3 Huron Brigadoon Boundary Review Timelines

Superintendent Maharaj introduced Virina Elgawly, Property/Planning Officer who provided a report on the Boundary Review Timelines. The report included scenarios and points for consideration. Round table discussion commenced with trustees. Trustees provided preference and concerns. Majority of Trustees felt it was important that current administrators be part of the process. Trustee Conway noted his concern that it was too rushed and did not see the justification and noted his preference of Appendix B.

Chair Van Alphen read the proposed motion and asked for a mover and a seconder.

2021-06 -- It was moved by Trustee Dupuis and seconded by Trustee Reitzel:

That the Board of Trustees direct staff to follow option C as outlined in this report for the Huron Brigadoon Boundary Review.

Chair Van Alphen asked if there was consensus. Trustee Conway stated that he opposed the motion and requested a recorded vote. As such, Chair Van Alphen asked for a show of hands of who was in favour of the motion:

Trustee Conway: No

Trustee da Silva: Yes

Trustee Dupuis: Yes

Trustee Gravelle: Yes

Trustee Price: Yes

Trustee Reitzel: Yes

Trustee Schmalz: Yes

Trustee Weiler: Yes

Chair Van Alphen: Yes

Motion passed with 8 votes in favor and 1 against. Motion carried on majority support.

Chair Van Alphen noted that the motion will be placed the in upcoming Board consent agenda to officially approve the motion.

5.4 Parent Engagement Update

Superintendent Merkel provided a Parent Engagement Update. Update included initiatives, PRO Grants, support to Schools/Catholic School Advisory Councils, onboarding event, CPIC goals and next steps.

At this time 12.1 was brought forth for discussion.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights included:

- Confirmation that invitations will be sent shortly to CPIC and SEAC for updated at May COW. As Audit already presented their annual report in November, will not make it onerous for them to come in May.
- Winter Walk to School Day is scheduled for February 10th, there are 14 schools participating, typically Trustees were invited to participate but due to COVID-19 regulations, Trustees will not be joining schools and were asked to support via social media to build awareness.
- A card will be purchased for Laura's retirement and left at CEC for Trustees to sign. Once signed Alice will send to Laura.
- Trustee Schmalz shared his volunteer experience with Tiny Homes.

6.2 Pastoral Care Activity

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

- Recap on Paint Night.
- Thanks to Abby for continued work on Prayer Partner initiative.
- Looking for virtual speaker for Trustees on motivation, may be a fee.
- Reaching out to Fr. Joseph to see if Trustees can support Tiny Homes in any way.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Van Alphen briefly discussed OCSTA communications.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

12.1 OSTA-AECO Recommendations

A quick summary of the report was read, and Superintendent Olson was called upon for insight. Superintendent Olson noted that the Board does have an active Equity Committee and that the committee has organized sub-committees to address the Ontario Equity initiative. He noted that student voice is wanted and needed and that the Board is looking at the best method to ensure student voice is captured at that table. It was suggested that students might be better served by a student advisory committee with supervision, with guidance also being provided by our incoming Equity Officer, which the Board is in the process of hiring. It was suggested that from that table have a student representative would join the Equity Committee both capturing student voice from the district and channeling it to the central equity table.

Trustees asked clarifying questions and provided feedback. It was noted that Student Trustees are looking at having an equity representative on student council. Superintendent Olson noted it is important there are a diversity of voices on the committee.

Trustee Conway noted concerns of lack of parent and community voice on the committee to address racism. Noted concern of just having one student on a mainly staff committee and whether their voice would truly be heard. Questioned how parents and community would get a voice at that table. Superintendent Olson reminded Trustees that the Board is moving forward with Student census which is collecting data from student body that is voluntary and confidential but not necessarily anonymous and part of that process is a consultation with the larger community with parent groups.

Chair Van Alphen noted that there was some interest in forming a group and suggested that Superintendent Olson come back to the Board with a report with the recommendations on how to move this forward or Trustees can take on and have it come forward at another meeting.

Trustee Conway noted that he was still not satisfied that the parent or community voice will be heard and believes ongoing dialogue is needed similar to committees such as CPIC and SEAC. Trustee Conway noted that he will work with the Chair of the Board and Director in bringing a Notice of Motion for a future Board meeting.

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events. Noted February 19th is Part 2 of Equity Training for those who registered.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

***2021-07-- It was moved by Trustee da Silva and seconded by Trustee Gravelle:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:19 p.m.***

Chair of the Board

Secretary



Date: March 8, 2021
To: Board of Trustees
From: Director of Education
Subject: St. Louis Adult Learning and Continuing Education – Connecting to the MYSP and BIPSA

Type of Report:

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

Type of Information:

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

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

Board of Governance Policy I:001 Ends
 Ontario Catholic School Graduation Expectations (OCSGE, 2011): [Institute for Catholic Education]
 PPM No. 159 Collaborative Professionalism

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

Ontario’s Education that Works for You (2019)
 Ontario’s Equity and Inclusive Education Strategy (2009)
 Ontario’s Well-Being Strategy for Education: Discussion Document (2016)
 Ontario’s Equity Action Plan (2017)

Alignment to the MYSP:

Nurturing our Catholic Community: *Promote a culture of belonging and respect, that supports success for all.*
Student Engagement, Achievement & Innovation: *Nurture a culture of Innovation; Foster maximum opportunity for success for all*
Building Capacity to Lead, Learn & Live Authentically: *Investment in global competency development and leading technology; Nurture the well-being of all students and staff*

Background/Comments:

Since our last report to the Board of Trustees on March 8, 2020, that which we proposed changed dramatically within that week. Despite the challenges of the past year, we forged ahead with many recommendations, adjusting our priorities along the way to achieve numerous successes across all programs. We are proud of the resiliency of the St. Louis community as we *Gather to Become*. For many adult students, the ability to balance work, school and life responsibilities is often a driving force for the outcome of their academic success. Variability of work, increased need for digital resources, sporadic childcare, mental and physical well-being,



and irregular access to community supports were intensified this past year and we are especially proud of everyone's resiliency and success.

Physically Transforming

St. Francis campus renovations completed December 2020

The first literacy level **ESL students arrived Wednesday, February 17** (after Family Day and the inclement weather day). We are so grateful to the partners at Christ the King and Forest Hill United Churches for their partnership that allowed classes to continue during this project. We applaud Facilities (and the trades tendered), Maintenance, and IT for working diligently to overcome the many challenges with this aging building and bringing our learning and workspaces into this century.

Kitchener Main campus renovations have begun (Year 1 of 5)

The return to school in September 2020 was extra special for St. Louis, and not just because of a return after the extended pandemic lockdown. The culture of belonging, respect and a renewed sense of school pride abounded, as staff and students met face to face with many peers and colleagues in the beginning stages of fresh spaces and many improved safety measures.

As part of the first phase of a five-year renovation plan, completion of renovations included:

- a newly paved parking lot shared by WCDSB and St. Louis staff (**new** 10 students spots and a bike rack),
- 5 weeks of painting in some critical areas and a brighter, more welcoming Main office,
- replacement of 135 screens and new roller blinds in all classrooms and office spaces,
- upgraded security cameras, key fob system and fire safety features
- increased Wifi capacity,
- and the replacement of heating and cooling units.

Becoming Virtual

Revisiting 'Technology in Classroom' to Support Student Achievement

The plan to invest in technology and foster maximum opportunities for success for all was accelerated, as we shifted to remote learning environments in 2020-2021. Our best efforts this past year were good for some, yet not for all; a theme every school in Ontario has experienced. Adult and Continuing Education needs to continuously improve in this area to 'catch up', keep adult learners engaged and help them develop and maintain competencies with the use of technology.

ESL, LINC and Literacy and Basic Skills (Core Essentials/LBS) had less than 200 chromebooks to loan at the start of the school closure. Fortunately, we already had additional 280 chromebooks on order for ESL, that were then made available for Summer ESL remote learning and the 2020-2021 school year.

The switch to remote learning occurred March 23, and there weren't enough devices for all St. Louis students; not all have their own devices and the computer labs onsite were unavailable due to the closure. We believe this lack of digital access was a contributor to lower enrolment and continuance for many Secondary School Credit (SSC) students (half) and International Languages, ESL & LINC (two-thirds of what was projected for 2020-2021). This decline in enrolment is on par with other Continuing Education Centres across the Province.



There is a plan in the coming year to utilize the reclaimed Bright Links supplied by WCDSB, and train staff. St. Francis already had them installed in every classroom, during the renovation, and Kitchener Main Campus installations are the next step as finances permit. St. Mary's Campus and Highland Campus will be Phase II as finances allow.

Gathering As a Collective

Nurturing our Catholic Community

This year, we didn't have regular **meetings / visits with priests** from St. Mary's, but members of the St. Louis leadership team have connected a few times on the ***Tiny Homes Take-out*** and ***A Better Tent City (ABTC) projects*** – SL culinary program has contributed soups to feed the residents at ABTC; Administrators visited ABTC site and Chef Amy from St. Mary's parish and Chef Doug at St. Louis have planned introductions to discuss future collaborations when it is safe to do so.

A **spiritual and prayer room has been added to St. Francis Campus** during the renovation. It will have multi-faith uses and still needs to be furnished with the intent of applying for grants to do so. The pursuit of grant(s) will also include a refresh of the spiritual / prayer room at Kitchener Main hopefully in late 2021.

Transition of Leadership

In Spring, 20-year St. Louis veteran Administrative Lead, Sigi Drake retired after 30 years with WCDSB. After 15+ years with St. Louis and 23 years with WCDSB, Principal Paul Cox retired in December 2020. Lisa Mackay moved from Vice-Principal to St. Louis Principal. Delmar Borba and Kevin Hinsperger both joined the St. Louis Administration team in late October 2020 and January 2021 respectively. And there were significant shifts in administrative assistants due to retirements and WCDSB or community opportunities. These transitions of key staff have an impact on building, nurturing, and maintaining school community, while managing the complexities of St. Louis. Although the institutional memory is critical, and those who have left the organization continue to be allies, this transitional time lends itself to embracing new opportunities with fresh ideas and perspectives.

Building cohesion as a school community under new leadership (during a pandemic) has meant our efforts to 'gather', has had to look different. Attendance at staff Teams meetings outside of work hours in all program areas has been met with enthusiasm, thirst for Professional Development quenched and attention to the wholistic needs of staff acknowledged. Three times a week, administrators reach out with a *Monday Motivator*, *Wellness Wednesday* and a *Friday High Five* and likely continue to strengthen community.

Professional Development to Build Capacity

SSC Professional Development lunch and learns sessions continued this past year, with a responsive focus to increase remote teacher led teaching and learning strategies. School to Work (Hair, Culinary, PSW), International Languages and Correspondence staff were all invited to take advantage of these sessions. In addition, we held **two full-day PD days** for SSC staff – **a first for St. Louis**.

All program areas and departments shone in providing instructors with professional development for remote and online teaching and learning. Notably, International Languages has offered 10 separate PD sessions on Saturdays (after class) since September with presenters from within as well as from other boards. Even Human Resources had challenging learning for interviewers and some candidates in the beginning, as St. Louis pivoted immediately to online interviews. 88 online interviews have been conducted this past year.



Rebuilding Supports

Ontario Works Caseworkers, who became integral to our school community are now exclusively working remotely and continue to support students and work through St.Louis staff to provide payment for programs and childcare for their clients.

Our partnerships with the universities and colleges through the guidance department have continued and students have access to liaison officers for virtual appointments.

Region of Waterloo Employment support workers returned to the school in September and October to complete safe food handling employment readiness to assist our last year's school to work student toward course completion and co-op preparation. Covid restrictions have prevented their return for the next cohorts of students.

As planned, Wilfrid Laurier Faculty of Social Work supported us with an **MSW student placement** for 6 months to focus on student and staff mental well-being projects at Kitchener Main Campus. Lyndsay Catherall is also developing a student survey that will create a forum for student voice and assess priority student needs.

Student Achievement and a 4-week Graduation

PSW: In March, 61 PSW students were interrupted by COVID, yet we still **successfully graduated 23 PSW's in April**, navigating numerous roadblocks to be sure they could complete their training that had only days left to finish, write the exam the next month and be employed the same day. The remaining PSW's students that were mid-point in their learning, returned in August and September and graduated this Fall. **Due to classroom size caps, we currently have 18 PSW's in placement, graduating April and another 57 who will graduate in June.** The new February PSW cohort has moved to a hybrid model (2 days/wk in class, 3 days / week online). Over 100 students are on a waiting list for September.

Hairstyling/Barber and Culinary: Remote and digital learning for a hands-on learner was met with enthusiasm and nervousness by all and it took several weeks before students could access their tools left behind at the school during the first lockdown. Despite these learning obstacles, we successfully graduated 37 Hairstylists and 15 Culinary students. Restaurant and salon industry closures during Covid have significantly impacted the attraction of these programs and recruitment has been more challenging this year, however we still have two levels being taught in each program at the current time.

Credit Courses: Total graduates for 2019-2020 was 492, the highest in St. Louis school history. Over 3000 students have contacted a guidance counsellor since September through our **new online Guidance Intake Form**, phone calls and emails including referrals to ESL/LINC and the Core Essential (Literacy and Basic Skills) programs. As of September, St. Louis has registered:

- ~1000 in Secondary School Credit Day classes taught remotely by teachers using D2L platform
- 900 Correspondence / Self-directed,
- 166 Credits@Work,
- 272 Chef, Hair and PSW combined, and
- 120 secondary language credit courses.

Overall, enrollment is still down from the previous year. The number of new students applying to online credit programs has decreased by half. Completion rates, however, have remained on par with last year, with approximately 200 students having completed the Intent to Graduate Form already (same number at this time last year). Over 300 post-secondary applications processed to date and 900 PLAR assessments completed.



Literacy and Numeracy (Gr. 7-10): Summer Expedition for Intermediate students reached almost 100 students for 2 weeks in July. HeadStart, held at the end of August, became the first opportunity for close to 1000 Grade 9 students to connect in-person since March. In September and October, Homework Clubs would typically be set up by up to 25 different schools, however, a number of factors prevented this start up. This literacy and numeracy support has been gradually reintroduced. Face-to-face and blended options in the Elementary schools have shown much higher participation rates with plans to continue these and add more in the coming weeks. Summer 2021 plans are in progress.

ESL & LINC: ESL and LINC Program Managers are proud of the instructors and student successes listed below despite the pandemic. Both programs have made the commitment to offer **face-to-face learning for Literacy and Level 1 students** and the remaining levels would learn exclusively remotely (via phone, text, online). With the language assessor shifting roles to become a digital coach available for learners and teachers. Summer ESL plans are in progress.

St. Louis ESL	BEFORE PANDEMIC		DURING PANDEMIC	
	Apr – Aug 2019	Sep 2019 – Feb 2020	Apr – Aug 2020	Sep 2020 – Feb 2021
Registered Learners	3485	3330	2256	2540
Progressions	616	592	269	344

St. Louis LINC	BEFORE PANDEMIC		DURING PANDEMIC	
	Apr – Jun 2019	Sep 2019 – Feb 2020	Apr – June 2020	Sep 2020 – Feb 2021
Registered Learners	*768	887	509	772
Progressions	274	235	121	186

Core Essentials (LBS): Core Essentials Literacy and Basic Skills’ funding year is April to March and to date they have 175 registrations (lower than the annual target of 220). 25 students are on a waiting list for face to face space in Core Essentials. Because the Core Essentials team rallied to create, learn and deliver remote literacy training programs in Google classroom, it has helped both remote and in-class learners accessing a variety of virtual learning tools and platforms. Core Essentials Assessor shifted their role to support students with digital literacy need to better connect with the class. The milestone completion rate has been higher since offering remote supports and 59 Core Essentials students have successfully completed the program completions to date.

Graduation: Every Fall, St. Louis holds a graduation ceremony for St. Louis OSSD graduates and Skills Training Certificate earners. Usually St. Mary’s church is filled with 25% of all graduates and their loved ones. (PSW is almost 80% attendance rate on a separate night). Due to COVID restrictions, we created a 4-week graduation drop-in from Nov 13-Dec 11. **492 OSSD’s and 104 certificate holders** were invited on scheduled days to keep the numbers of students in the schools at one time lower. As a result, over 50% of students picked up their diploma/certificate, walked the short graduation walk of fame, took a selfie and celebrated their accomplishment with some enthusiasm. We could still see the smile behind the mask.



The Chrysalis of Becoming

Work in Progress & Next Steps / Recommendations

- **Complete St. Francis campus welcoming features and childcare retrofits** in the coming months.
- Close Kitchener Main Campus in Summer of 2021 to **address Year 2 renewal priorities**.
- Develop a strategy to improve promotion of adult student responsibility for **IEP disclosure**.
- **Collect clean data**. We have internal measures within various programs, yet there needs to be greater specificity and data mobility to set specific program targets through Aspen and all programs. This collection continues to be challenging, and a St. Louis administrative assistant has been added to the Aspen IT team to address new challenges to our operations on the new student management platform.
- **Revisit new Partnership with the Local Integrated Health Network (LIHN)** in Fall 2021 to pilot iPad onsite mental health support has been deferred due to the pandemic.
- Continue to develop the role of Master of Social Work student on placement from WLU to support student wellness initiatives and care.
- **Identify urgent student learning needs**, through the **SIPSA process**. The SIPSA will drive how we will make learning personal and precise to individual students throughout all St. Louis programs. This will be developed over the coming years due to the complexity of the organization, and development is on hold this year due to significant implications to programming of Covid-19 and shift in the student data management platform.
- **Call on WCDSB senior team and trustees for support and advocacy** surrounding the academic and community value of **St. Louis PSW program**. **School board run PSW programs** across the Province have approximately 85% graduation rate on average over multiple years and staff approximately 20% of the PSW workforce. Government has supported Community and Private College PSW training programs with free tuition and paid placements and not extended it to school board run PSW training. Provincially, our programs are currently in jeopardy due to these benefits and we are working on a response at the provincial level through CESBA. St. Louis PSW program is one of the leaders in Ontario.
- Focus on supporting the meaningful contributions to improving language learning experiences within International Languages (IL). For example, Tigrina language teacher will translate 30 stories for the very popular *Storybooks Canada* website. **IL will seek similar outside reaching opportunities for other language programs**.
- **Execute program expansion of LINC program with recently approved expansion funding from Immigration, Refugees and Citizenship Canada (IRCC)**. This funding will prepare St. Louis' LINC program and Waterloo Region for a portion of the 40,000 newcomers expected to arrive in Canada at the end of 2021 and early 2022. Waterloo Region has recently ranked among the top 4 settlement communities in Canada. This expansion means that 12 morning and 12 afternoon classes at St. Francis and 4 morning and 4 afternoon Highland Campuses will be fully utilized, plus additional childminding can be offered at both locations.

Prepared/Reviewed By: Loretta Notten
Director of Education

Lisa Mackay
Principal

Maria Ivankovic
Superintendent of Learning

Michele Breault
Program Manager

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





Date: March 8, 2021
To: Board of Trustees
From: Director of Education
Subject: Assessment & Evaluation Practice at the WCDSB

Type of Report:

- Decision-Making
- Monitoring
- x Incidental Information concerning day-to-day operations

Type of Information:

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

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

Education Act Section 169.(1)

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

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

- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12](#)
- [Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#)
- [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)
- [WCDSB Assessment, Evaluation and Reporting, Gr. 1-12 - APC050](#)
- [Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)
- [Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being](#)
- [Ontario Ministry of Education Kindergarten Program](#)
- [Ontario Ministry of Education Curriculum Documents](#)

Alignment to the MYSP:

Priority Area: Student Engagement, Achievement & Innovation

Strategic Direction: Nurture a Culture of Innovation

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



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

Strategic Direction: Investment in global competency development and leading technologies

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

Background/Comments:

All assessment should lead to hope and an understanding that education is about learning. Educators design and implement rich learning tasks which respect the uniqueness and diversity of the individual learner; this leads to authentic assessment and evaluation as well as the use of accurate reporting strategies. Educators support students in meeting the learning expectations through a variety of assessment opportunities with the appropriate level of challenge, thereby helping students to demonstrate their level of achievement.

In March 2020, with the onset of the COVID-19 pandemic, WCDSB responded by developing an initial [Framework for Remote Educator-Led Learning](#) to support educators through three distinct phases of the initial closure and online reopening. It outlined the key goals and priorities for each phase and included subject specific resources and supports as well as the key resource [Recommended Online Assessment Tools FOR/AS Learning](#). This was a period of rapid change and response that pushed us to communicate clearly and create many new supports for educators as they shifted their assessment and evaluation focus to new ways of collecting evidence to support the triangulation of data.

In the summer of 2020 a writing team assembled to create the next iteration of the [WCDSB Framework for Learning Design](#) in an effort to lay a foundation for professional learning prior to the start of the 2020-2021 school year as well as to provide a common understanding of key goals and priorities regardless of learning environment. The creation of the framework and associated professional learning was initially provided to both elementary and secondary educators in conjunction with ministry mandated professional development on virtual learning as part of the September 2nd and September 3rd 2020 PD Days. The WCDSB Framework for Learning Design is a dynamic website that continues to be updated as information changes and new resources are identified and created.

Throughout the 2020-2021 school year assessment and evaluation in the context of the ongoing pandemic and varying learning scenarios continues to be a topic of importance for educators, students, and families alike. Educators have had to shift their practices to meet student need in different learning environments that have changed and evolved throughout the school year. Their mindset also shifted from the ministry instructions provided regarding assessment and evaluation during the spring to a new understanding that assessment and reporting requirements continue to be rooted in *Growing Success* this school year regardless of learning scenario. Additionally, educators have had to learn and adapt to Aspen as the new report entry software.

With all of these changes and new requirements, CEC staff in many areas of Program Services, Student Services, and IT have responded to educator needs related to assessment, evaluation, and reporting in countless ways. This report captures some of the most significant developments related to assessment and evaluation, responsive strategies implemented to support educators and students, and next steps that will be taken during the remainder of the school year and into 2021-2022.

PROFESSIONAL LEARNING AND EDUCATOR SUPPORT

Kindergarten Highlights Related to Assessment and Evaluation:

- Balanced Literacy Assessment Measures (BLAM), Kindergarten-Grade 3:
 - Educator Guide
 - Remote Learning Supports
- BLAM Updates for 2020/2021: 30 views
- Priorities for St. Isidore: 17 participants and 28 views



- Reading Assessments in Remote Learning Classrooms: 33 participants and 9 views

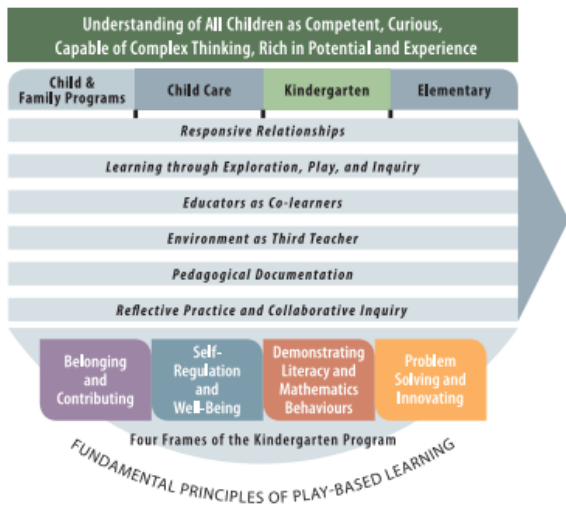


Figure 3. Pedagogical approaches that support learning are shared across settings to create a continuum of learning for children from infancy to age six, and beyond.

From: [Ontario Ministry of Education Kindergarten Program](#)

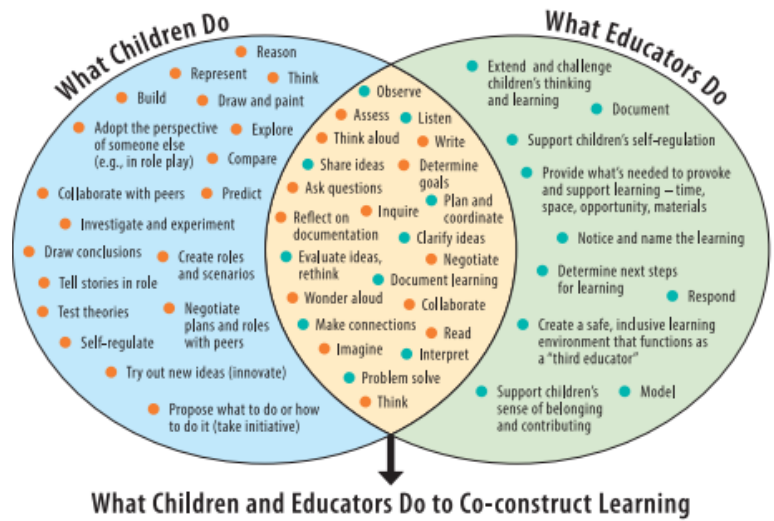


Figure 4. This graphic depicts the interdependent roles of children and educators in play-based learning. It identifies the various ways in which children and educators engage throughout the day, showing their roles in the co-construction of learning.

[Program](#) Figure 3 p. 18; Figure 4 p.25

Literacy Highlights Related to Assessment and Evaluation:

- Benchmark Assessment System (BAS) kits for each school K-8:
 - The plan is to eventually attach this data to students to allow for tracking year-over-year and long term (*i.e.*, EnCompass or Aspen).
- Six Leveled Literacy Intervention (LLI) programs purchased for grades 7 and 8 at targeted schools.
 - Next step is additional support for use of the programs
- Empower and Lexia programming through Student Services:
 - Lexia: 900 licenses given out to students
 - September 2020: 90% of students were below grade level material with 9% in grade level material and 1% above grade level material
 - February 22, 2021 data shows 84% below grade level material, 13% in grade level material, and 3% above grade level material
 - 725 certificates issued between September 2020 and February 2021 representing a level that has been passed by a student.
- Purchase and roll out of new online literacy content resources to support teaching and assessment:
 - Scholastic Literacy Place Shared Reading (K-3)
 - Scholastic Literacy Place Pro Library (K-3)
 - Spark Reading Pilot (SVDP) with intention to grow (K-6)
 - Nelson Dashboard Teacher Resource (all schools 4-8 and 9-10).

Numeracy Highlights Related to Assessment and Evaluation:

- 2020 *Math Curriculum, Grades 1-8 - Addendum to Growing Success* and update on Evaluation of Social Emotional Learning Skills:
 - change to single letter/percentage grade to reflect overall and integrated learning
 - pause in assessment of social emotional learning skills related to Strand A. The recommended pause reflects the growing need for additional supports of effective assessment and evaluation for these vital skills focused on anti-biased, equitable and inclusive pedagogical approaches.
- Successful Classroom Coaching Strategies:



- use of Pre/Post assessments to guide instruction and focus coaching work
- assessment *for* and *as* learning
- assessment tasks in Knowledgehook (in use at all schools)
- Educator Learning Module (ELM) stand alone session on assessment, evaluation, and reporting:
 - Pre/Post survey results

	1 - limited comfort	2- somewhat comfortable	3 -growing comfort	4- very comfortable
Assessment, Evaluation & Reporting				
PRE	112	220	223	58
POST	28	183	344	59

- The top 5 requests for new learning demonstrate an ongoing focus on needs related to assessment and evaluation:

I would like to learn more about...	Number of Mentions
1.Coding & Resources	195
2. Resources/Units/Texts	154
3. Gap Closing	101
4. Assessment, Evaluation & Reporting	79
5. Lessons Planning Supports	56

Adapted Secondary and Fully Remote Including St. Isidore and Full System (Jan/Feb)

- Prioritization of assessment that drives instruction.
- Quadmester presented some challenges and reflection upon curriculum essentials in order to clarify the evaluations to be completed:
 - instead of formal final exams, there have been other forms of final evaluations and consolidation of learning (e.g. projects, interviews, etc.)
- Supports for leveraging technology to enable instruction and assessment in the adapted and fully remote models included:
 - WCDSB professional learning sites for self-paced learning and technical guides with ongoing maintenance for educators:
 - WCDSB Framework for Learning Design Leveraging Digital Section
 - ProfessionalLearningLE course in D2L (with content and recordings)
 - Google Classroom support website (links to resources, recordings etc.)
 - Occasional Teacher Google Classroom (links to resources, recordings etc.)
 - Google Support Resource (with links and recordings)
 - Twice daily professional learning sessions on Teams, Meet, Brightspace by D2L, and/or Google Classroom for the first 6 weeks of school
 - Additional sessions for St Isidore at the October transition and the start of Quad 3 (8 total sessions)
 - September evening session organized through OECTA for occasional teachers (OTs); 2 repeat shorter sessions January 22 on our PD day (recorded and added to OT support classroom)
 - Google Classroom and Google Meet session for Special Education teachers and FSL and French Immersion (FI) teachers in December
 - “On-demand” online support sessions for schools, educator learning teams, and individuals as well as individualized videos and support via email.

Standardized Testing

- The OSSLT was cancelled in the Spring of 2020 and the Graduation Literacy Requirement was waived for 2020 and 2021 graduates; an online OSSLT Field Test has been offered to all boards for current grade 10 and 11 students. Information is still being gathered in order to support decision making.



- Grade 9 Math - did not participate in the field test during Quad 1 and 2 (during remote learning).
- Grade 3 and grade 6 EQAO testing was cancelled in 2020 and is cancelled this year as well.
- The lack of current EQAO data reinforces the importance and relevance of other types of student achievement data that are rooted in common standards and curricula (BLAM, BAS, Knowledgehook, pre-post assessments *etc.*).

Leveraging Digital to Triangulate Data

Assessment *For/As/Of* Learning:

- The A&E focus has shifted to gathering evidence of skills development rather than focusing on knowledge as students have access to all manner of information while online.
- Educators have had to re-consider the design of assessment in order to foster critical thinking and develop ethical academic behaviour.
 - For example, educators are shifting from typical online testing to performance tasks where students can collaborate and gather information from multiple sources in order to apply their critical thinking and synthesis skills.
- Educators have leveraged technology to provide opportunities to converse and observe students at work:
 - For example, online meetings in small groups and one-on-one sessions, Flipgrid or Video tool reflections by students, interviews/conferences, observation of play, etc.

Evaluation and Reporting:

- Due to the many transitions between home elementary schools and St. Isidore, transition templates (mirroring progress reports) for Kindergarten to Gr. 8 were shared between educators to facilitate the sharing of report information.
- All teachers have transitioned to Aspen for reporting:
 - Elementary instructions, training videos, and FAQ pages were created to support this new entry method. One training session was provided for itinerant teachers and provided on January 22, 2021.
 - Secondary instructions, training videos, and FAQ pages were created to support mark and comment entry.
- EnCompass access to student information was significantly delayed due to the implementation of Aspen. For Quadmester 3 secondary educators have access to their classes for the gradebook function and the student profile. Elementary teachers have access to Encompass again as well. EnCompass is important for understanding the profile of the learner across time as well as student tracking, transition planning, and monitoring. Additionally it is our *Growing Success* compliant gradebook.

NEXT STEPS:

- Continue the work of shifting practice to deep learning and authentic rich tasks that develop multiple learning skills, global competencies, and achievement of overall curriculum expectations:
 - Assessment and Evaluation Committee will be offered the opportunity to take a partially-subsidized additional qualification course in assessment and evaluation
 - Assessment Splashes will be shared via system announcements
 - Ongoing training in the use of technology and resources to support best practices and new assessment tools such as BAS
 - Continuing the educator learning around the use of descriptive feedback and triangulation of data
 - Gather educator perceptual data regarding changes to their instructional and assessment and evaluation practices (including PPM164 collections)
 - Continued development and refinement of the WCDSB Framework for Learning Design
- Work with Aspen and other Ontario boards to design and implement a *Growing Success* compliant markbook/gradebook if possible. Provide enhancement requests to both the markbook/gradebook and reporting features based on educator feedback and user experience.

Assessment, Evaluation, and Reporting practices at the WCDSB continue to rest at the core of all we do to ensure student achievement and well-being. These practices call educators to continually seek ways to learn more about their students' needs and respond creatively and effectively. This year has provided more than a few challenges



and the WCDSB has responded with resources and professional development opportunities that reflect innovation and a consistent focus on our students.

Recommendation:

Provided as information only

Prepared/Reviewed By:

Loretta Notten
Director of Education

John Klein
Superintendent of Learning

Suzanne Smart
Learning Innovation Consultant

Beth Wolf
Student Achievement Consultant Gr. 4-12

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



From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Friday, February 19, 2021 11:56 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: French as a Second Language (FSL) Provincial Working Group

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Ontario Catholic School
Trustees' Association

February 19, 2021

MEMORANDUM

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

CC: OCSTA Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: French as a Second Language (FSL) Provincial Working Group

Executive Director Nick Milanetti and I participated in a meeting of the FSL Provincial Working Group on December 9, 2020. We thought the attached Highlights and PowerPoint presentation from the meeting would be of interest to you.

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

CATHOLIC EDUCATION: *Nurturing Hope*

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Ontario Catholic School Trustees' Association

February 22, 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: Bishop Robert Barron Presentation – “Before Catholic Churches, Schools, Hospitals were Evangelists

I thought that the attached Presentation by Bishop Robert Barron would be of interest to you.

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

CATHOLIC EDUCATION: *Nurturing Hope*

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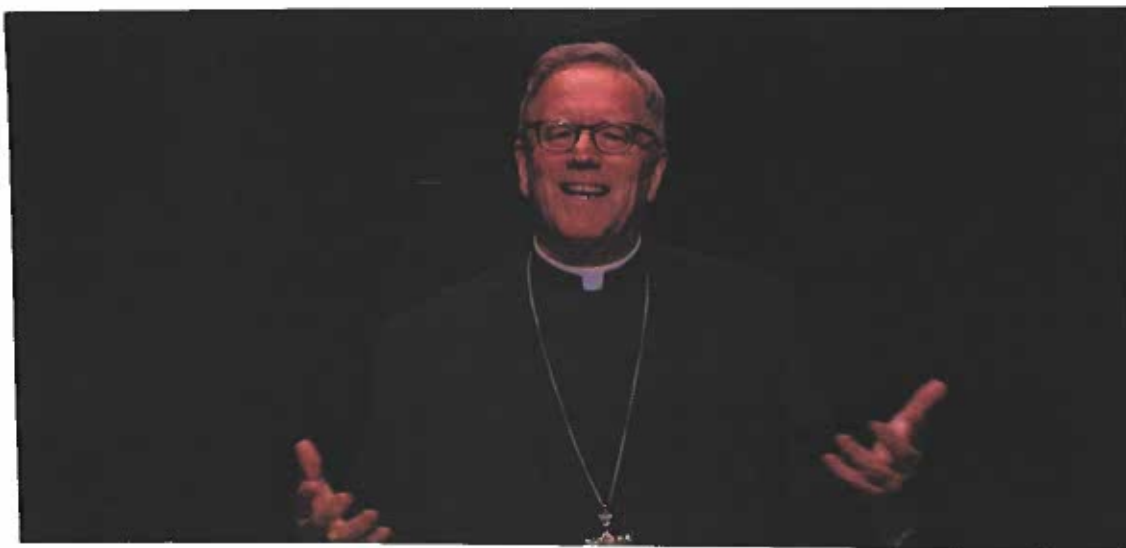
VOICES FEBRUARY 11, 2021

Before Catholic churches, schools, hospitals were evangelists: Bishop Barron to Vancouver educators

BY BISHOP ROBERT BARRON

f SHARE

TWEET



Los Angeles Auxiliary Bishop Robert Barron tells Catholic educators in Vancouver about their mission of evangelism Feb. 11.

More than 1,600 participants logged on to the first virtual [Catholic Educators' Conference](#) by the Catholic Independent Schools of the Vancouver Archdiocese Feb. 11. One of the keynote speakers was Los Angeles Auxiliary Bishop Robert Barron, whose presentation is excerpted here.

In the beginning of the life of the Church, there were no parishes, schools, hospitals, chanceries, or Vatican, but there were evangelists.

I want to look at what I still take to be the number one concern of everybody at every level of the Church's life, very much including religious educators, and I'm talking about evangelization. I'm talking about this crisis of evangelization that I think we all have to respond to in our own way.

To get at this I wonder if I might take you back to June of 2014 and Presbyteral Day in the Archdiocese of Chicago. That's where I'm from originally. At that point I was a priest of Chicago, I was rector of the seminary at Mundelein [in Illinois] and it was Cardinal George's last opportunity to speak at Presbyteral Day. He was actually in the waning months of his own life, but we didn't clearly see that. He died just about a year after that talk.

Cardinal George gathered with 600-700 Chicago priests. He talked about his many years as a priest and bishop, a review of his life. He then went into the institutional issues we were facing on our parish levels, our schools, our finances, etc. But then he said something that I consider truly prophetic.

Speaking to all the priests of Chicago, he said, “Brothers, remember something. At the beginning of the church’s life, there were no Catholic parishes. There were no Catholic schools. There were no Catholic hospitals. There were no chancery offices. There was no USCCB. There was no Vatican. There was no institutional structure in the earliest days. However,” he said, “there were evangelists.”

I think it was a prophetic remark and not because the Cardinal was somehow denigrating parish life or saying that our institutions aren’t important or we shouldn’t worry about them. He, in fact, had just told us how worried he was about them. I think what he was doing was this: he was reminding us of the priority.

What has been true up and down in the life of the Church from the beginning to today? What is the one thing that is absolutely essential? It’s not the institutional structures, as good and effective as they might be. They are not the most basic thing. The most basic thing is evangelization.

Go back to the church of Peter and Paul and James and John and Mary Magdalene and all those hundreds and thousands of others whose names have been lost to history who proclaimed Jesus risen from the dead. They are the reason why there is a church at all.

What’s our priority? I’ll use the cliché at this point: are we into maintenance or mission?

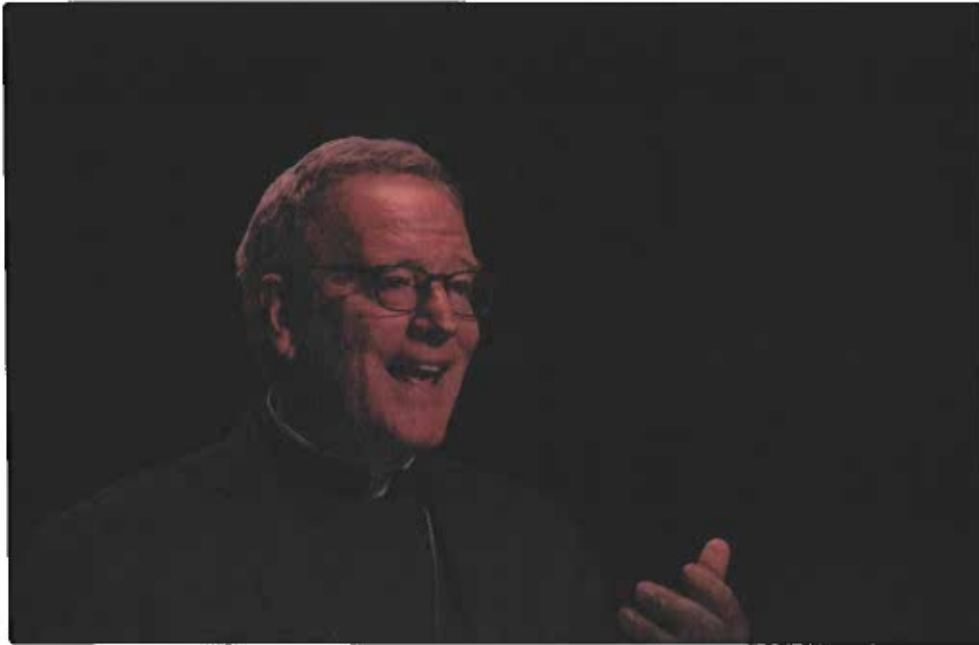
We always have to worry about maintaining our institutions. But if the maintenance of our institutions takes priority of the mission of evangelizing, something’s gone wrong. There weren’t any of those things in the beginning, but there were always evangelists. To this day, there must be evangelists.

I would say, given this crisis of disaffiliation we’re going through, especially with the young, this must be the priority at every level of the church’s life. Who comes to mind here of course is Pope Francis, who from the very beginning of his papacy has insisted on a church that goes out from itself. When a church is turned inward, it becomes sclerotic and sick. The church is meant to go out in evangelizing spirit.

Look at the word evangelization, from the Greek *euangelion*. “Good news.”

Can we distill from the great religions and religious philosophies of the world, a sort of generic spirituality? Yeah I think so. If you look at Hinduism and Buddhism and Judaism and Islam and Christianity and the great religious poets and mystics, can you distill from that a general spiritual perspective. Watch anything from the New Age. There is a generic spirituality that we can talk about.

But that's not evangelization, because evangelization has to do with good news. Something happened and these first Christians wanted to tell the whole world about it. Something new broke through, which we couldn't learn on our own. We couldn't come up with in our own poetic and spiritual musings. God has done something that has turned the whole world upside down. That's good news.



Bishop Robert Barron.

The best way to undermine all this is to turn resurrection into vague myth or symbol or literary device. When you do that, you undercut evangelization. You say, "oh it's a nice myth or metaphor from the ancient world." Who cares? Any poet can come up with that. That has no earth-shaking significance. They wouldn't go careering around their world to announce a poetic metaphor.

Look at the New Testament now with this in mind. When we evangelize, we should bring that same energy and enthusiasm about the resurrection of Jesus.

In the presence of Jesus we can't have a bland "live and let live" attitude. As he himself said, "you're either with me or you're against me." You see how he compels a choice the way no other founder does?

Evangelization is not sharing information about Jesus. I think that's an important thing, don't get me wrong, but that's theology or apologetics. Evangelization is sharing a relationship, sharing a friendship, and you say: "this friendship I have with Jesus the Lord is the most important friendship I have, and I want to share it with you."

If you don't have a living relationship with Jesus the Lord, you don't make him central to your life, you can't share that relationship effectively with others.

Teaching a sport or musical instrument or religion, here's what people find compelling: when you're passionate about your subject, and you know a lot about it.

You don't have to be flashy, you don't have to be relevant, you don't have to be aping whatever the current popular culture is dictating. They get a sense that you think it's really important, and secondly, that you know a lot about it. When those things come together, young people find you compelling.

The first part of that, that's the Lordship of Jesus. That's this personal relationship with him that's the most important friendship of your life. I don't care whether you're a teacher, a priest, a preacher, or anywhere in the church. People have to sense that from you or you won't evangelize.

It's been – I'll say it bluntly, I'm too old to keep avoiding this – it's been a pastoral disaster. I know this from survey after survey after survey, when they ask the young people. They will come forward with intellectual reasons for why they left the faith. They will say my questions never got answered, or science and religion conflict, or I was never given a rational explanation.



Online teaching during the pandemic. (BCC file photo)

What do we all need to do, all of us involved in evangelization? We've got to pick up our game. I think study and prayer.

We've got such a rich theological tradition. It's one of the glories of Catholicism: we didn't eschew the intellect. We've stubbornly from those earliest days, from Paul and Origen and Irenaeus, up to Josef Ratzinger, we've stubbornly thought about the faith. We've produced some

of the greatest minds in Western civilization. Read them! Study them! Don't leave them on bookshelves. A dumbed down Catholicism is not going to be compelling to people. We have the tools required to respond to the kinds of questions young people have.

Trust me when I tell you they listen carefully to the atheists old and new. Think of Christopher Hitchens or Sam Harris or Richard Dawkins. These men are very effective evangelists for their own position. We've gotta out-evangelize them. We got a better story, we know that, the story of Jesus risen from the dead. But we've also got a richly intellectual tradition that explicates that evangelical faith. So study.

When I was teaching and I was rector in the seminary, young people came to me all the time, they said: "Father, I want to do what you're doing. I want to get involved in social media." I'd say: "Okay. Go to the library."

Before you even think about new media, you need to be well versed in the old medium of books. You need to know what you're talking about. You need to be grounded so you have something substantive to say when these questions and anxieties emerge. Study. That will give you the knowledge you need to be compelling.

Finally, and I'll close the talk with this because it's the most important thing, is to pray. I don't mean piously mumbling prayers. What I mean is the cultivation of a deeply personal relationship with the risen Lord Jesus Christ.

I love parishes. Of course we want to bring people to our parishes, bring them to Mass, bring them to the Blessed Sacrament. But right now in the life of the Church, people are not coming to our institutions. We have to go get them, and we have to get them in the spirit of Peter and Paul, of James and John, of Mary Magdalene.

In the beginning of the life of the Church, there were no parishes, schools, hospitals, chanceries, or Vatican, but there were evangelists. So today there have to be evangelists if the Church is going to thrive.

Bishop Robert Barron is an auxiliary bishop of Los Angeles and the founder of Word on Fire Ministries.

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, February 22, 2021 3:10 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: ON News Release - Ontario Introduces New Anti-Human Trafficking Legislation

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Ontario Catholic School
Trustees' Association

February 22, 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 Introduces New Anti-Human Trafficking Legislation

Further to our earlier memo on anti-human trafficking sent today, please find attached proposed legislation that builds on the government's anti-human trafficking strategy. OCSTA will carefully monitor the development of this legislation and inform boards as the bill moves forward.

A handwritten signature in black ink, appearing to be 'P. J. Daly', written in a cursive style.

*News Release***Ontario Introduces New Anti-Human Trafficking Legislation**

February 22, 2021

Proposed Changes will Better Protect Victims, Support Survivors and Increase Tools to Crack Down on Offenders

TORONTO — Today, on National Human Trafficking Awareness Day, the Ontario government introduced *the Combatting Human Trafficking Act*, new legislation and amendments to existing legislation to build upon the province's \$307 million [Anti-Human Trafficking Strategy](#). This proposed legislation reinforces Ontario's commitment to fight human trafficking and demonstrates continued leadership in responding to this pervasive crime.

"Our government is taking deliberate steps to put an end to human trafficking and protect victims and potential victims of this terrible crime," said Premier Doug Ford. "This tough new legislation builds on our Anti-Human Trafficking Strategy we introduced nearly a year ago, giving law enforcement additional tools to help prevent and deter human trafficking."

The proposed changes include two new acts - the *Anti-Human Trafficking Strategy Act, 2021* and the *Accommodation Sector Registration of Guests Act, 2021* - as well as amendments to the *Child, Youth and Family Services Act, 2017* and the *Prevention of and Remedies for Human Trafficking Act, 2017*. Together, the proposed changes would support the government's response to human trafficking by:

- Supporting a long-term provincial response to human trafficking and emphasizing that all Ontarians have a role to play in combatting human trafficking;
- Strengthening the ability of children's aid societies and law enforcement to protect exploited children;
- Supporting more survivors and the people who support them in obtaining restraining orders against traffickers, with specific consideration for Indigenous survivors;

- Increasing the government's ability to collect non-personal data to better understand the impact of the strategy and respond to human trafficking;
- Providing law enforcement with more tools to locate victims and charge traffickers by:
 - Increasing penalties for traffickers who interfere with a child in the care of a children's aid society;
 - Clarifying how and when police services can access information from hotel guest registries to help deter trafficking and identify and locate victims, while establishing regulation making authority to include other types of accommodation providers.
 - Requiring companies that advertise sexual services to have a dedicated contact to support investigations into suspected human trafficking.

"Our government voiced its commitment to tackling human trafficking early on in our mandate and we worked with a wide spectrum of stakeholders to establish a comprehensive \$307 million Anti-Human Trafficking Strategy," said Solicitor General Sylvia Jones. "These legislative changes, if passed, will reinforce the strategy's key objectives of supporting survivors, protecting children and youth, raising awareness among parents and community partners as well as dismantling criminal networks."

"Human trafficking is happening in both urban centres and small communities across Ontario," said Jill Dunlop, Associate Minister of Children and Women's Issues. "This proposed legislation further supports our cross-government approach, as well as our work with partners across jurisdictions and various sectors, to combat human trafficking. This includes providing tools to improve the ability to identify and appropriately respond to suspected instances and connect survivors to supportive services."

"Our government continues to support the work of police and prosecutors to target the criminal networks that prey on and profit from young and vulnerable people in our communities," said Attorney General Doug Downey. "We are proposing legislative reforms to better protect victims and support them in their efforts to obtain restraining orders against traffickers."

"Fighting human trafficking takes cooperation and collaboration across sectors," said Lisa MacLeod, Minister of Heritage, Sport, Tourism and Culture Industries. "To support the Anti-Human Trafficking Strategy, we are working with accommodation and hospitality stakeholders on measures to tackle this brazen crime head on. If passed, the *Accommodation Sector Registration of Guests Act, 2021* would deter human trafficking in hotels, motels and resorts by enhancing awareness of human trafficking, and supporting police investigations and enforcement."

QUICK FACTS

- Human trafficking is one of the fastest-growing crimes worldwide. Ontario is a hub for human trafficking, with the most police-reported incidents of human trafficking in the country occurring within the province in 2019, accounting for approximately 55 per cent of all police-reported incidents of human trafficking nationally.
- The average age of recruitment into sex trafficking is approximately 13 years old.
- Over 70 per cent of human trafficking victims identified by police are under the age of 25.

BACKGROUND INFORMATION

- [Ontario Increasing Measures to Combat Human Trafficking, Protect Children and Youth](#)

ADDITIONAL RESOURCES

- [Ontario's Anti-Human Trafficking Strategy](#)
- [Ontario.ca/humantrafficking](https://ontario.ca/humantrafficking)
- [@StopTrafficking, #KnowHumanTrafficking](#)
- [Canadianhumantraffickinghotline.ca](https://canadianhumantraffickinghotline.ca)

QUOTES

"Human trafficking is a heinous crime and a massive and growing threat to community safety across our province and Canada. This legislative effort to strengthen public awareness of human trafficking and protect and deliver justice to human trafficking victims and survivors is welcome and needs to be supported."

— *Chief Antje McNeely, President of the Ontario Association of Chiefs of Police*

"The Ontario Association of Children's Aid Societies (OACAS) commends the government's collaborative efforts to engage child welfare professionals and care providers to strengthen anti-human trafficking community supports in Ontario. This legislation is a step forward for raising

awareness, and it is a critical piece to a comprehensive anti-human trafficking approach in Ontario. OACAS is committed to working collaboratively with the government and we welcome the opportunity to be part of their solution-focused approach. "

— *Nicole Bonnie, CEO of The Ontario Association of Children's Aids Societies*

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Office of the Premier

<http://www.ontario.ca/premier>

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, February 25, 2021 1:26 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Theodore Case - Supreme Court Dismissal

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Ontario Catholic School Trustees' Association

February 25, 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: Theodore Case – Supreme Court Dismissal

It is with much joy that I inform you of the tremendous news that earlier today the Supreme Court of Canada dismissed with costs the “Good Spirit School Division No. 204 application for leave to appeal from the judgement of the Court of Appeal for Saskatchewan”. You will recall that the Saskatchewan Court of Appeal overturned a 2017 lower court ruling (Theodore Case) that sought to limit public funding for some students that attend Catholic schools in Saskatchewan.

I know you join me in congratulating the members of the Saskatchewan Catholic School Boards Association and the Catholic community of Saskatchewan for their determined defence of the rights of publicly funded Catholic Education. They worked tirelessly and sacrificed a great deal to protect and promote the precious gift entrusted to us.

I want to as well recognize and thank OCSTA Solicitor, Daniel Santoro for his wise counsel throughout this very important and lengthy process.

May God continue to bless and guide all entrusted to serve as guardians and stewards of Catholic Education throughout Canada.

A handwritten signature in black ink, appearing to read 'Connie Araujo-De Melo', with a long, sweeping flourish extending to the right.

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

CATHOLIC EDUCATION: *Nurturing Hope*

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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>

Sent: Friday, February 26, 2021 10:53 AM

To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>

Subject: OCSTA: Ontario News Release - Ontario Takes Action to Support Working Families and Improve Child Care

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Ontario Catholic School
Trustees' Association

February 26, 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 Takes Action to Support Working Families and Improve Child Care

Please see Ontario news release below regarding regulatory amendments to support working families and improve child care, sent to you for your information.



News Release

Ontario Takes Action to Support Working Families and Improve Child Care

February 26, 2021

Reforms will make before and after school programs more accessible

TORONTO — The Ontario government announced regulatory amendments that support working families and improve the child care and early years sector and advance the province's dual priorities of accessibility and affordability for parents.

Details were provided today by Stephen Lecce, Minister of Education and Donna Skelly, MPP for Flamborough-Glanbrook.

"The changes we are announcing today are important as they will help ensure working parents can return to the workforce as we make progress containing the pandemic," said Minister Lecce. "We are making child care more affordable for parents, improving safety for children, and reducing red tape for child care operators. Our government appreciates the challenges families are facing these days and we are committed to doing everything we can to reduce their burden."

The regulatory amendments, which take effect on March 8, 2021, will:

- Exempt certain authorized recreational providers from their three-hour operating limit, improving access to select before and after school programs for families with school-age children.

- Enhance health and safety protections in licenced child care settings, such as requirements to support contact tracing by local public health, new requirements for home-based child care and updates to the safe storage of potentially poisonous and hazardous items.
- Reduce regulatory/administrative burden on child care operators by removing redundant and unnecessary requirements for all providers. These include the removal of duplicate requirements related to the collection of children's emergency contact information, allowing records and documents required by the regulation to be kept in digital format, and no longer requiring licensees to seek ministry approval for children 44 months and up to bring their own meals from home.

These changes are based on feedback from families and the early years and child care sector, as outlined in the [Strengthening Early Years and Child Care in Ontario](#) report, and the long-standing advocacy of community based non-profit organizations delivering before and after school programs.

The Ontario government recognizes the contributions of early childhood educators, child care workers and providers who continue to deliver care for children across the province, especially during the pandemic. Of the approximately \$4.5 billion spent on the delivery of child care in Ontario, about 2.5 per cent is funded by the federal government and remainder by the province, municipalities and parents.

By expanding access to before and after school programs, Ontario is promoting more child care options for working parents who maintain early, late, or irregular hours, or reside in communities with limited access to child care. With these amendments we are ensuring that Ontario remains a leader in supporting working families.

QUOTES

"Child care is critical to restarting the economy as more parents, especially mothers, return to work. We know women took on additional care giving responsibilities throughout the pandemic. Our government is determined not to leave women behind. These changes are a step in the right direction and will have a positive impact to get more women into the workforce."

- Jill Dunlop, Associate Minister of Children and Women's Issues

"By enhancing health and safety requirements, parents can be assured that their children are protected. Expanding child care options will make life easier for working families as the economy begins to reopen."

- Donna Skelly, Parliamentary Assistant to the Minister of Economic Development, Job Creation and Trade

"The Home Child Care Association of Ontario (HCCAO) strongly supports the government's reforms because they will cut unnecessary red tape for Home Child Care Agencies and Providers without impacting the health, safety or quality of the care provided. The Home Child Care Association thanks the government for listening and introducing meaningful changes that will help us focus on what we do best: providing excellent, flexible and affordable home child care for children and families in communities throughout Ontario."

- Kim Hiscott, Co-Chair, Home Child Care Association of Ontario

"Today's announcement is good news for families and child care providers alike. Today's Family supports the changes introduced by the Government of Ontario because they will make high-quality early learning and child care more accessible for families."

- Marni Flaherty, CEO, Today's Family

"Boys and Girls Clubs have seen firsthand the limits of the three-hour rule and its impact on Ontario families. The regulatory amendments under the Child Care and Early Years Act that exempt certain authorized recreation providers from the three-hour rule will remove financial and emotional strain and provide more options for quality, affordable, and safe before and after school care. Putting families first is critical as we grapple with COVID-19 and look to equitable recovery."

- Owen Charters, President & CEO, Boys and Girls Clubs of Canada

"Ontario YMCAs would like to applaud the exceptional commitment and resilience of our child care professionals throughout COVID. We are encouraged by the regulatory changes presented today that improve the health and safety of the children and staff in our essential child care programs. Never before has the need for health and safety been so critical. These improvements, coupled with efforts to reduce administrative burden, will allow our child care teams to focus on what's most important - delivering high quality early childhood education to all of the children, families and communities we serve."

- Linda Cottes, RECE, Senior Vice President of Child and Family Development, YMCA of Greater Toronto Chair, YMCA Ontario Advisory Group

QUICK FACTS

- The Ministry may consider broadening the three-hour exemption to additional authorized recreational providers after the first phase of implementation, which is limited to 5,000 spaces across the province.
- The [Child Care and Early Years Act, 2014](#) (CCEYA) came into effect on August 31, 2015. The CCEYA mandates that a review of the Act must be completed within five years of the legislation coming into force.
- To inform the review of the CCEYA, the ministry consulted publicly through a families/caregivers survey, which received more than 11,000 responses, and a sector survey, which received more than 4,000 responses. The ministry also received formal written submissions from over 40 sector organizations.
- As part of the five-year review of the CCEYA, a public report was shared on October 2, 2020, which summarized the feedback received from families and sector partners and the Ministry of Education's own findings.
- The ministry consulted on specific regulatory amendments between October 2 and November 20, 2020, on the Ontario Regulatory Registry, receiving more than 460 submissions.
- In addition to the regulatory amendments announced today, based on feedback, the remaining regulatory proposals that were included in the Fall 2020 consultation will be considered at a later date.
- Since June 2020, about 96 per cent of child care centres and 95 per cent of home child care agencies have reopened following the COVID-related closure. This includes 5,264 child care centres and 129 home child care agencies.

ADDITIONAL RESOURCES

- [Strengthening Early Years and Child Care in Ontario](#)
- [Child Care Early Years Act, 2014](#)

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, March 1, 2021 3:14 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: News Release - Ontario Increasing Supports for Black Students

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Ontario Catholic School
Trustees' Association

March 1, 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 Government News Release – Ontario Increasing Supports for Black Students

Please see attached Ontario government news release, sent to you for your information.

*News Release***Ontario Increasing Supports for Black Students**

March 1, 2021

Student and Family Advocates to help Black children and youth achieve their educational goals

TORONTO —The Ontario government is investing \$6 million over the next three years to help Black children and youth achieve their educational and career goals by creating the new Student and Family Advocates initiative in Ottawa, Hamilton and the Greater Toronto Area. The advocates will provide community-based and culturally relevant supports to Black students ages 6-25 and act as advocates for Black families within the education system.

"Our government is committed to helping Black children and youth achieve their full potential. That's why we are expanding programming under the Black Youth Action Plan and creating community-based initiatives like the Student and Family Advocates," said Todd Smith, Minister of Children, Community and Social Services. "We are working directly with community organizations to ensure these advocates are in the best position to help students achieve their academic, career and life goals by helping them overcome barriers and access more resources within the school system."

As a result of numerous systemic and structural barriers, Black children and youth in Ontario are disproportionately experiencing more negative educational outcomes than their peers. Studies show Black students are more likely to be suspended or expelled and are less likely to complete high school or enter post-secondary education.

Beginning in the spring, Student and Family Advocates will work out of local organizations to provide specific supports tailored to the individual needs of Black students. Supports will include:

- Working with students and families to develop a plan for achieving their goals

- Attending meetings with teachers, guidance counsellors, and school administrators to discuss student progress
- Developing trust-based relationships with participants and helping them build positive relationships with educators, student peers, and community members
- Connecting students and families to resources and supports like community programming, learning opportunities, tutoring and mentorships, job placements and scholarship or leadership opportunities.

In addition, student advocates will provide leadership, advice and support to schools on anti-Black racism and work alongside community partners, participants and schools to amplify the voices of Black students and families to activate changes in Ontario's education system.

"Since I started in the role of Advocate for Community Opportunities in December 2019, I've consistently heard from parents, youth, and grassroots community groups that we need to build community capacity to navigate the education system and hold schools accountable," said Jamil Jivani, Ontario's Advocate for Community Opportunities. "The Student and Family Advocates initiative builds on the great work already being done in Black communities for years, by providing needed resources to those who work directly with students and parents."

The Student and Family Advocates initiative is part of Ontario's \$60 million expanded Black Youth Action Plan which works toward eliminating systemic, race-based disparities by increasing opportunities for Black children, youth and families across the province.

QUICK FACTS

- The Ontario government is doubling funding for the Black Youth Action Plan by investing an additional \$60 million over the next three years. [Black Youth Action Plan](#) programs are delivered by over 70 community-based and culturally-focused community partners and currently supports at least 10,800 Black children, youth and their families in Ottawa, Windsor and the Greater Toronto and Hamilton Area.
- The Ontario government is investing \$1.2 million over three years to help young Black entrepreneurs and Black-owned tech start-ups access the resources and tools they need to succeed in the province's changing economy. The funding will be provided through Ryerson University DMZ's Black Innovation Programs, which support Black-led businesses by connecting them with customers, capital, experts and a community of entrepreneurs and influencers.

- The [Premier's Council on Equality of Opportunity](#) was established in June to provide advice to government to help youth at risk overcome social and economic barriers and achieve success.
- A 2020 review of the Peel District School Board found Black students are disproportionately subject to disciplinary measures, with Black students making up only 10.2 per cent of the high school population but representing 22.5 per cent of students receiving suspensions. A 2020 Statistics Canada survey showed that, across Canada, 94 per cent of Black youth ages 15-25 said they wanted to obtain a bachelor's degree or higher level of education, but only 60 per cent believed that they could.

ADDITIONAL RESOURCES

- [Learn more about Student and Family Advocates](#)
- [Learn more about the Black Youth Action Plan](#)

CONTACTS

Palmer Lockridge

Minister's Office

Palmer.Lockridge@ontario.ca

Geneviève Oger

Ministry of Children, Community and Social Services

media.mccs@ontario.ca

Ministry of Children, Community and Social Services

<https://www.ontario.ca/mccss>

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, March 2, 2021 9:58 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: REMINDER - 2021 Trustee Award of Merit Nominations Deadline

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Ontario Catholic School
Trustees' Association

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

CC: OCSTA Staff
Board Secretaries and Administrative Assistants

This is a friendly reminder that the deadline for the receipt of nominations for the 2021 Trustee Award of Merit is **12:00 p.m. EDT, Wednesday March 31, 2021**. The Trustee Award of Merit guidelines, nomination form and past recipients are attached for your convenience.

Regards,

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

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OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

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

EVALUATION CRITERIA

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

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

PROCESS

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

NOMINATION FORMAT

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

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca, or by Fax (416-932-9459).
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EDT, Wednesday, March 31, 2021**. The deadline is firm and will not be extended.

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

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet

OCSTA Trustee Award of Merit

Name of Nominee: _____

Nominated by: _____

Board: _____

Contact Person: _____

Telephone #: _____

Email: _____

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

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

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



Ontario Catholic School
Trustees' Association

OCSTA Award of Merit Recipients Since 1974 to Present

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

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

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

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

L:\1-USR\1-GROUP\AGM, Seminars & Regional Meetings\Awards\Trustee Award of Merit Recipients.doc

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, March 2, 2021 10:01 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: REMINDER - 2021 Student Trustee Alumni Award Nominations Deadline

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Ontario Catholic School
Trustees' Association

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

CC: Student Trustees
OCSTA Staff
Board Secretaries and Administrative Assistants

This is a friendly reminder that the deadline for the receipt of nominations for the 2021 Student Trustee Alumni Award is **12:00 p.m. EDT, Wednesday March 31, 2021**. The Student Trustee Alumni Award guidelines, nomination form and past recipients are attached for your convenience.

Regards,

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

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OCSTA Student Trustee Alumni Award: Guidelines

NOMINATION ELIGIBILITY

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

EVALUATION CRITERIA

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

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

PROCESS

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

NOMINATION FORMAT

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

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca, or by fax (416-932-9459).
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EDT, Wednesday, March 31, 2021**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumni Award Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

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

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

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

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

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

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

Nomination must be received by **12:00 p.m. EDT, Wednesday, March 31, 2021.**



Ontario Catholic School
Trustees' Association

OCSTA Student Trustee Alumni Award Recipients since 2017

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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, March 4, 2021 8:25 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Speaker Series: Student Mental Health & Well-being During the Pandemic - Considerations for Catholic School Board Leaders

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Ontario Catholic School
Trustees' Association

March 4, 2021

MEMORANDUM

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

CC: OCSTA Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: OCSTA Speaker Series: Student Mental Health and Well-being During the Pandemic – Considerations for Catholic School Board Leaders

We are pleased to announce that we have confirmed our next presenters for the OCSTA Speaker Series. We know that the topic of mental health and student and staff well-being is of priority to and of particular concern to Catholic School Board leaders. In this regard we will be welcoming representatives from School Mental Health Ontario to an event planned for the evening of March 24th at 7 p.m.

Our School Mental Health Ontario Panel Participants include:

- Co-Director of School Mental Health Ontario and Supervisory Officer on Secondment from the Algonquin and Lakeshore CDSB, *Theresa Kennedy*
- Clinical Psychologist and Mental Health Lead from the Dufferin-Peel CDSB, *Dr. Susan Sweet*
- Durham Catholic DSB student with the THRIVE-School Mental Health Student Reference Group, *Mya*



Ontario Catholic School
Trustees' Association

SPEAKER SERIES

March 24th at 7 p.m.

Student Mental Health & Well-Being During the Pandemic – Considerations for Catholic School Board Leaders

Presentation Overview

We all have a valuable role in supporting, promoting, and protecting student and staff mental health during the pandemic. This presentation will focus on leadership in challenging times: raising the voices and actions of students, educators, school/system leaders, school mental health professionals, Trustees and many more who have made a positive difference in schools during the COVID-19 pandemic. This presentation will also focus on resources and tools to support Trustees in their roles during this time. We are, together, the helpers who contribute to the system of care wrapping around students through these challenging times.

Registration

I encourage all OCSTA members to register for this event and please note that there is no cost to participants.

To register, please click on the following link:

https://us02web.zoom.us/meeting/register/tZYldOyhrzovHNZzQLE1LfJq_K74qfMIJjN2

After registering, you will receive a confirmation email containing information about joining the event on March 24.

For more information, please contact Sharon McMillan at smcmillan@ocsta.on.ca.

Thank you.



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

CATHOLIC EDUCATION: *Nurturing Hope*

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Number: I 001

Subject: Ends

Approval Date: September 2, 2008
Effective Date: September 2, 2008
Revised: May 31, 2010; November 29, 2010; January 27, 2014, February 23, 2015,
February 26, 2018

ACCESSIBILITY:

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

POLICY STATEMENT:

In a policy governance model, “ends statements” act as guiding principles that will lead us to our preferred future as a system. On behalf of the Catholic ratepayers of Waterloo Region and, in part under its duties as a Board under Section 169.1 of the Education Act and Regulations, as well as at a justifiable use of government and community resources, the WCDSB will create, implement and monitor a multi-year strategic plan that ensures – via the Director of Education – the Board acts responsibly to ensure learners achieve their fullest potential in learning communities that are a living experience of Catholic faith.

Heart of the Community:

Our schools are heart of the community:

- I. When faith practice is integrated into the daily lives of our students as members of their school community,
- II. When they have the knowledge of the history, and regular experiences with, the values, doctrines and social justice imperatives of the Catholic faith,
- III. When they are contributors to society, dedicated to the common good and,
- IV. When all are included, welcomed, cared for, respected, and treated with dignity in invitational learning environments that help every student fully utilize their unique gifts while meeting their individual spiritual, physical, learning and/or emotional needs.

Success for Each:

We create the conditions for success for our students by knowing our students, knowing our staff and doing what matters.

Our students achieve academic success:

- I. When given the necessary supports to work to their highest level of ability,
- II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and,
- III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and,
- IV. When they meet the Ontario Catholic Schools Graduate Expectations.



We Create A Place for All:

When our schools, system departments, processes and policies reflect our belief that students deserve the best programs, delivered by well-prepared staff who are supported in their professional learning. Our schools will be supported in this by a strategic plan that includes processes whereby:

- I. WCDSB school and system initiatives are monitored through ongoing internal and external assessment measures to ensure students are learning at their highest possible level of achievement through programming that meets their individual learning needs, spiritual needs and learning styles and
- II. When all WCDSB departments are held to the highest standards through periodic external reviews to ensure the Board meets its financial and legal obligations to its employees, the Ministry of Education and its ratepayers.

Monitoring would take place on an ongoing basis but more formally in the June of each year, as the Multi-year Strategic Plan is monitored along with CEO Performance.