



Board of Trustees' Board Meeting

Date: Monday, March 22nd, 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, G. Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

Special Resource:

Recording Secretary:

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
1.5.1 Private, Private meeting of March 8, 2021 regarding Human Resource Services matters and In-camera Meeting of March 8, 2021 regarding Human Resource Services matters.	Board of Trustees		Approval

ITEM	Who	Agenda Section	Method & Outcome
1.5.2 Motion for approval from March 8 th , 2021 Committee of the Whole Meeting 2021-10 -- It was moved by Trustee Price and seconded by Trustee Gravelle: That the Board of Trustees instruct our Chair of the Board to write a letter of advocacy on behalf of the PSW Program in consultation with the principal and Superintendent of St. Louis and Director of Education. --- Carried by consensus	Board of Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustees Meeting Minutes of February 22, 2021 3.2 SEAC Minutes of February 3, 2021 3.3 2021-2022 Estimates Budget Update 3.4 Board of Trustee Budget Update 3.5 2021 Education Development Charges – Meeting Information 3.6 Policy Update	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.5-9 pp.10-14 pp.15-18 pp.19 pp.20-21 pp.22-23	Approval Information Information Information Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Update 5.2 Student Success Update 5.3 Update on WCDSB COVID Education Delivery Plan	L. Notten R. Olson L. Notten	pp.24-26 pp.27-38 pp.39-41	Information Information Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	A. Barbosa, K. Morrison	pp.42-44	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications  9 public-discussion-paper manitoba education reform 2020.pdf	Chair Chair	pp.45 pp.46-98	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy II 008 Chairperson's Role Is there a need to review the Policy?	M. da Silva	pp. 99-100	Approval
10.1.2 Board Policy II 013 Cost of Governance Is there a need to review the Policy?	K. Dupuis	pp.101-102	Approval

ITEM	Who	Agenda Section	Method & Outcome
10.1.3 Board Policy II 014 Trustee Expenses Is there a need to review the Policy?	Board of Trustees	pp.103-106	Approval
10.1.4 Board Policy III 005 Monitoring CEO Performance Is there a need to review the Policy?	G. Reitzel	pp.107-109	Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 Board Policy IV 005 Hiring/Promotions	J. Connolly	pp.110-115	Approval
11.1.2 Board Policy IV 010 Facilities Accommodations	S. Maharaj	pp.116-123	Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Notice of Motion (Nurturing Inclusivity)	B. Conway	pp. 124	Decision
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Mar 25: Kitchener's State of the City Address • Apr 6: Huron Briga doon Boundary Review (Public Meeting) • Apr 7: Audit Committee • April 7: SEAC • Apr 12-16: Rescheduled March Break • Apr 19: Committee of the Whole/EDC • Apr 20: CPIC • Apr 22: Budget Advisory Committee Meeting • Apr 26: Board of Trustees Board Meeting • May 1: OCSTA AGM (Virtual)	Chair		Information
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
Committee of the Whole (April 19, 2021) • Well-Being Update – Safe Schools • EDC Meeting • Trustee PD – Motions and Inquiries • Ends Review / Monitoring Reports Review			
15. Adjournment	Director of Education		
Confirm decisions made tonight			
15.1 Confirm Decision made tonight	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Virtually via Teams on Monday, February 22, 2021.

Trustees Present:

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

* Trustee Reitzel left the meeting at 8:26 p.m.

Student Trustees Present:

Abby Barbosa & Kate Morrison

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Reitzel.

1.2 Territorial Acknowledgment

The Territorial Acknowledgement was declared by Chair Van Alphen.

1.3 Approval of Agenda

Prior to approval, the following amendments were noted:

- Update Administrative Officials from Laura Shoemaker to Gerald Foran
- Number error under 1.5 "Items for Action", 15.1.1 and 15.1.2 should read 1.5.1 and 1.5.2
- 5.2 will be switched to 5.4 to accommodate special guest
- Items 12 of agenda is for information not decision as noted

2021-30-- It was moved by Trustee da Silva seconded by Trustee Dupuis:

THAT the agenda for Monday, February 22nd, 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

1.5 Items for Action:

1.5.1

2021-31-- It was moved by Trustee Price seconded by Trustee Dupuis:

That the Items for Action of January 25, 2021 regarding Human Resource Services matters, In-Camera meeting of February 8th, 2021 regarding property matters & In-Camera meeting of February 22nd, 2021 regarding Human Resource Services be now approved. --- Carried by consensus

1.5.2

2021-32-- It was moved by Trustee Gravelle seconded by Trustee Price:

That the motion of February 8th, 2021 Directing staff to follow option C as for the Huron Brigadoon Boundary Review be now approved. --- Carried by consensus

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

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

Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustees Meeting Minutes of January 25, 2021

3.2 SEAC Minutes of January 6, 2021

3.3 CPIC Minutes of November 10, 2020 & February 9, 2021

3.4 2021-2022 Estimates Budget Update

2021-33- It was moved by Trustee Conway and seconded by Trustee Schmalz:

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

4 Delegations

5 Advice from the CEO

5.1 Director's Update

Director Notten informed Trustees of highlights of meetings attended locally and provincially.

At this time the Chair brought forth item 5.4 to be presented.

5.4 South East Cambridge Joint Use Feasibility Study

Superintendent Maharaj provided an introduction on the South East Cambridge Joint Use Feasibility Study report and introduced Jennifer Passy, Manager of Planning and Maureen O'Shaughnessy of CS&P Architects. Ms. O'Shaughnessy provided a detailed and comprehensive report on the Cambridge Joint-use Complex Feasibility Study. The report included vision, site evaluation, amenities, joint-use conceptual approach, concept plans, projected costs and deciding factors of concept 4. Trustees asked clarifying questions including cost allocation, parking concerns, next steps and provided feedback. Superintendent Maharaj will follow up with WRDSB with respect to how they came up with 80 parking spaces.

2021-34- It was moved by Trustee Reitzel and seconded by Trustee Dupuis:

That the report entitled "South East Cambridge Joint Use Feasibility Study" be received.--- Carried by consensus

2021-35- It was moved by Trustee Conway and seconded by Trustee Price:

That the Board direct staff to work with the City of Cambridge and Waterloo Region District School Board to develop agreements which support the design and development of a One Campus – Two Separate Facilities joint use campus generally in accordance with Concept 4 on the south east Cambridge site. --- Carried by consensus

2021-36- It was moved by Trustee Conway and seconded by Trustee Dupuis:

That the Board direct staff to work with the Waterloo Region District School Board to develop detailed plans and associated agreements for the design and construction of a joint school building on the south east Cambridge site. --- Carried by consensus

Chair Van Alphen requested confirmation on whether there will be a request to have a trustee assigned to the committee. It was noted that a committee will need to be formed in the near future but not required at the moment.

5.3 7-12 Program Review Draft Recommendations Report

Superintendent Maharaj introduced Jennifer Passy, Manager of Planning who presented on the 7-12 Program Review Draft Recommendations Report. The presentation included the work of the steering committee, key program/operational considerations, public consultation and communication and final phase of the workplan.

Trustees asked clarifying questions including lunch accommodations, supervision and use of camera with younger students.

2021-37- It was moved by Trustee Reitzel and seconded by Trustee Schmalz:

That the report entitled “7-12 Program Review Draft Key Considerations Report” be received. -- Carried by consensus

2021-38- It was moved by Trustee da Silva and seconded by Trustee Conway:

That staff be directed to initiate the second phase of the work program generally as outlined in the Consultation & Communication Plan section of the “7-12 Program Review Draft Key Considerations Report”. --- Carried by consensus

5.2 Multidisciplinary Team Approach in Student Services

Superintendent Foran introduced the report on Multidisciplinary Team Approach in Student Services. Erin Schreiter, Lead Social Worker discussed the Student Aware program along with data. Trustees asked clarifying questions surrounding tracking and focus areas.

5.5 Update on WCDSB COVID Education Delivery Plan

Director Notten provided an update with the return to face-to-face learning including additional safety enhancements in Operational Guidelines, mandatory masking in grades 1– 3, confirmation of daily screening and asymptomatic testing updates. Trustees asked clarifying questions and provided feedback.

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

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

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

8.1 Chair's Report

Chair Van Alphen provided recap on events attended during the month of February.

8.2 OCSTA/CCSTA Communications

Chair Van Alphen briefly discussed communications.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 007 Board Members' Code of Conduct

Trustee Gravelle confirmed she reviewed Board Policy II 007 Board Members' Code of Conduct and confirmed that she finds the policy in compliance.

2021-39 -- It was moved by Trustee Gravelle and seconded by Trustee Conway:

THAT the Board of Trustees reviewed Board Policy II 007 Board Members' Code of Conduct and find that the Board is in compliance. --- Carried by consensus

Is there a need to review the Policy? No

10.1.2 Board Policy III 003 Accountability of the CEO

Trustee Gravelle confirmed she reviewed Board Policy III 003 Accountability of CEO and confirms the Board is in compliance.

2021-40 -- It was moved by Trustee Gravelle and seconded by Trustee Schmalz:

THAT the Board of Trustees reviewed Board Policy III 003 Accountability of the CEO and find that the Board is in compliance. --- Carried by consensus

Is there a need to review the Policy? No

10.1.2 Board Policy III 004 Delegation to the CEO

Trustee Price confirmed that after reviewing the policy, she noted that the Board is in compliance, except for provision number 3. She also noted that the Board is moving in that direction, as long as CEO uses any reasonable interpretation of the Board's ends and Executive Limitation Policies and believe the Board is moving in that direction.

2021-41 -- It was moved by Trustee Price and seconded by Trustee Dupuis:

THAT the Board of Trustees reviewed III 004 Delegation to the CEO and find that the Board is in compliance. --- Carried by consensus

Is there a need to review the Policy? No

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1.1 Emergency CEO Replacement – Monitoring Report IV – 011

Director Notten proved her monitoring report on Emergency CEO Replacement – Monitoring Report IV – 011 and noted evidence of compliance.

2021-42 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:

That Part 1 of this report will be implemented by the CEO when the Director is out of the Province or Country. Part 2 through 4 will be implemented as indicated and That this report be accepted as evidence of compliance with Policy IV 011 Emergency CEO Replacement. --- Carried by consensus

11.1.2 Treatment of Public – Monitoring Report IV – 002

Director Notten proved her monitoring report on Treatment of Public – Monitoring Report IV – 002 and noted evidence of compliance.

2021-43 -- It was moved by Trustee Conway and seconded by Trustee Dupuis:

That the Board accept this report indicating compliance with communication and support to Board Policy IV 002 Treatment of Public. --- Carried by consensus

11.1.3 Treatment of Students - Monitoring Report IV – 003

Director Notten proved her monitoring report on Treatment of Students - Monitoring Report IV – 003 and noted evidence of compliance.

2021-44 -- It was moved by Trustee Gravelle and seconded by Trustee Conway:

That the Board accept this report indicating compliance with Treatment of Students Policy IV 003. --- Carried by consensus

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.1 Notice of Motion (Nurturing Inclusivity)

As per By-laws the Notion of Motion is coming forward as information tonight and will be discussed at the March Board meeting.

13 Announcements

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

Discussed upcoming events.

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

Discussed upcoming items for next agenda.

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed the meeting decisions.

15.2

2021-45 -- It was moved by Trustee Dupuis and seconded by Trustee Price:

THAT the meeting move into Private, Private at 8:54 p.m.

16 Closing Prayer

17 Motion to Adjourn

2021-46 -- It was moved by Trustee Price and seconded by Trustee Conway:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:04 p.m.

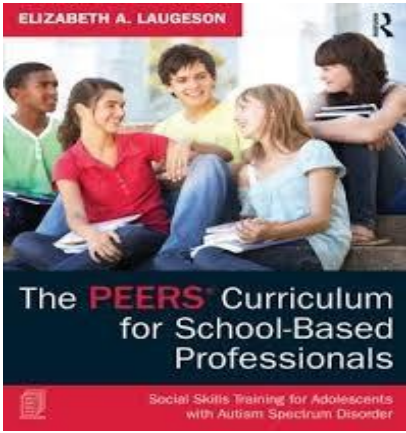
Chair of the Board

Secretary



SEAC Committee Meeting Minutes

Date& Time:	February 3, 2021 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	March 3, 2021
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
Administrative Officials: Laura Shoemaker, Gerald Foran	

1. Opening Prayer Welcome	L. Shoemaker
2. Approval of Agenda Motion by: Kim Murphy Seconded: Tracey Weiler	
3. Declared Pecuniary Interest N/A	
4. Approval of the January 6th Minutes Motion by: Karen Kovats Seconded: Kim Murphy	
5. School System Operational Business 5.1. PEERS Agenda: 1) The PEERS Curriculum 2) PEERS Training at WCDSB 3) PEERS Groups at WCDSB 4) Next Steps for PEERS at WCDSB 	T. Battistella

PEERS Groups 2020

- In February of 2020, PEERS groups began at all 5 secondary schools.
- Groups included both students with ASD and those without.
- Goals were identified and reported to the ministry as part of the after-school program grant.
- Collaboration with Special Education Teachers to embed PEERS goals into IEPs.

Inclusion

- Accessibility of PEERS at WCDSB
- Modification to curriculum to support learning for students with more complex needs



Next Steps

- A presentation for Special Education Teachers on the PEERS program
- Beginning the online PEERS group in Quad 3
- Continuation of support from a BCBA for schools in running groups
- Acquisition of the Preschool PEERS Curriculum for ages 4 -6

Current Programming

- PEERS is running in person at 3 secondary schools.
- A virtual PEERS group is scheduled to begin in quad 3 at another secondary school.
- CYCW staff continue to participate in workshops on the application of PEERS in our schools.

L. Shoemaker

Q&A

5.2. Definition of High Needs



HNV- Independence Rubric

SEAC
February 2021

Purpose

- Internal process, clear, transparent and equitable across the system
- Process and evidence/data are key components of process
 - Objective vs. subjective
- Building independence
 - WCDSB promotes a mindset and belief amongst staff, students, and parents that our moral imperative is to build independence, to the maximum degree possible, for all students with special needs in order to best prepare them for transition to high school and to their post-secondary destinations
 - Goal is to increase independence and decrease support as we move our students through the system JK-21.
 - Together, we are helping our students to achieve their highest level of independence and in so doing, we are influencing the trajectory of their futures.

Independence Rubric

Independence Rubrics are created for students who have an IEP and have significant needs in two or more of seven distinct areas of functioning

These are: Health/Medical, Safety, Adaptive Functioning, Communication, Social/Emotional, Academics, and Community/Leisure/Work.

Students who do not have significant need (as defined above):

School teams will be encouraged to follow the lead of the Classroom Teacher, in the review of the effective application of evidence-based practices including: Universal Supports, Universal Design for Learning, Differential Instruction etc.

[Independence Rubric 2021](#)

Q&A

- Laura to bring forward to Ministry SEAC concerns regarding definition of high needs.

6. Ministry Updates (10 min)

All students in the region returning to in person learning on February 8th.

7. SEAC Committee Functions

Final clarifications regarding the invitation letter.

8. Policy Advice to the Board

N/A

9. Updates (20 minutes)

9.1. Association Updates WWDSS: 1. Join WWDSS and The Idea Exchange for a free Zoom screening of the movie Normie, a movie about a young lady who has Down syndrome and is seeking independence. https://ideaexchange.org/programs/event/normie-film-screening-waterloo-region-down-syndrome-society 2. WWDSS Evening Speaker Series – registration info will be posted on our web site each month February 23rd - Amy Domitrovic, Behavioural Analyst: ABA and successful strategies March 23rd - Natalie Bianco, Student Links Coordinator April 20th - Hina Mahmood & Arianna Coles, Senior Registered OT's to discuss Executive Functioning 3. We are planning an online World Down Syndrome Day event on March 21/21 4. Our annual photo calendars are sold out 5. Many virtual activates are being offered to our membership including reading circle, cooking class, social skills groups and more! 6. CDSS launched The Employment Planning Hub which was designed to be used by people with Down syndrome along with their supporters who can help them develop their personal career portfolios and achieve their employment goals. https://cdss.ca/employment/ WRFN: • Virtual Summer Camp Fair 2021 ➤ February 8th – overnight camps ➤ February 22nd – day camps for children ➤ February 24th – day camps for teens and adults 9.2. Trustee Updates WCDSB Board Meeting Bulletin — January 2021	
10. Pending Items N/A	
11. Adjournment Motion by: Kim Murphy Seconded: Tracey Weiler	
12. Action Items Place Holder N/A	



Date: March 22, 2021
To: Board of Trustees
From: Director of Education
Subject: 2021-2022 Estimates Budget Update

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information-Board Policy IV 007 "Financial Planning/Budgeting"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

For the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Executive Limitation IV007 outlines the Board of Trustees' criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning commences in January and concludes with the presentation of the budget to Trustees on June 7, 2021. Administration will request budget approval on June 14, 2021 in order to file the budget with the Ministry at the end of June.

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

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

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

Alignment to the MYSP:

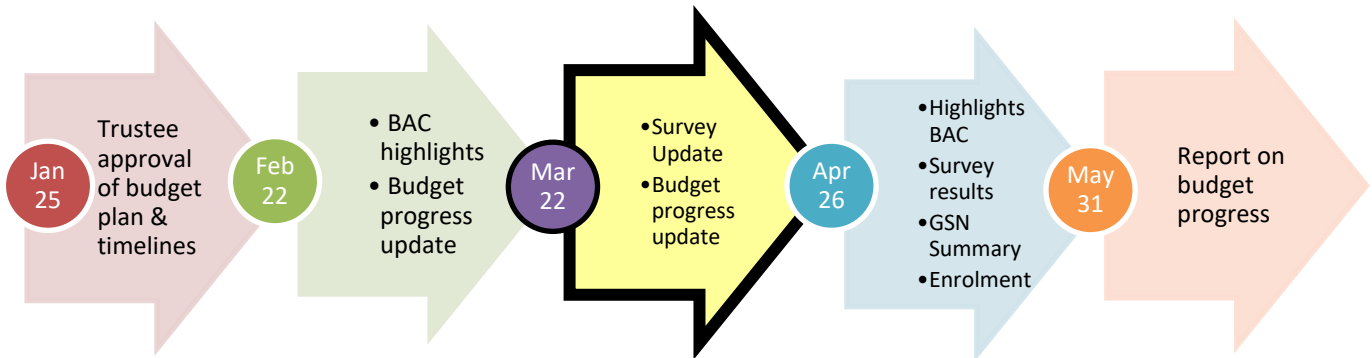
Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all



Background/Comments:

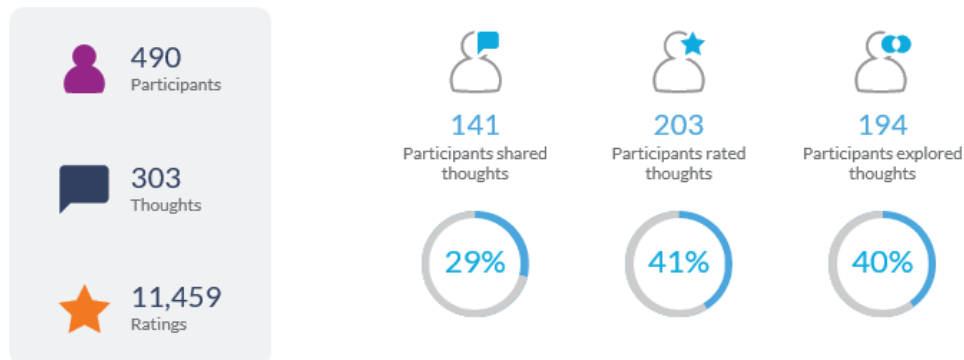
The 2021-2022 budget timeline to date:



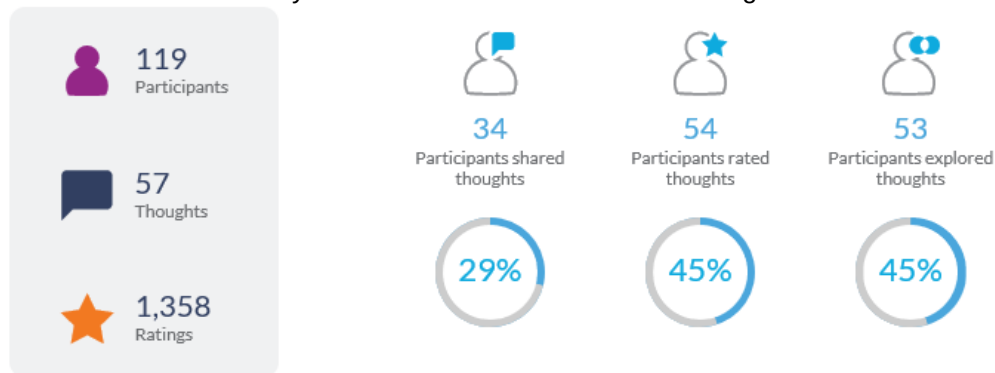
Budget Survey

- Thought Exchange survey tool is being used again this year to allow management to receive authentic budget input from community members. This is the second year using the tool allowing an opportunity for year over year analysis or trends on thoughts received.
- Current participant response data as at the end of the second week the survey is open is summarized below.

Thought #1: Understanding that the Board priorities are intended to support Graduation rates, Well-Being and Faith Formation. Please identify what you feel is the MOST important area for investment within the budget in order to achieve our priorities?



Thought #2: Understanding that the Board priorities are intended to support Graduation rates, Well-Being and Faith Formation. Where do you think the Board could obtain savings or efficiencies?



- In addition to the Thought Exchange, management sent the following separate questions to employee group representatives in order to capture specific feedback related to their respective groups:

Question 1: Please list the top priorities that your group believes should be reflected in the budget. Please provide a rationale, and if there is a cost associated with the priority, please suggest which programs and services should become lesser priorities for 2021-2022.

Question 2: As students and staff transition back to school in the fall, mental health will be a high priority given the levels of anxiety people may have with respect to COVID19.

Question 2a: How can the board better support **staff** mental health and well-being?

Question 2b: How can the board better support **student** mental health and well-being?

- The Thought Exchange opened on February 24th and will close on March 26th. Employee group feedback is to be received by March 29th.
- The survey continues to be promoted internally to staff via weekly Wednesday Communications, through Twitter and school newsletters.
- Results will be made available once they have been compiled and shared with budget holders and the Budget Advisory Committee.

Budget Compilation

- Given known vaccination schedules, vaccine uptake, and having an awareness that even as our community gets vaccinated, anxiety will remain high in terms of willingness of some to return to school, a decision has been made to continue St. Isidore Virtual School for 2021-22. Management is in the process of gathering data from stakeholders for purposes of forecasting and staffing.
- STSWR has requested direction on how to plan our routes for 2021-22. Given the complexity of creating and planning routes using a student cohort model, as much notice as possible is required. Earlier planning will also allow STSWR staff to take time off in the summer.
- The Finance department is actively reviewing projected staffing allocations with Human Resource Services.
- Program and departmental budget templates have been returned by budget-holders and the compilation of data has begun.
- New staffing positions requested for 2021-2022 (non-enrolment based) were presented to Executive Council for consideration. The positions brought forward reflect needs in the areas of technology support and student services.

Upcoming

- GSN announcement: The Ministry of Education has indicated they are working toward an end of March GSN release. Given recent history, it is unlikely the full GSNs would be released at the end of March. A planning document for budget purposes may instead be provided.
- Elementary and Secondary Enrolment Committees will be meeting March 24th to review registration data.
- Enrolment projections are due to Finance by April 7th.
- The next Budget Advisory Committee meeting will be held on April 22nd to review and recommend enrolment numbers to be used in calculating revenues for 2021-2022.

Recommendation:

This report is provided as information on the development of the 2021-2022 budget.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services



Renee King
Manager of Budget

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



Board of Trustee Budget Update - March 15, 2021			
Name	Budget	Expense	Available to Spend
PD Non-Academic	\$13,675.00	\$1,018.00	\$12,657.00
Catering	\$15,000.00	\$3,284.04	\$11,715.96
Other Trustee Travel	\$8,000.00	\$0.00	\$8,000.00
Other Travel Expenses	\$8,000.00	\$452.32	\$7,547.68
Travel Expenses-Outside Region	\$1,500.00	\$0.00	\$1,500.00
Office Supplies	\$500.00	\$743.21	(\$243.21)
Legal Fees	\$7,000.00	\$870.91	\$6,129.09
Other Contracts	\$10,000.00	\$0.00	\$10,000.00
Board Memberships	\$131,859.00	\$131,856.29	\$2.71
Trustee Awards	\$750.00	\$651.04	\$98.96
Miscellaneous	\$1,400.00	\$612.53	\$787.47
	\$197,684.00	\$139,488.34	\$58,195.66



Date: March 22, 2021
To: Board of Trustees
From: Director of Education
Subject: 2021 Education Development Charges – Meeting Information

Type of Report:

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

Type of Information:

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

Origin:

This report is being provided to Trustees as a reference document on next steps in the Education Development Charge by-law approval process.

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

Executive Limitation IV 008, "Financial Conditions and Activities" ... "the CEO shall not: ...

9. Acquire, encumber or dispose of real property"

Executive Limitation IV 010, "Facilities/Accommodations" ... "the CEO shall not: ...

3. Fail to explore available financing options and public sector partnerships"

Education Act, Division E of Part IX

Ontario Regulation 20/98 (Education Development Charges)

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Foster maximum opportunity for success for all

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

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



Background/Comments:

School boards are provided with the authority to impose Education Development Charges (EDC) for new school sites by Division E of Part IX of the Education Act. Ontario Regulation 20/98 (Education Development Charges – General), as amended, provides requirements for determining a school board's eligibility to impose EDCs on new development, and the calculation of the charges.

The Education Act requires school boards to hold at least one public meeting so that input from the community can be provided and considered, and other interested parties with respect to the proposed charge, can be voiced. However, as a best practice school boards are encouraged to hold at least two meetings.

The school board is required to provide at least 20 days' notice prior to the meeting date and ensure that the Background Study and proposed by-law are made available to the public at least 2 weeks prior to the first meeting. To this end, notice will be published in The Record and on the board's website and a copy of the Background Study will be published online and shared with Trustees.

Further to the general information outlined in the report to the Board on September 14, 2020 entitled "2021 Education Development Charge Background Study – Meeting Information", the dates for the statutory public meetings to consider certain motions and render decisions on the recommended charges and by-law have been confirmed. Meetings will be held jointly with the Waterloo Region District School Board's Trustees via electronic means on the following dates/times:

- Meeting 1 – April 19, 2021 at 7:30pm
- Meeting 2 – April 19, 2021 at 8:00pm
- Meeting 3 – May 10, 2021 at 7:30pm

The purpose of Meeting 1 is to review the EDC policies of the board and solicit public input.

Meeting 2 is held on the same night as Meeting 1, but separately to receive information on the EDC background study and calculation of the proposed Education Development Charges, to review the proposed successor by-law and receive public input.

Meeting 3 will be held to receive further delegations on the proposed by-law and render a decision.

The Board's EDC consultant and EDC lawyer will attend all three meetings to present information and respond to questions from the Board and delegations.

If approved, the collection of charges at new rates would begin on June 1, 2021.

Recommendation:

That the report entitled "2021 Education Development Charges – Meeting Information" be received for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manager of Planning

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





Date: March 22nd, 2021
To: Board of Trustees
From: Director of Education
Subject: Semi-Annual Administrative Procedure Update

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 012**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

IV 012 Communication to Board

Alignment to the MYSP:

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

Nurturing Our Catholic Community

Bear witness to our Faith through joyful discipleship and our relationships with and in Christ
Increase Parent and community Engagement in all our Catholic school faith-related activities

Background/Comments:

At the June 10th, 2019 of the Governance Committee of the WCDSB it was recommended that staff bring a semi-annual update to Board for Information. This recommendation was subsequently brought to Board for final approval. The specific rationale for such updates is to ensure Trustees are properly informed regarding APs which have been added, rescinded or significantly altered. The report that follows is intended to fulfil this change in the Monitoring Policy.

Within the 2018-19 school year a comprehensive database was developed that allows all owners of Administrative Procedures (APs) to view the current status of any one AP – in terms of where in the three-year cycle of review that AP is located, when it was last updated and who owns the policy. It is also probably worth noting that on a weekly basis we provide all administrators an update on any form that has been added, deleted or updated. This allows our administrators to have real time updates regarding any subtle changes to forms and the like.



Within the past 6 months (Oct., Nov., Dec., Jan., Feb., March), the following APs have been revised and posted (or are awaiting posting):

Recently Posted (Since end of Sept 2021)
APH034 – Student masking During the COVID-19 Pandemic
APH027 – Concussion School Board Procedure
APH033 – Virtual Care Platform
APB004 – School Generated Funds and Fundraising
APC025 – Locally Developed (DC) Protocols for School Approval Requests
APC029 – PLAR – Prior Learning Assessment and Recognition
APC043 – Student Sexual Assault Protocol
APO026 – Student Services Partnerships
APS010 – Travel, Expenses, Meals and Refreshments
APS017 – Responsible Use of Information Technology & Electronic Data
APH029 – Calming Rooms as a Proactive Self-Regulatory Strategy
APS013 – Staff Recognition Program
APC009 – Elementary Attendance Procedure
APH003 – Research at WCDSB
APC045 – Advanced Placement (AP) – enriched Curriculum Delivery
Approved by Executive Council – Awaiting Posting
APS019 – Supervision of Students
APS037 – Employee Attendance Support Program
NEW AP – Human Development and Sexual Health Exemption
APH017 School Food and Nutrition
APB011 – Signing Authority
APF011 – Appliances, Home Furnishings and Carpets
APO011 – Copyright and The Board
APO022 – Library System for Board and School Libraries

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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



Date: March 22nd, 2021
To: Board of Trustees
From: Director of Education
Subject: February Director's Report

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **IV 012**
- ☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

The Month of March was a little different than planned. Schools' staff and students had to adjust to a different reality. This is traditionally a long month at toward the end of winter where we historically have had our March Break. This year, as we know, the Break was pushed to April, after Easter and so our schools had to adapt. A seems to always be the case, there were a number of developments in relation to school delivery and the protocols that evolved in order to keep our schools safe and healthy. That said – as always, the resilience of staff and students to endeavour to make the best of current circumstances and challenges is more than admirable. Everyone is centered on the core purpose of meeting the needs of our students, and if focused on ensuring that the best learning conditions are brought to fulfilment in our schools. We have heard great feedback regarding the work of our staff – and our teachers in particular.

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



Some of the meetings that continued to be commonplace into February included:

- Lengthy senior team meetings – Monday and Thursday; Mondays as Executive Council and Thursdays as an Academic Council meeting.
- CODE mtg with DM – Thursday Mornings (now bi-weekly)
- CODE Continuity of Learning sub-group – once a week (Tuesday mornings)
- CODE Continuity of Learning mtg with DM (sub-group) – Thursday afternoons (now bi-weekly)
- Chairs and Directors of Ed with Minister of Education – Monday afternoons
- Administrator meetings, where myself and senior staff take admin through operational, public health and educational updates – bi-weekly on Wednesdays
- Invited in a variety of provincial dialogues as Chair of CODE
- Continue to chair weekly ECCODE meetings – Now monthly on Monday mornings.
- Currently sit as ECCODE's rep on a committee being convened by the Ministry of Health, in partnership with Ministry of Education —The table will include reps from local public health units, Public Health Ontario, the childcare sector and the education sector (4 Directors from each of the affiliates).

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

- Chaired and extra-ordinary meeting of the Provincial CODE Executive with two key foci- unpacking the results of the Hamilton District Safe Schools Inquiry and dialogue regarding the state of planning of the next school year.
- Attended OCSOA Board of Directors' Meeting and provided an ECCODE update
- Attended meetings of the 7-12 Program Review Committee and one public session. Acted as a member of the board level panel addressing questions that were surfaced.
- Continue to participate in Huron Brigadoon Steering Committee meetings.
- Attended the third Governance PD session with Board of Trustees
- Attended IT Governance Steering Committee meeting and looked at significant trends and future planning for WCDSB.
- Worked on the facilitation of 2 position papers on behalf of CODE for future discussion with the Minister – each of CODE's 4 affiliates are preparing 2 of 8 position papers on topics of mutual interest to the Minister and CODE
- Participated in a meeting with our Research Coordinator to review the scope of her work and projects to prioritize
- Welcomed and provided an orientation to 2 new COVID daily case managers
- Worked on the development of our agenda for the Directors' of Hamilton Diocese meeting with Bishop Crosby – will co-chair the meeting on March 24th
- Attended the Well Being Steering Committee meeting
- Attended a meeting of South-West CODE
- Completed various media interviews and responded to numerous inquiries
- Attended Meeting of French Immersion Program Review Committee

- Participated in a Provincial “Initiatives” committee as ECCODE’s representative in a 2 hour meeting. (Will meet approx. 4-6 times a year) – focus of this meeting was online learning.
- Participated in and provided closing remarks in CODE Provincial PD session with Nadya Tomochenko and Gillian Tuck-Kuturna on Governance
- Participated in monthly CCFOWR Board meeting – provided update on our local payroll deduction program
- Participated in two meeting with Chair Van Alphen and Vice Chair Gravelle
- Participated in meetings with WR Public Health and WRDSB to confirm our understanding about and our approach to targeted testing in schools.
- Visited and toured Our Lady of Grace CES; visited St John’s assisted in welcoming staff and students back after the school closure.
- Participated in a ThoughtExchange North American Leadership Council
- Participated in 2 meetings with our new Equity Officer at WCDSB, to further discuss her transition.
- Participated in CODE’s School Mental Health Assist Advisory Council

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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Date: March 22, 2021
To: Board of Trustees
From: Director of Education
Subject: Student Success Update

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

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

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

Board Policy I - Ends
APC 050 - Assessment, Evaluation & Reporting, Grades 1-12

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

Ministry of Education: Education for Tomorrow: <https://www.ontario.ca/page/preparing-students-future>
Ministry of Education: Student Success Programs for Secondary Students: <http://www.edu.gov.on.ca/studentsuccess/>
The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018
Building the Workforce of Tomorrow: A Shared Responsibility –
<https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility>

Alignment to the MYSP:

Nurturing Our Catholic Community

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

Student Engagement, Innovation and Achievement

- Nurture a culture of innovation:
 - ✓ Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- Foster maximum opportunity for success for all:
 - ✓ Improve graduation rate
 - ✓ Increased opportunity for experiential learning

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well-being of all students and staff:



- ✓ Increase in student attendance and engagement

Background/Comments:

While the COVID-19 pandemic has introduced challenges to overall student success, achievement, and wellbeing, at Waterloo Catholic District School Board we have been able to adapt, pivot, and continue to move our student success and experiential learning initiatives forward despite the following challenges:

- Reduced overall coop placements due to pandemic protocols
- Implementation of new student information system (SIS) under complex circumstances that has temporarily reduced our ability to retrieve data, therefore inhibiting responsive, evidence-based decision making
- Temporary re-assignment of student success consultants due to teacher shortage
- Re-assignment of student success sections to support Community Active Living full day programing

The Ontario Ministry of Education supports a range of initiatives to facilitate student success in secondary schools, and in the transition to secondary schools, with the understanding that every student learns in their own way. Ontario's high schools are working with communities, employers, colleges, universities and training centers to offer more ways than ever to help students focus on their interests and support their learning.

The goal is to meet the needs, interests and strengths of all students, to engage them in their learning and to better prepare them for graduation and a post-secondary destination be it college, university, community supported living, work or an apprenticeship in a skilled trade. Student Success initiatives in place to support learning and engagement include:

1. Education and career/life planning, orientation programs and extra help for students as they move from grade to grade and school to school.
2. Students have the voice and influence to positively change their school environment and to become more involved in the life of the school and achieve their goals.
3. Student success teams at each school include school administrators, teachers and guidance counsellors to provide extra attention and support for individual students.

Student success initiatives and programs in the Waterloo Catholic District School Board broaden and deepen students' experiential learning opportunities as supported by the Ministry of Education. Some examples include:

- Specialist High Skills Major programs that bundle 8-10 courses allowing students to focus their learning on a specific economic sector while completing their high school diploma.
- A cooperative education program that combines classroom and workplace learning. Students can earn two co-op credits towards their compulsory diploma requirements, with no limit on earning optional co-op credits.
- Dual credit programs where students have more opportunities to earn credits that count towards both their high school diploma and a college diploma or apprenticeship certification.

Executive Summary:

Since specific reporting on literacy and mathematics learning is addressed in EQAO and Numeracy Updates, this report will address transitions, and experiential learning including specialized programs and strategies to increase student engagement and overall student success.

Student Success Consultants Intermediate & Transitions (Grade 8-9)

Due to the COVID-19 pandemic, many transition activities were either paused or took place virtually. Given the movement to remote learning from March 2020 to June 2020, and the cohorting of students since September, we did not administer the Transition Survey.



With the support of a program planning and placement officer and classroom teachers, two student success consultants work in classrooms and with individual students between grades 7-9 to provide guidance, support and strategies to help students identify and plan their learning program goals. Student success consultants and teachers help students deal with social and emotional issues that may be impeding their ability to be successful in school.

Restorative justice practices are used to augment their ability to engage students who are struggling with behavioural and relational issues, and to help heal bruised or broken relationships so that schools and classrooms can continue to be safe and inclusive learning communities.

Student Success Consultants Intermediate (SSCI)

- Direct and targeted Student Success support continues with 20 administrators, 51 teachers and over 1290 intermediate students in 18 intense schools
- On-Line Pathway Presentations
- On-Line Course Selection Presentations
- Increase in Parent Contact (phone and virtual)
- Home Porch Visits for Re-Engagement
- St. Isadore Gr. 7 and 8 Class Student and Teacher Support
- Virtual Restorative Justice Mediation and Follow-Up
- Building Social Skills 101 Presentations Upon request
- Digital Citizenship Presentations (Class and Parent Counsel)
- Planning on-site High School Tours with In-Risk students
- Support for Developing Our Roots (D.O.R.) Catholic student trustee initiative through promotion to intermediate teachers and staff
- Promotion of summer school Reach Ahead credit course for incoming Grade 9s
- Virtual Student Check ins (WELLNESS)
- Through relationship building, supported over 45 “At Risk” grade nine students in their first month of high school
- *Bridge to Success* Gr. 9 Summer Reach Ahead Credit Course
 - piloted at St. Benedict in summer 2018 with 23 students earning 23 credits
 - expanded to include Resurrection CSS, St. Mary’s High School and St. Benedict in summer 2019 with 63 students earning 63 credits
 - due to COVID, this program shifted to a virtual learning experience in summer 2020 with all 5 secondary schools offering the course and 197 students successfully earned their first high school credit

Program & Pathways

“It takes the whole education community – teachers, administrators, students and parents – as well as the broader community to support students in successful education and career/life planning.”
(Creating Pathways to Success, 2013)

A variety of engaging and diverse learning opportunities both inside and outside the classroom for our students help them explore and reflect upon their interests, strengths and aspirations and honour all five post-secondary destinations – apprenticeship, college, community, university, work. Research indicates that the majority of students view their parents as their primary source of influence and support when it comes to career/education decisions. (King et. Al., 2009).

To educate, support and engage parents, students and the community, the WCDSB hosts or participates in a variety of Pathway oriented evenings:



SCHOOL EVENTS:

- [Grade 8 Family Information](#) nights were conducted virtually by our secondary schools: [Sample from St. Benedict Catholic Secondary School](#).

RESOURCES:

- The [Entering Secondary School Transition Guide](#) was rebranded & rewritten in 2019 and is made available to Grade 8 student each year.
- myBlueprint, our web-based Pathway Planning tool, is actively being used by all students in Grades 7 to 12.

COMMUNITY EVENTS:

- *Build a Dream Virtual Young Women in the Skilled Trades* event held in Nov. 2020 with 110+ WCDSB students and parents attending.
 - *This is an evening parent and daughter career exploration event.*
Visit <https://www.webuildadream.com/>
- *Explore your Future* – 5th annual event hosted by the Business Education Partnership of Waterloo pivoted to 4-part virtual speaker series from March to April:
 - First event in March had 900+ families register with 357 WCDSB students

Experiential Learning:

In our current MYSP, a key performance indicator is to increase in K-8 experiential learning opportunities as tracked by the experiential learning teacher.

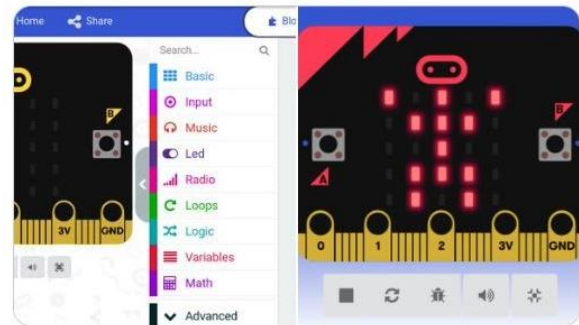
While the ongoing pandemic with required safety protocols and limits on social gatherings have caused a number of planned activities to be paused or cancelled, the following have taken place or are planned for Spring 2021:

- Coding Micro:bits has been the most popular workshop this school year. Presented over 45 Micro:bit workshops with approximately 1,125 students who participated. The presentations introduced Micro:bits that connected coding to the new Math curriculum. Currently in the process of extending our Micro:bit workshops to include building and coding cardboard boats, cars, and robot challenges for every division.
- Students at St. Anne (Cambridge) participated in a Climate Action Event where they learned how to use technology to solve the Global Sustainable Goals on land and water. The workshop was led by InkSmith where the students learned about the issues associated with deforestation and agriculture. The students coded a seed planting machine and a plant watering system that detects moisture in the soil. There were 52 students and 2 staff members who participated in the workshop. The goal is to extend this project to 10 more teachers and their students during an Earth Week Event in April.



Carly Wagner, OCT @misswagner_ · Feb 23

Thank you @mfleonard231 for joining #Grade4Isidore & teaching us about @microbit_edu! Ss were so engaged & excited about their coding creations! From jumping jack loops to adding multi-step commands, Ss have learned new skills & cannot wait to learn more! @IsidoreVirtual





• This year we partnered with DELL Canada, Microsoft, and Intel to provide an opportunity for girls at St. John's Elementary School to participate in the *Girls Who Game* (GWG) program. This is an extra-curricular program that provides an opportunity for young girls and underserved students across North America to learn more about gaming and the use of Minecraft as a learning tool, while developing their global competencies, such as communication, collaboration, critical thinking, and creativity. This fall we had 12 girls and 2 educators participate in the first session. In the spring St. John's will continue to participate in the program and Christ the King CES will participate as well.

• The Hour of Code Event took place on December 7-13. A total of 24 educators registered for the event ranging from Kindergarten to grade 8. There were 949 students who participated and of those students 465 were female. Educators used this opportunity to connect this coding event to the math, social studies, language, and dance curriculum.

• A Coding @ Home Event is scheduled to take place during Catholic Education Week, May 2-7. It will consist of coding workshops for students from K-8 and their parents in the evening. 4 schools are participating: St. Boniface, St. Brigid, St. Clement, and Our Lady of Lourdes.

- Our grade 7/8 students submitted their paper glider photos and designs to compete in the Western Ontario Division. WCDSB was competing against 8 other school boards. The WCDSB had 6 schools and 172 students participate. The regional winners were announced on a live YouTube broadcast and WCDSB schools placed 1st, 2nd, and 3rd in the Western Ontario Division. They will now compete in the Provincial Championships. Results for the Provincial Championships will be announced late March 2021.

Specialist High Skills Major Program (SHSM)

- As the school district with the largest SHSM footprint in the province, we continue to build and develop the strength of SHSM programs. Red Seal completion rate for SHSM for the 2019-20 school year was 68% which represents a 5% increase from 2018-19.
- The estimated Red Seal rate for this year will be between 60% and 69%.
- Current enrollment in SHSM is 1067 Grade 11 & 12 students which represents 26% of our senior student's board wide. The provincial average enrollment in 2018-19 was 18%. The Ministry target for school boards is 25%. Note that due to the pandemic our enrollment has dropped by 16% from the previous year. The ministry has confirmed that there has been a 13% drop in SHSM enrollment provincewide due to the pandemic.
- Currently there are 51 SHSM programs across our five secondary schools
- Trips & Trainings have adapted to the online model in the following ways:
 - ✓ 35+ asynchronous online certification opportunities
2 of which were custom built for WCDSB students, with 4 more in production (partnership with WCDSB Alumni Marshall Angus & Timothy Muza)
 - ✓ 5 Synchronous sessions delivered "after school" via MS Teams, with 7 upcoming
 - ✓ A partnership with St. John's Ambulance allows students to earn their Standard First Aid and CPR-C training, in-person on their own time (if comfortable with Guardian approval)
- Promotion has adapted to the online model in the following ways:
 - ✓ Minor changes to the High Skills website for efficiency and clarity of information for students
 - ✓ An animated "explainer" video was created ([LINK TO VIDEO](#))
 - ✓ An Asynchronous "lesson" was created for Grade 10 Careers Students to learn about the SHSM program, and sign-up using a Google Form linked directly at the end of the lesson ([EXAMPLE FOR RESURRECTION](#))
 - ✓ A re-launch of the SHSM Instagram account which will act as a resource for students
 - ✓ Mondays- information about certification opportunities
 - ✓ Wednesdays- "Words of Wisdom" (email etiquette, interview tips, etc.)

- ✓ Fridays- “Feature Fridays” (feature WCDSB Alumni in interesting careers)

Dual Credits

- School Within a College (SWAC): Currently has 10 Students (Due to pandemic limits from the College) Semester one students earned 37 credits in total.
- Exploring the Construction Trades Program had 14 Students. (Due to pandemic limits from the College for shop programs) and earned 45 credits.
- College Cooperative Experiential Program (CCEP): Had 6 student’s semester one earning 23 credits for a success rate of 96%. Semester two there are 10 students attempting 40 credits.
- College Apprenticeship Preparation Program (CAPP): There are 23 CAPP students that are on track to earn 88 credits this semester which also includes Coop.
- Summer dual credit programs: TBD for this year.

Ontario Youth Apprenticeship Program (OYAP)

In our current MYSP, a key performance indicator is to increase the number of OYAP participants and apprenticeship opportunities for students of the board. While our numbers in experiential learning programs overall are down due to the challenges of school/business closures and ongoing safety protocols, we continue to offer a variety of opportunities for students.

- Currently 172 OYAP participants. (81 from semester 1)
 - 5 are registered as apprentices with 8 more planned for semester 2.
- We are on track to surpass OYAP contract commitments, a significant achievement given the challenging environment with employers.
- Student in Level 1 (Trade school program), 3 in Precision Machining, 5 in Auto Service Technician and 3 in Truck and Coach Mechanic
 - 4 students employed fulltime out of the Electrical OYAP Program with IBEW from previous school year.
 - 4 students in current second semester cohort out of 16 regional spots.
 - Semester 1 co-op numbers: 173 students for all 5 high schools
 - March- May is Secondary



Skills Season: Reduced participation with competitors

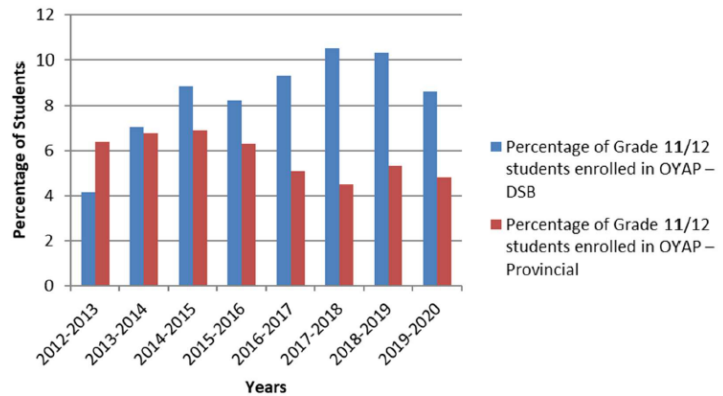
- Competing in 7 categories. Heavily impacted by COVID
- Boards OYAP website updated <https://el.wcdsb.ca/programs/oyap/>
- Provincial OYAP website updated. www.oyap.com.
- D2L MSTR Co-op course created for all co-op program areas – Allows us to PIVOT from public health measures.
- Virtual OYAP presentations available to St. Louis Students, Careers and Guidance



Promoting Experiential Pathway Learning

- **Tiny Homes Project in partnership with St. Mary's Parish and Lot 42:**
<https://youtu.be/r74YINhUll0>
 - Resurrection students are currently building a home for delivery.
- **Champions of Change Indigenous Youth Conference (Feb 2021) through NPAAMB in partnership with Edgefactor and 6 other school districts**
<https://npaamb.com/>
 - The goal of the conference is to provide youth with an exposure to the opportunities and possibilities for career pathways after graduation. The focus will be on trades and apprenticeship including post-secondary education, scholarships and bursaries, and volunteerism. Students will be able to participate in interactive workshops, presentations, skills competition, and a trade show.
 - 3-day conference and sessions were recorded <https://edgefactor.com/opportunity-knocks>
 - Students and teachers can view this conference virtually through the Edgefactor platform.
- **OYAP presents with Job Talks and the BEP:**
5 Great Reasons for a Career in the Trades (April 7, 2021)
- Produced video experiences through Edgefactor and BEP
- St. Louis OYAP programs (Cook, Hairstyling and Credits@work)
- Indigenous and Women OYAP success stories videos
- Highlights of OYAP employment sectors and community partners
- Revamp of elementary Technology Red Bin Kit:
OYAP, cardboard houses, Cars and Picnic table challenges activities to complement virtual presentations.
- Various advertising campaigns.
Radio in partnership with St. Louis(listen here)
OYAP Billboards located within Waterloo Region
Print ads (Kitchener Citizen and Cambridge Times)
Skills Ontario Liaison presentations available to all career studies teachers
[Summer Camp Program - Skills Ontario](#)

Waterloo Catholic DSB



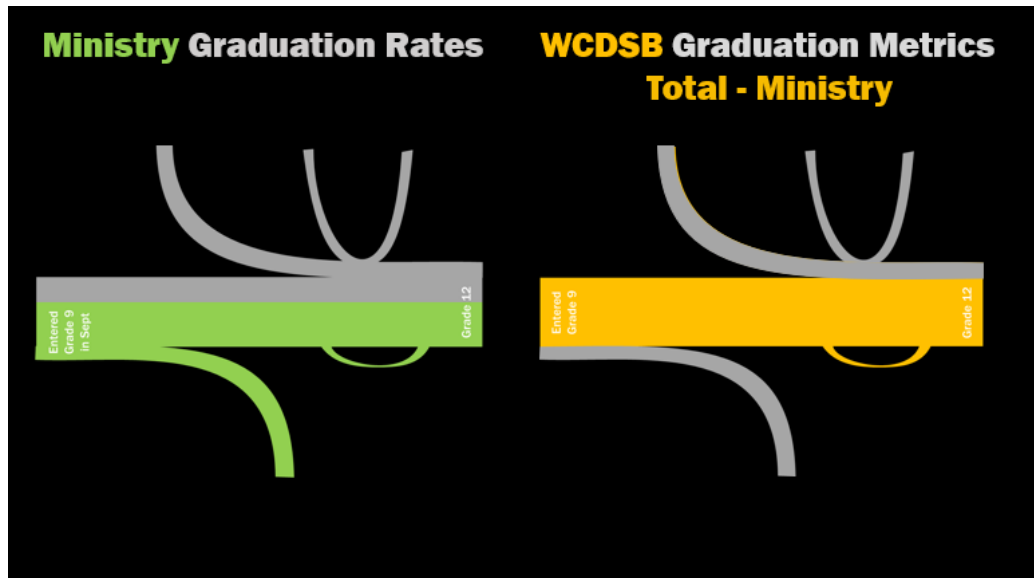
Graduation Rates & Requirements

In our current MYSP, a key performance indicator is continued improvement in our Graduation Rate – with a goal of 83% over 3 years for a 4-year rate and a goal of 90% for the 5-year rate.

Last school year, upon noticing a slight downward trend in our provincially reported Ministry Graduation Rates, we initiated a deeper dive into our internal graduation metrics.

This first significant trend we noted was that when students began their secondary academic career with the WCDSB in Grade 9 and continued through to graduation in four or five years, they graduated above the provincial average for both 4 Year and 5 Year rates. Given the known success factors of many of our internal experiential learning programs, and overall credit accumulation especially at the end of Grade 9 and 10, this helps to affirm the student success we are witnessing.





Ministry Graduation Rates includes those students who begin Grade 9 in the WCDSB but then leave before graduation. Also, the Ministry includes students who begin with the WCDSB, leave for a period of time, then return. Our internal graduation metrics include the students who leave and then return to us, but do not include those students who leave our system as we are not able to track their progress, nor influence it.

The Ministry Graduation Rates represent lagging data with the most recent graduation rates from June 2017. When we remove students who leave our system prior to graduation, our graduation rates increase by 3 or 4 percentage points. This indicates two important factors: first, we do exercise positive influence on the students who remain in our system as they move to graduation in 4 or 5 years; second, it is clearly our students who are mobile, either in or out of our system, that require additional supports to achieve graduation in 4 or 5 years.

Since the onset of the COVID-19 pandemic, schools have faced new and varied challenges: a remote learning period due to school closure from March to June 2020; the addition of St. Isidore as a virtual learning opportunity for students who choose it; cohorting with reduced numbers of in-school learning hours for our bricks & mortar students; and the implementation of our new student information system (SIS), Aspen, within the unexpected context of quadesters and student cohorts. As a result, the graduation dashboard and student achievement dashboards developed last year to extract data are not yet functioning optimally.

Also, as a result of the pandemic the Ontario Secondary School Literacy Test (OSSLT) requirement for graduation was waived for all students graduating in 2019-2020 and 2020-2021. The community service hours requirement for 2019-2020 was also waived, while the service hours requirement for graduating students in 2020-2021 has been reduced from 40 to 20 with allowances made for different methods of accumulating hours including virtual volunteer experiences and home-based or school-day opportunities also available.

At present, there is an OSSLT field test planned for the window of March – June 2021. Students who successfully complete the assessment will have count towards their graduation requirement for 2022.

Next Steps

We anticipate our data tools will soon be available so that we can more effectively track student progress through to graduation. Early indicators suggest that there is a polarization of achievement taking place through the first two quadesters of 2020-2021. While there is a higher percentage of students scoring in the Level 4 range, there is a corresponding higher percentage of students scoring below Level 1.

We have moved final assessment days to before the new April Break to support overall student achievement and have scheduled credit rescue and recovery days at the end of each quadmester.

As indicated, internal data indicates that students who begin in Grade 9 and continue through to Grade 12 in the Waterloo Catholic District School Board graduate at a significantly higher rate than those students who arrive after Gr. 9 or leave before year 4 or 5.

It is clear from our data that students who are mobile – either entering WCDSB after the beginning of Grade 9 or leaving and then returning – do not graduate at the same rate as our consistently enrolled students. Students success teams led by school administrators will continue to work diligently with creative and supportive programming for students who are mobile. To date, credits at work is one program offering that is helpful for students to catch up on missed elective credits. Additionally, retaining students who are considering leaving our system is important for their overall success and achievement. Over time, our data indicates that students who leave our system have a significantly lower graduation rate.

Re-engagement Strategy

In our current MYSP, a key performance indicator is to increase in number of students captured in our 12+ re-engagement success statistics.

In the re-engagement process, school teams with the support of the re-engagement officer (RO) generate lists of Year 5 Cohorts on roll at each school and those off roll. They also build lists of Year 6 and 7 students who have not graduated. These lists were affected by the lack of reports available in Aspen specific to the RO.

RO connects with the high school guidance departments remotely/via email to review potential re-engagement students. A brief history of former students (mental health, non-attender, etc.) and a potential pathway to graduation plan is presented. Then, the RO attempts to connect with all potential re-engagement students from Year 5, 6 and 7 cohort lists.

Prior to contact with students, a credit counseling summary is consulted to confirm the needs of the student (early leaver). This process identifies if the student needs compulsory and/or elective credits, and whether the OSSLT and/or community involvement hours are completed. RO also checks if there a potential for a credit substitution or a credit recovery.

When contacting a student by the RO, options presented will generally include St. Louis for support with compulsory credits and completion of the OSSLT. If elective credits are needed or a credit substitution is an option, students are directed to an Experiential Learning Coop program headed by Work Co-op Teacher (WCT).

With the WCT, the student completes a pre-placement package. WCT then meets with the employer to start the program. For every 90 hours worked a student will receive 1 Elective Credit. Once the program is started the student is put back on roll at their former high school. This program has been negatively affected by COVID because of the lack of work placements available in these economic times.

WCT also supports students in finding work, resumes, tracking hours completed, and submitting credits with the home school.

The RO follows each student throughout the re-engagement process. Support is also given with volunteer opportunities in the community to complete community involvement hours.



What follows is our June 2020 summary:

Totals					
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates
WCDSB Students	59	176.5	14	4	38
Other Board Students	40	172.5	19	7	27
Early Leavers	141	130	14	2	31
Miscellaneous Re-Engagement	107	227.5	17	5	53
Total	347	706.5	64	18	149

Program Highlights 2019-20

149 Graduates in program (21 Grads Year 4 - 96 Grads Year 5 - 32 Grads Year 6 and 7)

38 WCDSB Graduates Year 5

27 Graduates from other school boards (Year 5)

****155 Coop credits completed through Gavin Burns - 50 Students, supported 39 Grads

11 Pre Registered Students for the fall

29 Students ready to finish up in the fall

Program Highlights 2018-19

118 Graduates in program (5 Grads Year 4 Cohorts - 93 Year 5 Cohorts - 25 Year 6 and up Cohorts)

35 Graduates from other school boards (Year 5)

105 Students currently on roll at St Louis

106 Coop credits completed through Gavin Burns (42 Students, supported 23 Grads)

9 Pre Registered Students for the fall

21 Students ready to finish up in the fall

Program Highlights 2017-18

70 Graduates in program (5 grads Year 4 Cohorts, 60 Year 5 Cohorts and 5 Year 6 and up Cohorts)

13 Graduates from other school boards

40 Students currently on roll at St Louis

112 Coop credits completed through Gavin Burns (up from 77)

7 Pre Registered Students for the fall

10 Students ready to finish up in the fall



Year-to-date Re-Engagement Summary:

March Totals 2020-21						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll St. Louis
Year 5 On Roll Students	111	185	25	6	31	12
Early Leavers	125	44	5	2	13	38
Miscellaneous Re-Engagement	52	13	3	0	5	43
Total	288	242	33	8	49	93
*Miscellaneous Re-Engagement is Year 6 and 7 Cohorts						
Program Highlights to Date 2020-21						
49 Graduates in program to date						
93 Students currently on roll at St Louis						
Experiential Learning to Date - Coop Program with Gavin Burns						
5 Grads						
38 Coop Credits						
25 Students in program						

Summary:

This past year has presented a number of challenges for students. Yet given these unprecedented times, the Student Success strategy intends to offer robust experiential learning opportunities to support student achievement and pathway planning, including supports for our most vulnerable students.

In terms of our stated key performance indicators, while our overall numbers are down for students involved in experiential learning opportunities, we continue to trend above the provincial average in OYAP participation, and we did achieve a 5% increase in SHSM Red Seal completion rates in June 2020. Additionally, our re-engagement numbers have increased steadily to end of June 2020. As stated earlier, our graduation metrics will be available when our new SIS system is fully aligned with our graduation metric dashboard.

Even during pandemic it remains true that our goals are best accomplished with an integrated approach where school and district teams work closely with each other to identify students in need, build personalized plans of support for each student, and utilize effective monitoring processes to evaluate the success of the strategies and programs employed. In our Catholic/Christian Tradition, the gospel imperative to seek those that are lost and return them to the embrace of the community is embedded in scripture and in the corporal acts of mercy. Our schools are most effective and our mission is best realized when all students have the opportunity to succeed.

While COVID-19 continues to offer challenges, the staff and students at WCDSB continue to adapt to the changing learning landscape.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Richard Olson



Superintendent of Learning

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





Date: March 22nd, 2021
To: Board of Trustees
From: Director of Education
Subject: Update on WCDSB Education Models

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board **Policy IV 012**
- ☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

At the current time the schools of Waterloo Catholic continue to learn in our new pandemic reality. Our staff, students and parents have been introduced to a new way of experiencing learning and their schools, be that in our in-person learning environment or in the virtual environment of St Isidore. COVID-19 has changed the landscape of a traditional school experience and the staff of our board have planned, prepared and now implemented this new reality. As we come through these last months of winter and start the journey into spring, we are also looking to next year and what the school year will look like next year.

Those involved in in person learning returned to their schools on February 8th. As reported in November through January, our numbers remain relatively stable with approximately 3,890 students learning virtually at St Isidore and 20,004 students learning face to face. Thus, at this point approximately 17% of our total student population has opted for the virtual learning environment. We have completed the online survey of our secondary parents in terms of their desire to switch modalities and the survey of elementary parents was completed by the evening of February

18th. At the conclusion of the survey 262 students wanted to move to Virtual and 290 to in person learning; so there was a net gain of 28 students to in person learning. There were some adjustments that were needed in staffing at St Isidore which lost a few teaching positions and in a few of our bricks and mortar schools, to ensure that class sizes remained safe and manageable. The final transition of the year took place on Monday, March 8th, 2021.

We had a challenging end to the month of February. We experienced 3 outbreaks in more or less the same time period and in each case, there was, for a short period of time, a significant impact to the affected schools. Two schools were closed by the Director (not by Public Health). When such a decision is made by the Director it is because there is concern that the school cannot be safely staffed. One school opened after 3 days of closure, once most of the staff were released as low risk contacts, but one school had an extended closure due to the number of cases and number of staff impacted as contacts. The school has since successfully re-opened and we will re-double our efforts to ensure all protocols are followed. It is important to say that the Public Health IPAC assessments are done whenever there is an outbreak, in each of these cases, they did not identify that any gap in the protocols had contributed to the cases/outbreak. That said, any enhancements Public Health offers are always adopted not only locally but shared with all principals. WCDSB is averaging 1-3 cases a day as we move through March. It is important to note that Public Health has changed their approach to identifying cases and we are dismissing cohorts associated with any probable case, which can include people who have not even gone for a test as yet. (But who are a high-risk contact and who may identify a symptom when contacted.)

All positive COVID cases begin with an origin in community and we are seeing WCDSB as a reflection of the broader community. Waterloo Region is currently in the red zone, which is a reflection of the decrease in cases in the region, since the provincial lockdown. It should be noted that there is also a change in screening practice in the region and province – that is – if any family has one person with even one symptom, the entire family must isolate. The family members must isolate for 14 days after the last presence of a symptom – unless they go for a test and receive a negative result.

Targeted testing has been initiated in the region over the course of this month. There are three types of testing that have been part of the provincial protocol. This has included pop-up community sites for symptomatic individuals which we are helping to publicize through school-based communication in the communities where the pop-up sites are located. As well – asymptomatic testing for staff is available at local pharmacies. Finally, each week 2-4 schools, representing approximately 5% of our schools or 2% of our student population, have been identified for targeted asymptomatic testing. We are working in collaboration with Public Health and WRDSB. There has been a great deal of media interest in the targeted testing sites, their uptake and the number of positive cases. Testing is being completed primarily by the Ministry contracted company Life Labs. Region totals are being reported on a provincial site. [Provincial Site Asymptomatic Testing](#) The number of positive cases has been extremely low and the uptake on the sites moderate. (averaging 100 people per day)

As noted last month, on February 11th the Minister of Education announced that March Break would be postponed this year. The break will no longer fall in March but has been pushed out to April 12th to April 16th. There is a hope that this will be better timing to minimize the spread of COVID. Public Health and the Chief Medical Officer of Health respectively, informed and made this decision. They continue to maintain that the safest place for students is in school due to the rigor of our protocols. We have been told that the education sector is to be captured in Phase 2 of the vaccine roll-out and the hope is that the education sector may start to see some vaccine activity within the month of April.

We are currently concluding a survey for our staff and students on the virtual learning environment. The survey will assist us in providing requested metrics to the Ministry in compliance with PPM 164 but more importantly will give us some insight as to how staff, students and parents are experiencing synchronous virtual learning. A similar survey was already completed at St Isidore and we are keen to see it rolled out more thoroughly across the system. The survey was vetted at the CPIC table.

We are now in the process of both working through the ever-evolving operational challenges of this year, as well as navigating our planning for the 2021-2022 school year. We have staffing and budget deadlines which we will begin hitting toward the end of March and early weeks of April. We had originally been told that we were planning for a more traditional school year, but more recent massaging would seem to suggest that the year may begin with many of the same supports and precautions as we are experiencing in this school year. While we might fully expect all staff to be vaccinated by the fall, it is less clear the timeline for a pediatric vaccine. We have sought guidance from



the Ministry and province, but they are not fully in a position to provide firm guidance as yet and so in order to honour our staffing timelines, we are trying to adopt some planning assumptions. Our thinking has evolved based on messaging from the Ministry and currently, we may plan for a return that looks very similar to this year, and then release restrictions as we are invited to do so. That said, things may continue to evolve, and having students return every day may prove possible. We are also turning our attention to summer programming and what might be helpful in ensuring programming to students who are interested in learning intended to bridge gaps that may have occurred over the last year.

We were also confronted with the need for a decision regarding whether we would offer a virtual school – St Isidore – for our students next year. Again – the clarity sought from the Ministry by boards on this question has been a bit unclear but the Ministry seems to be signaling that they would see this as something for which we should plan. As mentioned – the current messaging seems to be to plan for a year that begins fairly similar to the current year, and relax those measures as we navigate the year. Realizing that it has been very disruptive to our school communities, staff, students and families, we feel it is in the best interest of all to limit the choice windows offered to families. Thus, we have initiated a two-stage survey process as we begin in earnest our planning for next year. During the week of March 15th-19th we have asked families for an initial expression of interest for virtual learning for next year, and then we will give all families a chance to solidify their preference by June, when perhaps there will be more clarity as to how things are evolving regionally and provincially in terms of both COVID numbers and vaccine roll-out. We believe the best place for a child is in our bricks and mortar schools. We think this is best academically, but perhaps more importantly in terms of socialization and a young person's social-emotional needs. We would hope that is the choice most parents make but we also know that many parents may not be at that comfort level yet. We believe this is our best effort to be fair to parents who still don't have the comfort to send children to in-person learning as we begin to enter a post-vaccine world – if not a post-pandemic world.

The fact that our students are still engaging in relatively full days of learning continues to be an accomplishment. As remarked on our one year anniversary of the declaration of the pandemic – our system has seen many changes and our staff and students have shown remarkable resilience. It is a testament to the human spirit and the dedication of our staff. Our landscape continues to evolve, and it seems that we never go long before there is a new update or change that is required. The option for choice has been presented to parents and we realize people are in different places with their comfort level with COVID. We are pleased to receive the stories of success from our families experiencing all of our various modalities of learning. Health and safety will continue to remain our primary concern and motivator. We are listening keenly to all updates provided regionally and provincially and will respond accordingly, in the best interest of our staff and students.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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





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

Date: March 22 2021
To: Board of Trustees
From: Student Trustees
Subject: Student Trustee Report for March 2021

Type of Report: Incidental Information

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

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

Policy II 011 Student Representation on the Board

Policy II 012 Student Trustee Role Description

Background/Comments:

March marks the beginning of spring, and with spring comes excitement and new beginnings. This month has been Women's History Month and each school has taken part in different initiatives to support and empower the women in our communities. The student trustees are excited to begin work on the annual board initiative and are in the process of compiling this project to share with the larger board community.

Common Activities Hosted by The Schools:

- **Easter Preparations:** Easter is fast approaching and the secondary schools have participated in Lenten food drives (Resurrection) and stations of the cross planning (St. Benedict) among other Holy week activities.
- **Spirit Events:** Each school has taken their own approach to spirit events and boosting morale this month, from St. Patrick's day initiatives to spirit activities like Jersey Day and Game Show week.

Student Trustee Role Update:

- **Harbouring Hope Project:** We are eager to announce our board-wide student senate campaign; designed by students, for students. **Harbouring Hope: A Journey of Transformation** will provide all students with the opportunity to showcase creativity.

Following the theme of “finding positivity in our daily lives, students are called upon to submit an original piece of media in the form of a poem, graphic design, photo of visual artwork, or a short story. All submissions will be compiled into a virtual scrapbook, which will be shared with our board community for viewing. The project was officially launched on Tuesday, March 9th through social media, using a promotion video, and letter. The social media posts created by Doyle co-president Ally Q are attached below for your convenience. Notice the butterfly in the project logo mirroring our yearly pastoral theme. Submissions will be accepted up until April 16, 2021 at harbouringhope2021@gmail.com. Then after being compiled the final scrapbook will be released approximately May 31st, 2021.



- **Student Senate:** On March 24th Senate met for their monthly meeting. The main purpose of this meeting was to plan for the 2021 virtual Elementary Student Leadership Conference. As a reminder the pre-recorded content for ESLC will be released to all grade 7/8 students on April 23rd. Communication between the Student Trustees, and co-presidents continues to be on an ongoing basis, with frequent updates, and deadline reminders.
- **Developing Our Roots + Grade 7/8 Initiative:** March's DOR theme was "social", and the co-presidents led activities with their respective SAC team relating to such. Additionally, the DOR package was sent out as per usual during the second week of the month.
- **Student Trustee Election "Wrap Up":** Mentorship with the newly elected Student Trustees is planned to begin in April. Between this time and July 31st, Abby and Kate will be working with the girls in order to prepare them for the role (eg. reviewing expectations, the ST handbook,etc). Additionally, on multiple occasions, Trustee Barbosa met virtually to deliver feedback to unsuccessful candidates. This was in hopes of inspiring the

individuals to continue to follow their leadership passion, as well as to provide constructive criticism.

- **OSTA AECO:** Trustee Barbosa along with the Student-Wellbeing WG are in the process of planning a province wide mental health symposium. Workshops are specifically targeting marginalized groups using a keynote, and breakout room approach. More details will be provided as they are determined. Upon finalization, promotional materials will also be shared with WCDSB highschool students through guidance departments, mental health leads, and social media. Additionally, Trustee Barbosa participated in the Thinkfast International Fundraiser, in collaboration with D&P alongside the OSTA CBC cabinet. The event took place March 13-14th, and was a very eye opening, moving and wonderful experience.

Recommendation:

This report is for the information of the Board.

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

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



Date: March 22, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report for March 22, 2021

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

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

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

Background/Comments:

- Weekly teleconference calls with Minister Lecce, DM Nancy Naylor, Dr. Tepper, Board Chairs and Directors – March 1st, 8th, 15th and 22nd
- Invited to attend a meeting with the Walking School Bus WR to learn more about supports and funding challenges along with celebrations of the program. (March 3rd)
- As per the motion passed on March 8, 2021, a letter of advocacy was prepared and sent to Minister of Education Stephen Lecce, Minister of Health Christine Elliott, and Minister of LTC Merrilee Fullerton – School Board PSW. Program (Government announcement February 24th excluded School Boards)
- Attended part of the Huron Brigadoon BRC virtual meetings on March 4th and March 11th as well as the Public Consultation on March 18th
- Attended the 7-12 Program Review – Public meeting on March 17th (Microsoft teams live)
- Will be attending Kitchener's State of the City Address on March 25th with fellow Trustees and Director Notten.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Melanie Van Alphen, Chair of the Board

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



From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Thursday, March 4, 2021 1:57 PM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA Memo: Ontario Catholic Student Youth Day - May 5, 2021

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March 4, 2021

MEMORANDUM

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

CC: Student Trustees

FROM: Patrick J. Daly, President

SUBJECT: **Ontario Catholic Student Youth Day – May 5, 2021**

We are pleased to share with you, information regarding the 2021 **Ontario Catholic Student Youth (OCSY) Day Conference**. This event will take place on May 5th and is being planned and coordinated by the Ontario Student Trustees' Association's Catholic Board Council, with support from OCSTA. As has been our tradition, this celebration of Catholic student youth service and leadership takes place during our annual Catholic Education Week.

The Program

The 2021 OCSY Day Conference will be hosted virtually on the Zoom videoconference platform which will allow far more students to participate in this year's event. **All boards are invited to register up to 50 students for this conference.**

The OCSY Day Conference Program

Theme: Cultivating Relationships (Sub-theme of Catholic Education Week theme, “Nurturing Hope”)

10:30am	Welcome, Prayer, & Land Acknowledgement	15 minutes
10:50am	Introductions – Catholic Board Council Executive: Teresa Siby (President), Annika Dela Torre (VP) and OCSTA President, Patrick Daly	15 minutes
11:00am	Catholic Education Week Mass, Cardinal Thomas Collins	1 hour
12:00pm	Featured “Social Justice and the Environment” Speaker: Emily Lukasik (Development & Peace)	45 minutes
12:45pm	BREAK	30 minutes
1:15pm	Featured Speaker: Peter Katz (JUNO Award Nominee and Empowering Youth Advocate)	45 minutes
2:00pm	Featured “Social Justice and Catholic Leadership” Speaker: Ben Verboom, Assistant Dean, St. Anne’s College, University of Oxford and Former OCSTA Student Alumni Award Winner	45 minutes
2:45pm	Video & Catholic Education Week Song	10 minutes
3:00pm	Raffle Prizes	10 minutes
3:10pm	Closing Remarks	5 minutes

Selecting Students for the Virtual Ontario Catholic Student Youth Day Event

All boards are invited to select up to 50 student leaders that includes student trustees and any other students the board wishes to include in the delegation.

Please use the attached form to respond by no later than April 2nd. After that date, any leftover seating will be made available to boards wishing to send more than 50 delegates.

Please complete and return the attached form to Ashlee Cabral (acabral@ocsta.on.ca) by April 2nd, 2021.

We greatly appreciate the support of all boards for this student-led initiative that is so firmly rooted in our values and the mission of Catholic education.



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

CATHOLIC EDUCATION: *Nurturing Hope*



Ontario Catholic School
Trustees' Association



ONTARIO CATHOLIC STUDENT YOUTH DAY MAY 5, 2021

Board: Click or tap here to enter text.

Catholic Education Week Administrator:

Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Number of Attendees (up to 50 students): Click or tap here to enter text.

Names of Attendees (optional):

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| 25. Click or tap here to enter text. | 50. Click or tap here to enter text. |

Please complete and return form to Ashlee Cabral (acabral@ocsta.on.ca) by April 2, 2021.

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>

Sent: Friday, March 5, 2021 4:19 PM

To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>

Subject: OCSTA Memo: ON News Release-Ontario Ready to Rollout Phase Two of COVID-19 Vaccine Distribution Plan

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



Ontario Catholic School
Trustees' Association

March 5, 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: ON News Release-Ontario Ready to Rollout Phase Two of COVID-19 Vaccine Distribution Plan

The following Ontario News Release is provided for your information.

News Release

Ontario Ready to Rollout Phase Two of COVID-19 Vaccine Distribution Plan

Focus Will Be on Older Adults, Those at Risk of Serious Illness and Hot Spot Areas

March 5, 2021

Content

TORONTO — The Ontario government is preparing to move into Phase Two of its COVID-19 vaccine distribution plan next month, with a focus on vaccinating populations based on age and risk. This approach is designed to save lives, protect those at risk of serious illness and to stop the virus from spreading.

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

"Due to the incredible work of an army of people we have a solid vaccine distribution plan and we are ready to get needles into arms as soon as the doses arrive," said Premier Ford. "This is a true Team Ontario effort and we are mobilizing our greatest asset - the people of Ontario. Vaccines will be administered in hospital clinics, primary care settings, mass vaccination sites, mobile clinics and pharmacies across the province by dedicated, caring and compassionate frontline health care heroes."

With vaccine supply stabilizing and over two million doses of the COVID-19 vaccine expected from the federal government before the end of March, the province to enter Phase Two of its vaccine rollout. Between April 2021 and July 2021, up to nine million Ontarians will be vaccinated.

During Phase Two, groups that will receive the vaccine include:

- Older adults between 60-79 years of age;
- Individuals with specific health conditions and some primary caregivers;
- People who live and work in congregate settings and some primary caregivers;
- People who live in hot spots with high rates of death, hospitalizations and transmission; and,
- Certain workers who cannot work from home.

"Thanks to the hard work of our health care partners and frontline heroes, Ontario's vaccine rollout is making a positive difference and helping to save the lives of some of our most vulnerable," said

Minister Elliott. "We continue to ramp up capacity and are committed to administering as many doses, as quickly as possible to every Ontarian who wants a vaccine."

Phase One of Ontario's vaccination rollout is well underway, with 820,000 doses administered and over 269,000 Ontarians fully immunized. Over 80 per cent of long-term care residents are fully immunized and public health units are working with homes to vaccinate staff and essential caregivers as a priority. Some local public health units, based on local context and capacity, have been able to vaccinate some people aged over 80, before the anticipated timeframe of mid-March. By focusing early vaccination efforts on long-term care residents, combined with public health measures, Ontario has notably rapidly reduced infections and the daily death rates in long-term care homes.

Starting March 15th, the province will launch an online booking system and a provincial customer service desk to answer questions and support appointment bookings at mass immunization clinics. This will initially support individuals over the age of 80 as part of Phase One, eventually extending to more groups during Phase Two. While some public health units are currently using their own booking systems to vaccinate individuals aged 80 and over, it is anticipated that the majority of public health units will transition to the provincial booking system after it has launched.

The fight against COVID-19 continues to be our government's top priority," said Solicitor General Sylvia Jones. "With the approval of the AstraZeneca vaccine, and now the Johnson & Johnson vaccine, and with increased supplies coming into the province, this gives us renewed focus to get even more Ontarians vaccinated sooner. We've made tremendous progress and ask that Ontarians continue to stay the course to protect themselves and keep their families, friends and communities safe."

NACI has provided the recommendation to extend the vaccination dose interval up to four months for all Health Canada approved COVID-19 vaccines while maintaining a strong and sustained level of protection from the virus. This news along with the approval of new vaccines will help us to reforecast and maximize the number of people receiving a first dose in a shorter timeframe, pending supply from the federal government. Ontario has accepted and will follow NACI's recommendations starting March 10th, with some limited exceptions.

As supply increases, Ontarians will be able to get vaccinated with the three Health Canada approved vaccines in several new settings. In addition to hospitals, mobile clinics and mass vaccination clinics, the province is working with the pharmacy sector and with primary care professionals to offer vaccinations in primary care settings and community locations in collaboration with public health units. A pilot for pharmacy vaccine administration is planned for mid-March in select regions, including Toronto, Windsor and the Kingston, Frontenac and Lennox & Addington region, followed by specific primary care pilots in collaboration with public health units.

"Being able to announce the Phase Two rollout today is exciting news for everyone. The vaccine developments this week mean that we can expect things to move faster than anticipated which is fantastic," said Gen (Ret'd) Rick Hillier. "To that end government officials are refining the distribution plans, testing the online booking system and implementing a pilot program with pharmacies and primary care providers in select regions to ensure that they are ready for the launch of Phase Two."

Ontario will enter Phase Three when vaccines are available for every Ontarian who wishes to be immunized. While vaccines will not be mandated, during Phase Three, people will be strongly encouraged to get vaccinated.

Quick Facts

- As of March 4, 2021, at 8:00 p.m., over 820,000 vaccine doses have been administered across the province, including over 121,000 doses administered to long-term care home residents. Over 269,000 Ontarians are fully immunized, including over 55,000 long-term care home residents. Ontario is leading the country in the total number of vaccines administered and has fully immunized more individuals than all provinces and territories combined.
- As of this week, all adults in the 31 fly-in First Nations communities and Moosonee have been offered their first dose of the COVID-19 vaccine and second doses have commenced in some communities. As of March 3, 2021, Operation Remote Immunity has administered 13,788 doses as follows – 11,958 first doses, and 1,830 second doses.
- For the month of March, Ontario is expecting to receive 870,480 doses of the Pfizer-BioNTech vaccine and 483,700 doses of the Moderna vaccine. Ontario is also expecting to receive 194,500 doses of the AstraZeneca vaccine the week of March 8, timing pending confirmation from the federal government.
- If you're aged 80 or older and you don't live in a congregate care setting, you may be able to book a vaccine appointment through your public health unit. [Find your public health unit and contact them for information.](#)
- Health care professionals who are able to administer the vaccine can register and apply through [Ontario's Matching Portal](#). This could include physicians, nurse practitioners, registered nurses and registered practical nurses, along with pharmacists, pharmacy students, interns and pharmacy technicians.
- As part of its commitment to ensure an equitable vaccine rollout, Ontario will begin collecting sociodemographic data on a voluntary basis from individuals who get the COVID-19 vaccine starting Friday, March 5, 2021. Collecting this data will help the province have a more complete picture of who is being vaccinated, help ensure access to the vaccine for communities who are at-risk and disproportionately impacted by the pandemic, and ensure that everyone who wants to be vaccinated is being reached.
- Only vaccines that Health Canada determines to be safe and effective will be approved for use in Canada and available in Ontario. This means all COVID-19 vaccines being offered: were tested on a large number of people through extensive clinical trials; have met all the requirements for approval, including safety; and will be monitored for any adverse reactions that may occur after vaccination and appropriate measures will be taken.

Additional Resources

- [Populations Eligible for Phase Two COVID-19 Vaccination](#)
- [Ontario Administers over Half a Million Doses of COVID-19 Vaccines](#)
- [Ontario Continues Accelerated Vaccinations of Most Vulnerable Despite Vaccine Delays](#)
- [Ontario Adjusts Vaccination Plan in Response to Pfizer-BioNTech Shipment Delays](#)
- [Ontario to Vaccinate up to 8.5 Million People in Phase Two](#)

- [Ontario Releases Ethical Framework for COVID-19 Vaccine Distribution](#)
- For up-to-date information on the populations currently eligible for vaccination and instructions on how to book an appointment when you are eligible, visit Ontario's [vaccine webpage](#).
- Visit Ontario's [website](#) to learn more about how the province continues to protect the people of Ontario from COVID-19.
- For public inquiries call ServiceOntario, INFOLine at 1-866-532-3161 (Toll-free in Ontario only).

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*

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, March 8, 2021 2:36 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Ontario's COVID-19 Vaccination Plan - Phase Two

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



Ontario Catholic School
Trustees' Association

March 8, 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's COVID-19 Vaccination Plan – Phase Two Briefing

Attached is a briefing on Ontario's COVID-19 Vaccination Plan – Phase Two, for your information.

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

**Ontario's COVID-19
Vaccine Distribution Plan**

Moving to Phase Two of the Plan



March 5, 2021

Ontario's Plan Recap

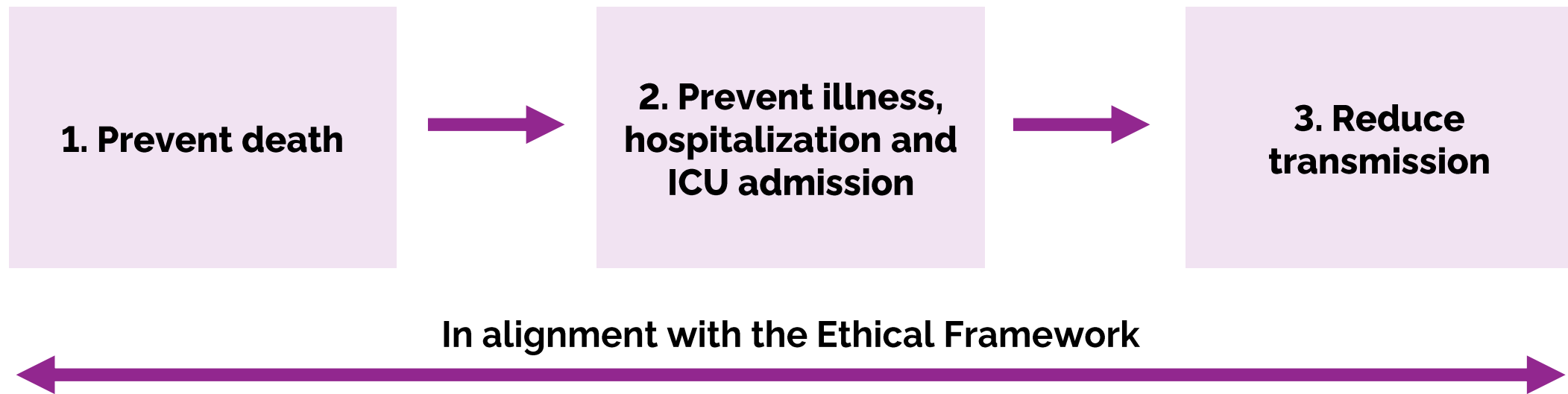
Phase 1 High-risk populations (~ 1.8 million)	Phase 2 Mass deliveries of vaccines (~ 9 million)	Phase 3 Steady state
December 2020 – March 2021	April 2021 – July 2021	July 2021 Onwards
- Congregate living for seniors - Health care workers - Adults in First Nations, Métis and Inuit populations - Adult chronic home care recipients - Adults over 80 years old	- Adults aged 60-79, in 5-year increments - High-risk congregate settings (e.g., shelters, community living) - Individuals with high-risk chronic conditions and their caregivers - Cannot work from home - At-risk populations	Adults 59 years and younger
Distribution through: hospital site clinics, mobile teams, site-specific clinics, and mass vaccination clinics (late March).	Distribution through: mass vaccination clinics, pharmacies, primary care, site-specific clinics, mobile teams, mobile sites, public health units	Distribution through: mass vaccination clinics, pharmacies, primary care, site-specific clinics, mobile teams, mobile sites, public health units

Ontario's COVID-19 Vaccine Distribution Plan

- Ontario's COVID-19 vaccine distribution plan is happening in three phases
- This phased approach is based on expert advice of the Ministers' COVID-19 Vaccine Distribution Task Force and is aligned with the National Advisory Committee on Immunization
- The vaccination rollout is currently in Phase One, with over 820,000 doses administered and over 269,000 Ontarians fully immunized (as of March 4, 8 pm)
- The first phase of Ontario's plan focused on vaccinating the province's most vulnerable. We are now seeing the clear benefit of doing so, with a dramatic decrease in long-term care home cases and COVID-related deaths across all age groups
- Ontario has mapped out the transition into Phase Two of our vaccine plan and has identified the next groups of populations who will be eligible to receive the vaccine
- The timeline for Ontario's three-phase vaccination distribution plan is dependent on vaccine supply and availability from the federal government
- As additional vaccines are approved by Health Canada and Ontario receives doses more regularly, the province will significantly increase the number of vaccines being administered daily

Objectives of Ontario's Vaccine Rollout

Ontario's COVID-19 vaccine distribution plan is guided by the following objectives:



These objectives align with Canada's pandemic response goal, which is also adopted by the National Advisory Committee on Immunization:

"To minimize serious illness and overall deaths while minimizing societal disruption as a result of COVID".

Phase One: Protecting Ontario's Most Vulnerable

Current Status: Completing Phase One (Dec 2020 – Mar 2021)



Over **820,000** Doses administered



Nearly **80%** LTC residents fully immunized



Over **67%** LTC Staff received at least 1 dose



Over **89%** RH residents received at least 1 dose



Over **52%** RH Staff received at least 1 dose

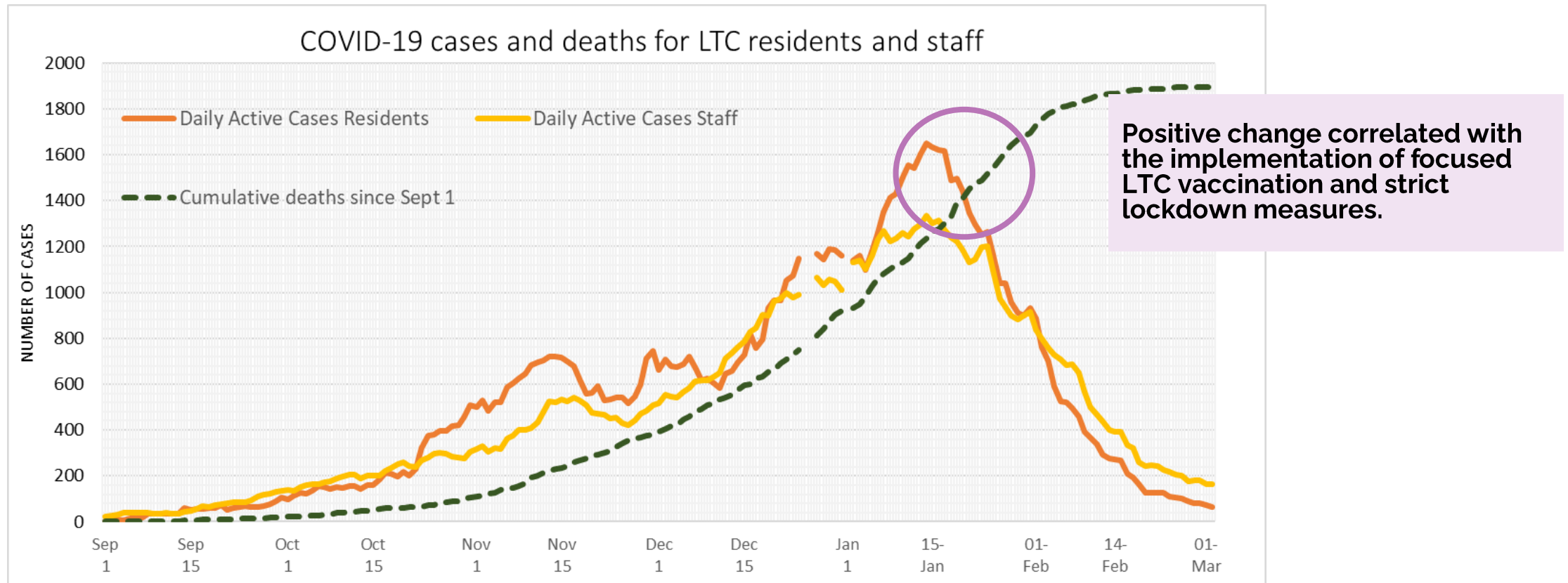
Vaccination Groups	LTC Homes	Retirement Homes
 Residents	Substantially Completed	Underway
 Caregivers	Underway	Underway
 Staff and Front-Line Workers	Underway	Underway
80+ Underway (over 14% have received 1st dose)		Remote and FN Underway

As of Mar. 4, 8 p.m.

100% of the Operation Remote Immunity 31 fly-in communities and Moosonee have been visited for a 1st dose
 

Impact of Ontario's Phase One Approach

- By focusing vaccination early efforts on long-term care residents, combined with public health measures, Ontario has rapidly reduced infections and the daily deaths rates in LTC homes



Data Source: Ministry of Long-Term Care Tracker, based on data reported up to March 3, 2021.

Phase Two: Expanding Vaccines to More Ontarians

AstraZeneca

Health Canada (HC) Approval

- On February 26, the AstraZeneca vaccine was approved by Health Canada for use in adults 18 years of age and older, recommended by NACI for group 18-64
- They have an overall efficacy of 62%, when given according to the authorized dosing regimen - 2 doses, 4 to 12 weeks apart, and can be stored and transported at temperatures ranging from 2° to 8°C

NACI Recommendation

- In the context of limited vaccine supply, AstraZeneca COVID-19 vaccine may be offered to **individuals 18-64 years** without contraindications if:
 - The advantages of earlier vaccination outweigh the limitations of vaccinating with a less efficacious vaccine
 - The ease of transport, storage and handling of this vaccine facilitates access to vaccination which may otherwise be challenging
 - Informed consent includes discussion about current vaccine options and the timing of future vaccine options
- **Seniors over 64 and At-Risk:** Due to superior efficacy, mRNA COVID-19 vaccine is recommended for individuals at highest risk of severe illness and death and highest risk of exposure to COVID-19 who are targeted for early COVID-19 vaccination
- **Individuals 55-64:** The public health benefits of offering the AstraZeneca vaccine earlier only to individuals 55 to 64 years were less certain given the shorter expected wait times of this population for the more effective mRNA vaccines

Vaccine Supply Update

Over the coming weeks, Ontario expects to receive more vaccines from the federal government, allowing the province to map out the transition to Phase Two of the rollout, which expands to more Ontarians.

- **Pfizer-BioNTech**

- March 1 and 8: 173,160 doses each week
- March 15 and 22: 174,330 doses each week
- March 29: 175,500 doses
- April 5 and 12: 298,350 doses each week

- **Moderna**

- Week of March 8: 160,500 doses
- Week of March 22: 323,200 doses

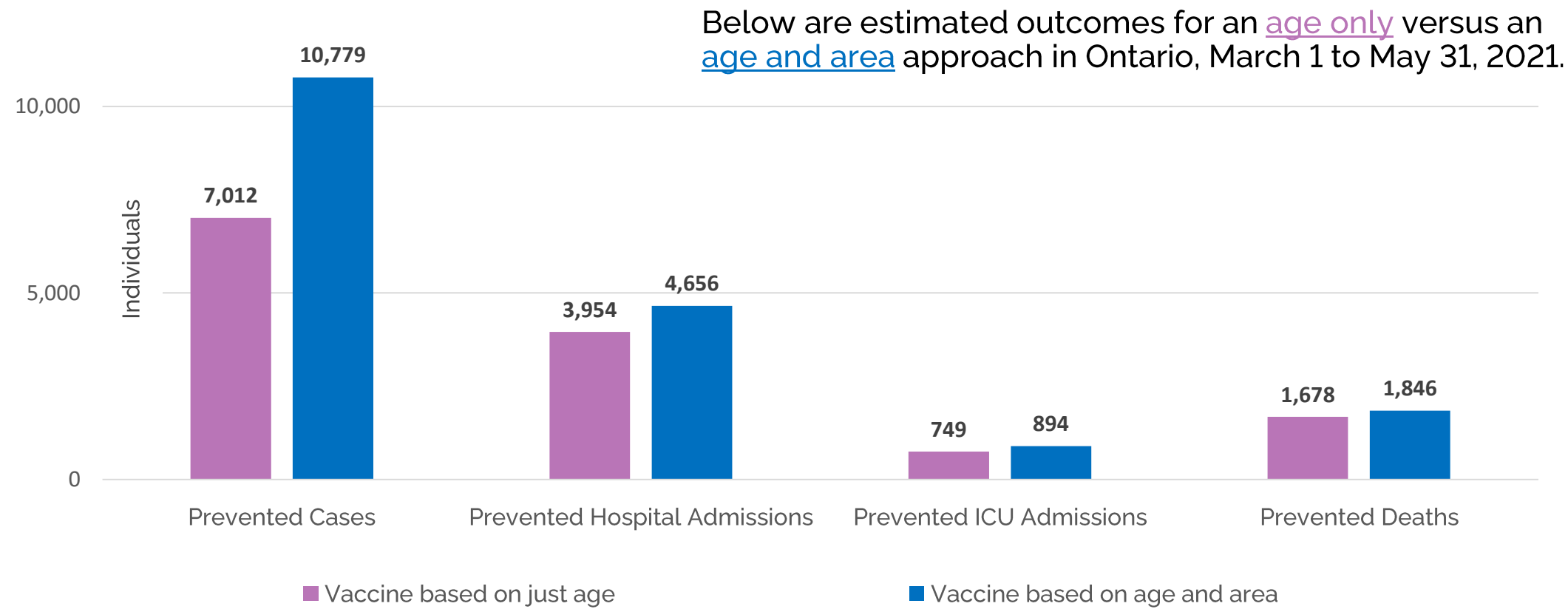
- Ontario is expected to receive 194,500 doses of AstraZeneca the week of March 8 (although specific timing is still to be confirmed by the federal government)

Extending Dose Interval to Four Months

- The National Advisory Committee on Immunization (NACI) has provided the recommendation to extend the vaccination dose interval up to four months for all Health Canada approved vaccines while maintaining a strong and sustained level of protection from COVID-19
- Ontario has accepted and will follow NACI's recommendations starting March 10th, with some limited exceptions
- This will allow Ontario to rapidly accelerate its vaccine rollout and maximize the number of people receiving first dose within a context of limited supply
- In making its recommendation, NACI considered several factors, including:
 - Review of recent scientific studies of efficacy and effectiveness of COVID-19 vaccines
 - Real world effectiveness demonstrated by sustained high levels of protection
 - Immunological principles and vaccine science

Evidence (Vaccinating by Age and Area)

Vaccinating primarily based on age, with some adjustment for hot spots (and health conditions, congregate settings), will prevent more deaths, hospitalizations, ICU admissions, and cases of COVID-19.



Source: Ontario COVID-19 Science Advisory Table

Phase Two (April 2021 – July 2021)

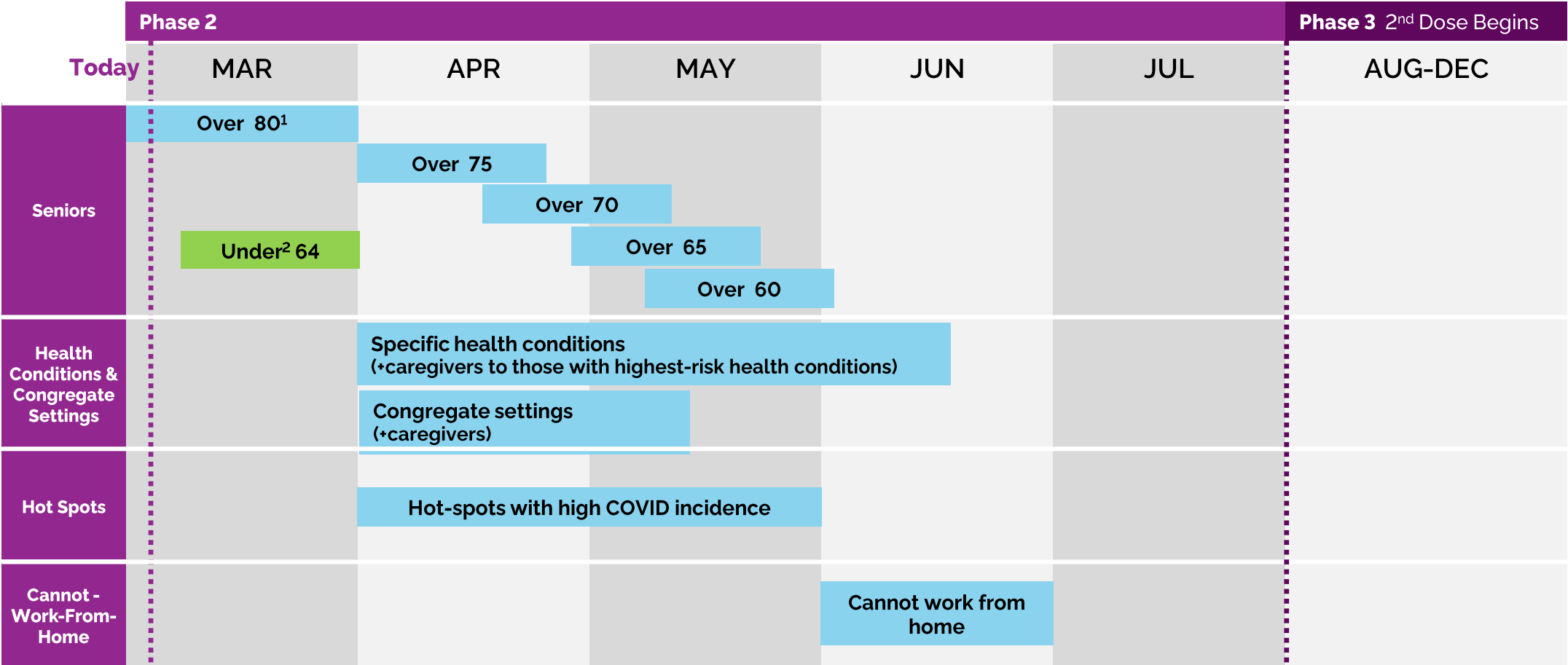
Following the best scientific evidence, phase two of Ontario's vaccination distribution plan will continue vaccinating the population based on **age and risk** to prevent further death, hospitalization and transmission:

 Relative Emphasis	1. AGE	Population Size
	Seniors Strategy Older Ontarians (60-79), who are at greatest risk of death and hospitalization due to COVID-19, will be targeted through a multi-channel approach.	2.5 Million
	2. AT-RISK	
	Health Conditions and Congregate Settings Strategy - Health conditions: A targeted rollout, leveraging primary care and speciality clinics, to vaccinate individuals with specific health conditions (e.g., transplants) and some primary caregivers. - Congregate settings: Targeted outreach to staff, residents and some caregivers in high-risk congregate settings to prevent further deaths and outbreaks.	Health Conditions 2.9 Million Congregate Settings Strategy 0.2 Million
	Hot Spot Strategy - PHUs will apply their local expertise and evidence to target based on age and risk; - Some PHUs will receive additional doses to also target ongoing hot spots with high rates of death, hospitalization and transmission². Vaccinations in hot spots will continue to focus on age.	0.9 Million
	Cannot-Work-From-Home Strategy Keep workers safe, and protect essential services, by vaccinating those who cannot work from home. The workers who cannot work from home (see appendix for list of the sectors) will receive vaccines at the end of Phase 2 (anticipated July 2021 dependent on supply).	2.5 Million*

*The workers' population estimate does not remove double counting (i.e., some workers may get vaccinated through any one of the strategies above).

Phase Two Sequencing

The timelines for completing Phase Two and vaccinating the general population in Phase Three are dependent on several factors awaiting clarification at this time, including vaccine supply and uptake which is estimated at 75%. **The sequencing below can be applied in any vaccine supply scenario.**



Pfizer/Moderna, assumed dosage interval of 4 months.

In decreasing age bands will be offered AstraZeneca (older adults may also choose to access this vaccine.

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¹ In addition to other phase 1, populations: Residents, staff, essential caregivers (including family caregivers) and other employees in congregate living settings for seniors; Frontline HCWs; Adults in First Nations, Métis and Inuit populations; and Adult recipients of chronic home health care.

² Including some caregivers of those with specific health conditions.

68

Eligible Health Conditions

Individuals with the following health conditions will be vaccinated in Phase 2:

Highest-risk (442K)

- Organ transplant recipients
- Hematopoietic stem cell transplant recipients
- People with neurological diseases in which respiratory function may be compromised (e.g., motor neuron disease, myasthenia gravis, multiple sclerosis)
- Haematological malignancy diagnosed <1 year
- Kidney disease eGFR < 30

High-risk (292K)

- Obesity (BMI > 40)
- Other treatments causing immunosuppression (e.g., chemotherapy, immunity- weakening medications)
- Intellectual or developmental disabilities (e.g., Down Syndrome)

At-risk (2.2M)

- Immune deficiencies/ autoimmune disorders
- Stroke/cerebrovascular disease
- Dementia
- Diabetes
- Liver disease
- All other cancers
- Respiratory diseases
- Spleen problems
- Heart disease
- Hypertension with end organ damage
- Diagnosis of mental disorder
- Substance use disorders
- Thalassemia
- Pregnancy
- Immunocompromising health conditions
- Other disabilities requiring direct support care in the community

Hot Spots

Populations across all public health units at greatest risk will receive vaccinations in Phase 2; however, 13 public health units will receive additional doses (up to 920k) to target **historic and ongoing hot spots** with high rates of death, hospitalization and transmission. Note these do not correspond to the COVID-19 Response Framework.

To identify hot spots, PHUs will use their local knowledge and expertise, as well as provincial data and information from the Science Table.

- Durham
- Halton
- Hamilton
- Niagara
- Ottawa
- Peel
- Simcoe Muskoka
- Waterloo
- Wellington Dufferin Guelph
- Windsor Essex
- York
- Toronto
- South West

Older adults in these regions may be vaccinated earlier in Phase Two than older individuals in non-hot spots given evidence of increased risk of death, severe illness and hospitalization in these regions.

Congregate Settings

At-risk staff, essential caregivers and residents (158K) from the following list of congregate settings will be vaccinated in Phase 2:

- Supportive housing
- Developmental services / intervenor and supported independent living (SIL)
- Emergency homeless shelters
- Other homeless populations not in shelters
- Mental health and addictions congregate settings
- Homes for special care
- Violence Against Women (VAW) shelters and Anti-Human Trafficking (AHT) residents
- Children's residential facilities
- Youth justice facilities
- Indigenous healing and wellness
- Provincial and demonstration schools
- On-farm temporary foreign workers
- Bail beds & Indigenous bail beds
- Adult correctional facilities

Caregivers in select congregate care settings:

- Developmental services, mental health and addictions congregate settings, homes for special care, children's residential facilities, and Indigenous healing and wellness will be vaccinated as part of the vaccine roll-out in congregate settings
- These caregivers would be vaccinated at the same time as residents and staff in congregate settings using a programmatic approach

Essential Caregivers

Essential Caregivers (400k) will be vaccinated in Phase Two:

- These are primary caregivers to those with highest-risk health conditions (1 primary caregiver); i.e., Organ transplant recipients, Hematopoietic stem cell transplant recipients, Neurological diseases in which respiratory function may be compromised, Haematological malignancy diagnosed <1 year, Kidney disease eGFR< 30
- These caregivers would be vaccinated at the end of Phase 2 (at the same time as workers who cannot work from home)

Cannot Work From Home

Workers who cannot work from home in the following sectors will receive vaccines at the end of Phase Two:

First group of workers unable to work remotely (730K) to be vaccinated in parallel:

- Elementary/ secondary school staff
- Workers responding to critical events (e.g., police, fire, compliance, funeral, special constables)
- Childcare and licenced foster care workers
- Food manufacturing workers
- Agriculture and farm workers

Remaining workers unable to work remotely (1.4M) to be vaccinated in parallel:

- High-risk and critical retail workers (grocery and pharmacies)
- Remaining manufacturing labourers
- Social workers (incl. youth justice)
- Courts and justice system workers (incl. probation and parole)
- Lower-risk retail workers (wholesalers, general goods)
- Transportation, warehousing and distribution
- Energy, telecom (data and voice), water and wastewater management
- Financial services
- Waste management
- Mining, oil and gas workers

AstraZeneca: Protecting Older Ontarians

- Aligned with NACI recommendations, Ontario will begin offering AstraZeneca to **populations aged 60-64**, with decreasing age in small age bands at pharmacies, primary care, mass clinics or other suitable sites
- Starting with populations aged 60-64 is also aligned with the latest evidence that recommends vaccinating primarily based on age. Doing so will help reduce illness and hospitalizations
- AstraZeneca will be offered with **informed consent**, including discussion about current vaccine options, information about efficacy, and the timing of future vaccine options

Expanding Access Points: Pharmacies and Primary Care

- The government is working with the pharmacy sector and with primary care providers to continue to offer vaccinations in primary care settings and community locations in collaboration with public health units
- Pharmacies and primary care providers, in partnership **with the public health units** continue to play a vital role supporting other vaccine programs. As trusted primary care providers and regulated health care professionals, they are both well positioned to provide clinical information about the COVID-19 vaccines and offer increased access across Ontario communities
 - The Ministry recently conducted a tabletop exercise with the Ontario Pharmacists Association and Neighbourhood Pharmacy Association of Canada, as well as other representatives from the pharmacy sector and the public health units, to review the safety and security of end-to-end operational processes of vaccine delivery in retail pharmacies. Following this pilot for vaccine delivery in pharmacies is planned for **mid-March** in three PHUs : Toronto, Windsor and the Kingston, Frontenac and Lennox & Addington region. A tabletop exercise is also being conducted with primary care stakeholders and partners to support planning for specific primary care pilots in collaboration with **public health units**
- Pharmacies will be using their own booking systems to schedule vaccination appointments. Further information will be provided on the participating pharmacies and how to schedule vaccination appointments
- It is expected that the majority of the first shipment of AstraZeneca in March and in Phase Two will be supported by the addition of retail pharmacies and primary care
- Allocations may change as supply increases over time and the province moves into Phase Three

Expanding Access Points: Mass Immunization Clinics

- Ontario is working with all 34 public health units to plan and implement mass immunization clinics across the province
- It is expected that approximately 80 per cent of total provincial vaccine allocations will be administered through mass immunization clinics during Phase Two and Three
- A small number of mass immunization clinics have begun operating and will continue to open this month, with further ramp up in April
- Based on plans submitted by the public health units, 167 vaccination sites (hospital, mass immunization clinic, mobile clinic, etc.) have started or are expected to be running in February and March:
 - 113 mass clinics planned to start operations in March across 26 out of 34 public health units (vaccine supply dependent)
 - Maximum feasible planned capacity across all public health units is approximately four million doses for the month of March (depending on supply)
- Rate of vaccine administration will vary based on local considerations and capacity

Vaccine Booking System & Call Centre

- The province will launch an online booking system and provincial customer service desk to support appointment bookings at mass immunization clinics on March 15.
- The provincial customer service desk will support Ontarians in:
 - Helping them to navigate to the booking system or the PHU Customer Service Desk
 - Answering questions about Ontario's vaccination plan
- A pilot is currently running in six regions:

Pilot Objectives

1. Validate functionality of the provincial booking system
2. Enable improvements to be made before the online booking solution and call centre become fully available across Ontario

Approach

- Each Public Health Unit will identify between 50 – 400 participants, including health care workers and citizens 80+
- Participants will be contacted directly by the Public Health Unit – no action required by residents in these regions at this time

Key Dates

Pilot

- March 1 - 8 – Pilot
- March 8-15 – Process improvement

Go-Live:

- March 15 – Online Booking System and Call Center will be offered to public health units across for province for eligible population to book their vaccination appointments at mass clinics

Vaccine Booking System & Call Centre

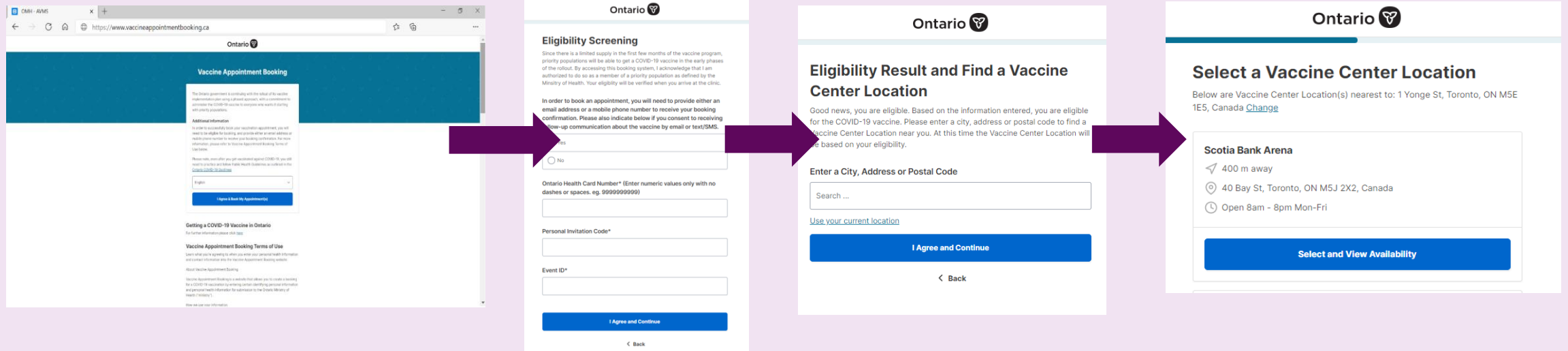
Pilot Regions

- Kingston, Frontenac, and Lennox and Addington
- Peterborough County-City
- Hastings and Prince Edward Counties
- Leeds, Grenville, and Lanark
- Grey Bruce
- Lambton

Pilot progress to date

- The testing of the booking system began Monday with eligible citizens of the Kingston and Lambton Health Units being the first to be invited to book online vaccine appointments
- Peterborough and Leeds, Grenville and Lanark Health Units began testing the booking system on Tuesday; Grey Bruce and Hastings Prince Edward Counties Health Units began testing on Wednesday
- As of 7:40 p.m. on March 2nd, 616 vaccine appointment bookings were made for 308 citizens in the cohort (adults in the 80 and over age group or eligible health care workers)
- Although still early, the pilot of the booking system is sufficiently supporting appointment bookings and integrating with COVax_{ON}

Pilot Booking System Screen Shots



Pilot Booking System Screen Shots

Ontario

Vaccine Center Location Selected

40 Bay St, Toronto, ON M5J 2X2, Canada [Change](#)

You will need to book two appointments for your first and second dose of the vaccine. Your second appointment is based on recommended vaccine intervals.

1 Appointment 1

Choose a date and time

March 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

26 appointments available
For Wednesday March 3, 2021

1:30pm	1:45pm	2:00pm
2:15pm	2:30pm	2:45pm
3:00pm	3:15pm	3:30pm
3:45pm	4:00pm	4:15pm
4:30pm	4:45pm	5:00pm
5:15pm	5:30pm	5:45pm
6:00pm	6:15pm	6:30pm
6:45pm	7:00pm	7:15pm
7:30pm	7:45pm	

2 Appointment 2

Choose a date and time

I Agree and Continue

< Back

Ontario

Vaccine Center Location Selected

40 Bay St, Toronto, ON M5J 2X2, Canada [Change](#)

You will need to book two appointments for your first and second dose of the vaccine. Your second appointment is based on recommended vaccine intervals.

Appointment 1

Wednesday March 3 3:00PM, 2021

Appointment 2

Monday April 5 3:45PM, 2021

I Agree and Continue

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Ontario

Personal Details

Email Address*

Cell phone number (optional)

I Agree and Continue

< Back

Ontario

Your vaccinations are successfully booked.

Your confirmation code is
87w56jectq
and an email has been sent to
clientsemail@domain.ca

Booking Details

Location

Scotia Bank Arena

Location address

40 Bay St, Toronto, ON M5J 2X2, Canada

Appointment 1: Date and time

Wednesday March 10 3:30PM, 2021

Appointment 2: Date and time

Monday April 12 4:15PM, 2021

Email address*

clientsemail@domain.ca

Cell phone number

+14160001234

Repeats for Second Dose based on approved dose interval

26

80

Ontario



OCSTA Newswire – March 8, 2021



By [Sharon McMillan](#)

[Mar 8, 2021](#)

[OCSTA Newswire](#)

[0 Comments](#)

Upcoming Events



Ontario Catholic School
Trustees' Association

EVENING SPEAKER SERIES

Student Mental Health and Well-being During the Pandemic – Considerations for Catholic School Board Leaders

We all have a valuable role in supporting, promoting, and protecting student 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.

Presented By:

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

When: Wednesday, March 24, 2021

Time: 7:00 p.m. on ZOOM

Cost: No fee

This will be a live and interactive discussion on the ZOOM Videoconferencing Platform

[Click Here to Register](#)



OCSTA Annual General Meeting

On **Saturday, May 1, 2021** from **9:00am – 12:00 p.m. (EDT)** OCSTA will convene virtually to address items which are required elements of an Annual General Meeting.

A meeting invitation for the “virtual” Annual General Meeting will be distributed to all Catholic school Trustees and Directors of Education. Instructions and parameters for participating in the virtual AGM will be provided by OCSTA closer to the meeting date.

Election of Regional Directors – Regions 1, 2, 3, 4, 5, 9, 10, 11

Members will be able to vote electronically. Rules, regulations and required parameters will be provided to all members in advance of the meeting.

[Nomination form for election of Regional Director](#) – please download and complete. The deadline date for receipt of nominations (via email) is **9:00 a.m. (EDT) on April 7, 2021**.

Please submit complete nomination forms to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

If no nominations are received by the deadline, nominations shall remain open for the region for which no nomination was received, until 7:00 a.m. on Saturday, May 1.

Proxies

Due to the AGM being conducted by virtual means, eligible voters will have the option to assign a proxy during the AGM registration process, replacing the hardcopy proxy form.

Important Deadline Dates

Important deadline dates for receipt of Resolutions, Nominations and Proxies are as follows:

- (Past) Deadline for Receipt of Resolutions – January 29, 2021 – 12:00pm (EST) (*as per resolution memos distributed on Oct. 13, 2020 & Jan. 19, 2021*)
- Deadline for Receipt of Nominations – April 7, 2021 – 9:00am (EDT)
- Deadline for Assignment of Proxies – April 29, 2021 – 9:00am (EDT)

March is Voter Registration Month

Accurate voters list continue to be a concern and advocacy focus for OCSTA and Catholic school boards across Ontario due to the municipal property assessment system's default mechanism which assigns all new residents as public school supporters. As a result, Catholic voters are encouraged to check their voter registration to ensure that they are designated as separate school supporters.

We are pleased to note that March is Provincial Voter Registration Month (PVRM) in Ontario and this is an opportunity for the Catholic community to push for voter roll accuracy! Catholic communities are encouraged to be prepared for the next provincial election, scheduled to be held on or before June 2, 2022, and to **add, confirm or update information on the voters list using Elections Ontario's online [eRegistration](#) tool.**

Why register?

If registered, once a provincial election is called, you will receive information about when, where and how to vote in the mail.

Who can register?

You can confirm, add or update your information to eRegistration if you are:

- 18 years of age or older;
- A Canadian citizen; and
- A resident of Ontario.

Have you recently moved?

If you may have already signed up on the voters list, but moved since the last election, remember to update your mailing address or you will not receive your voter information card in the mail.

What if I'm under 18?

If you are 16 or 17 years old, a Canadian citizen and live in Ontario, you can sign up to be on the Ontario Register of Future Voters. Once registered, you will automatically be added to the voters list when you turn 18 and receive a voter information card when the next election is called. Get on the register early at elections.on.ca/futurevoters.

For more information: Call 1-888-668-8683 or email info@elections.on.ca

Halton Catholic Hosts Successful Trustee PD Program

The Halton Catholic District School Board produces a timely and engaging year-long professional development program for their board of trustees that we are pleased to share with OCSTA members. We hope you find this information helpful and invite you to contact OCSTA staff should you have any questions about potential speakers and topical experts.

Halton CDSB 2020-21 Professional Development Program for Trustees:

Human Rights and Equity Training

As a Catholic school district, we are committed to building inclusive and Christ-centered learning environments where all students, families and staff feel welcomed, valued, and safe. At the board level, we are committed to building capacity and systemic change through inclusive policies and procedures. Affirming that a commitment to equity and inclusion must be modelled through leadership, Trustees have participated in the following Human Rights and Equity training sessions:

SESSION: Supporting LGBTQ Students from a Catholic Lens

PRESENTER: Michael Way-Skinner, Coordinator: Religion, Family Life and Equity – York Catholic DSB

DATE: Saturday, April 25, 2020

OVERVIEW:

Michael Way Skinner presented on Equity and Inclusion in Catholic Schools. Michael quotes from Church documents and Catholic teaching to emphasize that Equity is a matter of Being “Catholic”! Referring to the Letters to the Bishops of Catholic Church, Michael spoke to the Church’s teachings on homosexuality, pastoral guidelines to assist students of same sex orientation and reminded participants that *“In the eyes of the Church, every human person is a unique and irreplaceable gift created by our loving God and called to be his son or daughter. Created in the image and likeness of*

God and redeemed by the blood of Christ, every person possesses an intrinsic dignity which must always be respected.”

SESSION: Centering Human Rights & Equity in Educational Leadership

PRESENTER: Sita Jayaraman, Senior Manager- Human Rights and Equity – HCDSB

DATE: Saturday, May 9, 2020

LINK: [Centering Human Rights & Equity in Educational Leadership](#)

OVERVIEW:

Sita Jayaraman presented on the interconnectedness of Catholic teaching, indigenous education, human rights and equity in supporting all students to Achieve, Believe and Belong. Discussions and activities focused on the importance of inclusive curriculum and disaggregated data analysis in addressing systemic inequities. Trustees engaged with the notion of equity as a leadership competency for good governance.

SESSION: Understanding the Impact of Anti-Black Racism in Education

PRESENTER: Kike Ojo, Principal Consultant – Kojo Institute

DATE: Saturday, June 13, 2020

LINK: [Understanding the Impact of Anti-Black Racism in Education](#)

OVERVIEW:

Kike Ojo presented on the theoretical underpinnings of Anti-Black Racism as a framework for achieving equitable outcomes in education. Discussions focused on the impact of Anti-Black Racism in educational systems and on Black students. Trustees deepened their learning on the institutional response, policies, processes and people to dismantle Anti-Black Racism.

SESSION: Indigenous History and Contemporary Issues

PRESENTER: Sherry Saevil, Indigenous Education Advisor – HCDSB

DATE: **Saturday, June 20, 2020**

LINK: [Indigenous History and Contemporary Issues](#)

OVERVIEW:

Sherry Saevil presented on the complex relationship between Indigenous peoples and settlers in Canada. She provided an overview of the institutional policies and legislation that were instrumental in dispossessing Indigenous communities of their lands, language and culture. Trustees deepened their learning on the Calls to Action by the Truth and Reconciliation Commission with regard to the education sector.

SESSION: **The Ontario Human Rights Code: Your Rights and Responsibilities During Unprecedented Times**

PRESENTER: **Njeri Damali Sojourner-Campbell**, Lawyer – Hicks Morley

DATE: **Saturday, September 26, 2020**

LINK: [The Ontario Human Rights Code: Your Rights and Responsibilities During Unprecedented Times](#)

OVERVIEW:

Njeri Damali Sojourner-Campbell facilitated a training session on “The Ontario Human Rights Code: Your Rights and Responsibilities During Unprecedented Times” for Trustees. During this session, she focused on The Ontario Human Rights Code, Education Act and Municipal Law with reference to the role of school board Trustees. A high level overview of Constitutional provisions for Catholic School Boards was one of the areas for review. She concluded by addressing the interconnectedness of equity issues in education and human rights obligations for boards and Trustees.

#NurturingHope Campaign



As we approach Catholic Education Week, OCSTA is promoting the theme Nurturing Hope through an online social media campaign that celebrates the many ways in which Catholic Schools are Nurturing Hope through the Christian Service of students and staff.

We encourage you to view and share the campaign online with your networks.

[Click here to learn more.](#)

Read our first [Nurturing Hope Story](#) from Dufferin-Peel CDSB

Catholic Education Week Resources Available Now



The Catholic Education Week Committee has completed the exceptional contents for this year's "Nurturing Hope" Catholic Education Week Resource packages for elementary and secondary schools.

We invite you to review the material which you can [download here](#) or visit www.goodnewsforall.ca

EASTER DRAWING CONTEST 2021



The **Catholic Register** is conducting its ninth annual children's Easter drawing contest. The top entry in each of 3 categories will receive a \$75 Amazon gift certificate. The winning drawings will appear in The Register's Easter edition, April 4, 2021.

Rules

- The contest is open to children enrolled in Grades 1-8.
- One prize will be awarded to the top entry in each of these categories: Grades 7-8, Grades 4-6 and Grades 1-3.
- Entries must be original, in colour, drawn or painted on a page that is at least 8.5" x 11", and illustrate some aspect of Christ's Resurrection on the first Easter morning.
- For electronic submissions: minimum resolution 300dpi, in jpeg or PDF format.
- A completed entry form is required for every entry. All entries must include the signature/authorization of a parent or guardian. Entries become the property of The Catholic Register.
- Electronic submissions can be submitted at www.catholicregister.org/eastercontest
- Judges' decisions are final and entries may be published in The Catholic Register at the editor's sole discretion.
- **Submission deadline is noon Eastern Times March 26, 2021.**

Name _____

Address _____

City _____ Postal Code _____ Age _____

Phone number _____ Grade _____

E-mail (optional) _____

The undersigned is a parent or guardian of the child identified on this entry form. I consent to my child's participation in this contest and I agree to abide by the Contest Rules.

Parent/Guardian Signature

Please send mailed entries to: Easter Contest, The Catholic Register
1155 Yonge St., Suite 401, Toronto, ON, M4T 1W2.

Or submit online at: <https://www.catholicregister.org/eastercontest>

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, March 8, 2021 12:25 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: Ontario Liberal Party Platform Development

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



Ontario Catholic School Trustees' Association

March 8, 2021

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistant

FROM: Patrick J. Daly, President

SUBJECT: Ontario Liberal Party Platform Development

On Sunday March 7, 2021 the Ontario Liberal Party publicly released a consultation document on its website (<https://takethemic.ontarioliberal.ca/>) that provides boards and other education stakeholders with the opportunity to comment on key education policy issues, as the party formulates its election campaign platform. As you know, the provincial election is set to be held in the spring of 2022 and all political parties are now developing their campaign platforms.

As we will with all political parties in Ontario, OCSTA wants to bring the release of the Liberal Party consultation document to your attention. We encourage you to review and respond to the

document outlining priorities of your board and express support for issues important to publicly funded Catholic Education throughout Ontario. OCSTA will also be submitting a response outlining the key education policy issues of concern to all Catholic boards.

If you have any questions or concerns, please do not hesitate to contact Stephen Andrews (sandrews@ocsta.on.ca) or me (pdaly@ocsta.on.ca).

A handwritten signature in black ink, appearing to be 'S. Andrews', with a long horizontal stroke extending to the right.

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

Sent: Tuesday, March 16, 2021 9:21 AM

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

Subject: OCSTA: REVISED Manitoba News Release - Changes to the Governance of Education in Manitoba

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Please see the following revised memo. Discard previously sent memo.



Ontario Catholic School
Trustees' Association

March 16, 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: Manitoba Government Reworks Education System, Eliminates Elected School Boards

Please see the attached discussion paper and news release from the government of Manitoba announcing changes to the governance of education in Manitoba, for your information. You will note that a number of the recommended initiatives i.e. new funding model , central bargaining, principals/vice-principals out of the teachers union, school councils etc have been introduced in Ontario over the last number of years.



From the government of Manitoba

March 15, 2021

MANITOBA IS PUTTING STUDENTS FIRST

Province is Building a System That Puts Students First, Gives Educators the Tools They Need and Has a Greater Voice for Parents: Cullen Backgrounder Background Information

The Manitoba government released its kindergarten to Grade 12 strategy with a focus on putting students first, Education Minister Cliff Cullen announced today, saying the Better Education Starts Today (BEST) strategy that will shift resources to the classroom while giving parents and guardians much more input, as it rebuilds Manitoba's kindergarten to Grade 12 education system through the proposed putting students first bill.

"The strategy introduces much-needed change to create a unified provincial education system that is accountable for results, classroom focused, student centred and parent friendly, leading to the most improved education system in Canada," said Cullen. "We want students to graduate high school with the knowledge, skills and competencies they need to move into post-secondary education, the labour market, or whatever path they choose, and have the best opportunity to succeed."

Manitoba is one of the highest spending provinces on education and getting among the country's lowest student achievement results. Per capita, Manitoba has the highest number of school divisions and elected trustees across all provinces.

The government's plan streamlines administration by unifying 37 school divisions into one Provincial Education Authority (authority) while maintaining the French school division, Division Scolaire franco-manitobaine (DSFM). The authority will deliver kindergarten to Grade 12 education, manage shared administrative services such as collective bargaining, procurement, IT and workforce planning – money that will be reinvested directly into classrooms. Within the authority, 15 regions will provide a focus on local needs. Parents will have involvement that is more meaningful in local decision-making through new School Community Councils.

"Our government believes in a robust education system that addresses the inequalities of the current system," Cullen said. "We have committed to building 20 new schools and followed that up with our \$1.6 billion education funding guarantee. However, we want to ensure we have a system focused on students, teachers and, ultimately, results."

Within the next five years, Manitoba's government is committed to becoming the most improved education system in Canada by:

- shifting resources to the classroom to ensure that student learning and achievement come first;
- ensuring that teachers, school staff and leaders have the capacity, knowledge and tools they need to support student performance;
- unifying the education system with a focus on accountability for results, outcomes and addressing the vast disparities in the system;
- giving parents and caregivers more opportunity to participate and play a meaningful role in the design and oversight of the system; and
- considering the provincial needs and ensuring that all students are ready for life-long success regardless of where in the province they live.

"Maintaining the status quo puts our students further behind, and that is why our government is making the necessary reforms and investing in our children's futures," said Cullen. "By unifying our system and focusing educators on what matters most – student outcomes – the government expects up to \$40 million will be shifted to the classrooms to support educational results."

Manitoba Education will be undertaking public consultations on a variety of areas as it builds a roadmap for the future on topics such as curriculum development, teacher training and learning, and ways to support the most vulnerable students. This includes further conversation with education partners, parents, and the wider Manitoba community, and a survey that will be available on <http://engagemb.ca>.

The BEST strategy was informed by the Manitoba's Commission on Kindergarten to Grade 12 Education report, *Our Children's Success: Manitoba's Future*, received in March 2020. The 75 recommendations of the commission represent the most extensive reformation of Manitoba's kindergarten to Grade 12 education system in decades and presents a clear plan of action for becoming the most improved education system in Canada. The BEST strategy also drew on lessons learned during the COVID-19 pandemic from across Manitoba's education system.

For more information, visit www.bettereducationmb.ca.

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BACKGROUND INFORMATION ATTACHED

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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Wednesday, March 17, 2021 5:14 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA: Interim Nominations Report - March 17, 2021

TO: Trustees & Directors of Education

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

RE: Interim Nominations Report – OCSTA Regional Director Positions

THIS MESSAGE HAS BEEN SENT DIRECTLY TO ALL TRUSTEES AND DIRECTORS OF EDUCATION

The following nominations, duly Moved and Seconded, for OCSTA Regional Director, have been received.

Region 1 1 Director	Huron Superior, Nipissing-Parry Sound, Northeastern, Sudbury Colleen Landers, Northeastern CDSB
Region 2 1 Director	Kenora, Northwest, Superior North, Thunder Bay Frank Bastone, Kenora CDSB
Region 3 (at large) 1 Director	Northern Regions 1 & 2 Leslie Cassidy-Amadio, Huron Superior CDSB
Region 4 1 Director	Bruce-Grey, Huron-Perth, Waterloo, Wellington Marino Gazzola, Wellington CDSB
Region 5 1 Director	London, St. Clair, Windsor-Essex • • • • •
Region 9 1 Director	Durham, Peterborough Victoria Northumberland & Clarington, Simcoe-Muskoka Linda Ainsworth, Peterborough Victoria Northumberland & Clarington CDSB
Region 10 1 Director	Algonquin & Lakeshore, CDSB of Eastern Ontario, Renfrew County Brian Evoy, Algonquin & Lakeshore CDSB Todd Lalonde, CDSB of Eastern Ontario
Region 11 1 Director	Brant Haldimand Norfolk, Hamilton-Wentworth, Niagara Rhianon Burkholder, Niagara CDSB Rick Petrella, Brant Haldimand Norfolk CDSB

The deadline for receipt of nominations (via email) is **9:00 am (EDT) on April 7, 2021**.

A list of nominations received by the deadline will be circulated to all member boards by April 9th.

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*

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

Sent: Thursday, March 18, 2021 9:17 AM

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

Subject: OCSTA: Bill 254 Protecting Ontario Elections Act, 2021 and Bill 260 Stopping Harassment and Abuse by Local Leaders Act, 2021

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Ontario Catholic School Trustees' Association

March 18, 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: Proposed Legislation—Bill 254 *Protecting Ontario Elections Act, 2021* and Bill 260 *Stopping Harassment and Abuse by Local Leaders Act, 2021*

On February 25, 2021 the government introduced Bill 254, *Protecting Ontario Elections Act, 2021*. The Bill proposes to amend the *Election Act*, *Election Finances Act*, the *Members' Integrity Act* and

the *Municipal Elections Act*. Specific changes would affect donation limits, MPP social media accounts during campaigns, create longer advance polling dates and allow independent MPPs to receive per vote subsidies. The Bill's current status is in second reading. OCSTA will continue to monitor the Bill and its proposed changes to municipal elections.

On March 8, Liberal MPP Stephen Blais introduced a Private Members' Bill - Bill 260, *Stopping Harassment and Abuse by Local Leaders Act, 2021*. The legislation proposes to amend the

Municipal Act and the *City of Toronto Act* to include code of conduct breaches that involve workplace violence and harassment policies. This does not include any changes to the *Education Act*. It is currently in first reading.

This introduction followed the earlier announcement from March 5, that the government will be reviewing Municipal Codes of Conduct. This consultation is not applicable to school boards or trustees but OCSTA will monitor for any proposed changes.

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

A handwritten signature in black ink, appearing to read 'PDaly', with a long horizontal stroke extending to the right.

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Number: II 008
Subject: The Role of the Chair

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: March 29, 2010, February 27, 2017

ACCESSIBILITY:

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

POLICY STATEMENT:

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

Accordingly:

1. The job result of the Chair is that the board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization:
 - a) meeting discussion topic (or content) will be only those issues which tie to policy and/or the goals of the Multi-Year Strategic Plan
 - b) deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.
2. The Chair is authorized to use any reasonable interpretation within topics covered by Board policies on Governance Process and Board-CEO Linkage, with the exception of:
 - a) employment or termination of CEO
 - b) where the board specifically delegates portions of this authority to others.
3. The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore the Chair has no authority to supervise or direct the CEO.
4. The Chair will set, in consultation with the Board, the agenda for the meetings of the Board of Trustees.
5. The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g.: ruling, recognizing) and will work constructively towards achieving consensus when arriving at decisions.



6. The Chair is empowered to assign trustees to Board committees and, at the request of the CEO, staff operating committees taking into account the need for trustee work to be proportioned fairly and the need for trustee experience and development to be fostered.
7. The Chair may represent the board to outside parties in announcing board-stated positions and in stating chair decisions and interpretations within the area delegated to her or him.
8. The Chair will ensure that there is an orientation to the organization and work of the Board of Trustees, with any new CEO or staff assigned to support the Board.
9. The Chair, with the support of trustees, will ensure a continuity of work of the Board of Trustees by ensuring files of all Board correspondence and process/procedures are maintained.
10. The Chair must select the recipient of the Chair's award.
11. The Chair may delegate its authority to another trustee, but remains accountable for its use.
12. The Chair will monitor and authorize the expenses of trustees.
13. The Chair will monitor and authorize the personal expenses of the CEO and will report annually to the Board on this monitoring.



Number: II 013

Subject: Cost of Governance

Approval Date: September 2, 2009
Effective Date: September 2, 2009
Revised: September 7, 2010, November 26, 2012, September 29, 2014,
October 22, 2018

ACCESSIBILITY:

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

POLICY STATEMENT:

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

Accordingly:

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - a. Training and retraining will be used liberally to orient new trustees and candidates for trustee, as well as maintain and increase existing trustee skills and understandings
 - b. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
 - c. Outreach mechanisms will be used as needed to ensure the board's ability to listen to owner viewpoints and values
2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability. The Board will develop its budget by May of each year to assure its inclusion in the overall budget and will include allowances for:
 - a. Training, including attendance at conferences and workshops
 - b. Audit and other third-party monitoring of organizational performance
 - c. Surveys, focus groups, opinion analyses, and meeting costs.
3. The Board will pay an honorarium to its trustees in accordance with the provisions in legislation. For the term of December 1, 2018 to November 14, 2022, the honorarium will be:
 - a. \$10,209 per year composed of a base amount of \$5,900 and an enrolment amount of \$4,309
 - b. The Chair of the Board will receive an additional honorarium of \$5,000 per year, plus an additional enrolment amount of \$1,108 per year.
 - c. The Vice-Chair of the Board will receive an additional honorarium of \$2,500 per year, plus an additional enrolment amount of \$554 per year.



4. Student trustees shall be paid an honorarium of \$2,500 per year.
5. Trustees will be reimbursed for reasonable expenses incurred in the execution of their assigned duties, including all claims for mileage driven on board business. Mileage will be reimbursed at the standard rate established in Board administrative policy.



Number: II 014

Subject: Trustee Expenses

Approval Date: February 22, 1999
Effective Date: February 22, 1999
Revised: September 25, 2000; August 30, 2002;
December 19, 2005; February 26, 2007; May 2008; September 29,
2008, November 30, 2009, January 30, 2017

ACCESSIBILITY:

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

POLICY STATEMENT:

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

References:

The Education Act and Regulations
The Income Tax Act.
Report of the Auditor, December 2005
MOE Trustee Expense Guideline, July 2009

COMMENTS AND GUIDELINES

Travel

1. The Board will reimburse automobile expenses at the current system rate for all travel incurred on behalf of the Board.
2. Trustees will be reimbursed for travel for business to/from their home.
3. Trustees will be reimbursed based on the standard travel distance, where applicable or for actual mileage travelled.



Convention and Conference Expenses

4. The Board will underwrite the expenses incurred by a Trustee in attendance at conventions, conferences etc. in the following manner:
 - a) When accommodation is required, the traveller should stay at a host hotel, in the case of a conference, at the lowest rate offered to attendees; otherwise standard hotel room accommodation will be reimbursed. Reasonable expenses eligible for reimbursement include telephone, internet, and standard parking charges. Expenses of personal nature such as hotel movies, mini bars, and valet parking (when a self-serve option is available) are not eligible for reimbursement;
 - b) Registration fees for conference – in most cases the registration fees will be paid directly by the administration office prior to the conference.
 - c) Travel expense is defined as the most practical mode of transportation to suit to the occasion at standard pricing. The reimbursable cost of air travel shall be up to Economy Air Fare or equivalent.
 - d) Expenses containing a personal component will not be reimbursed. If such expenses are charged to a Board purchasing card, the claimant will be required to reimburse the Board for these costs.
5. The Chair has the right to approve or disapprove attendance and number of persons at any conference, etc. to ensure the Board operates within budget allowances.

Meals

6. Meals will be reimbursed at actual cost up to a maximum of \$75.00 (CDN) per day including taxes, gratuities and other reasonable sundry expenses while at conferences, conventions, or other Board related business. The lesser of the actual cost or the maximum will be reimbursed. Gratuities will be capped at 15% and the employee will be responsible for anything above the maximum.
7. All meals must be accompanied by an original, separate, and itemized receipt including written on the back – the names of the people at the meal and the business reason for the meal (i.e. attending conference). Meals appearing on a Trustee's hotel bill must be accompanied by an itemized receipt.

Gifts and Donations

8. Gifts to any groups or individuals will not be reimbursed unless approved in advance by Board of Trustees.
9. Donations may be made on behalf of the Board of Trustees if approved by the Board in advance. Supporting a fundraiser or event for a specific political party is not eligible for reimbursement.

Advertising and Communications

10. Trustees will not be reimbursed for expenses related to political advocacy. Only Board approved advertising and communication will be reimbursed.

Office Supplies

11. The Board does not reimburse Trustees for home office equipment. The Board will reimburse Trustees for printer paper and toner. Any other purchases require special approval from the Board.
12. All items must be returned to the Board, and all expenses will cease to be covered upon the Trustee's end of term or date of resignation.

Alcohol

13. Alcohol will not be reimbursed under any circumstance. Alcoholic beverages appearing on meal receipts will not be reimbursed.

Other Considerations

14. The Board recognizes that certain expenses (such as those incurred for professional development and conferences) may create a financial burden for elected Trustees or Student Trustees. As such these costs will be expensed through the Chair of the Board of Trustees or the Executive Administrative Assistant of the Board of Trustees purchase card.

Other Expenses

15. Any other extraordinary or unusual expenses that a trustee feels should be paid by the Board must be submitted to the Chair of the Board with a written explanation and request for payment. The Chair of the Board may approve or disapprove of payment.
16. The Chair of the Board will be issued a Board Purchase Card with a limit of \$1,000. This is in recognition of the extraordinary expenses incurred in this role. The Purchase Card must be used for board expenses as noted above. When purchases made on the Purchasing Card are reconciled, the Chair must submit original receipts as per the normal Purchasing Card expenditure process as outlined in the Business Services Manual.

Approval of Expenses

17. An expense voucher may be submitted at the end of each month for payment but must be submitted at least quarterly listing dates, location and reasons for the claim.
18. All expense must be accompanied by original receipts and the original bill/invoice providing the details of the expense.
19. At year end, all expenses must be approved and submitted to accounting for reimbursement prior to the second Friday in September. Claims filed after that date will be denied.
20. All trustee expense claims must be approved by the Chair.
21. The expense claims of the Chair must be approved by the Superintendent of Business and Treasurer.
22. On an annual basis, the Internal Auditor will review and make available a summary report on all Trustees and their compliance with this policy.

Where an expense claim is denied

23. When a Trustee's expense claim has been denied, the Trustee will be informed of the reason in writing. If the Chair of the Board denies the claim, the Chair will inform the Trustee. If the Superintendent of Business and Treasurer denies the claim, the Superintendent of Business and Treasurer will inform the Trustee outlining the reason(s) for the denial.

If the Trustee disagrees with the denial, the Trustee may bring the matter to the next regular meeting of the Audit Committee for a recommendation. In making their decision, the Audit Committee will determine whether or not the denial is consistent with the terms of the Board Policy. If a satisfactory resolution is not reached then the affected party shall contest the decision during a public meeting of the Board of Trustees.



Number: III 005
Subject: Monitoring CEO Performance

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: June 24, 2013; December 12, 2016; March 27, 2017

ACCESSIBILITY:

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

Policy Statement:

Systematic and thorough monitoring of CEO job performance will be primarily against expected CEO job outputs; organizational accomplishment of board policies on Ends, as connected to the annual priorities identified and mapped to the Multi Year Strategic Plan, as well as organizational operation within the boundaries established in board policies on Executive Limitations.

Accordingly:

1. Monitoring is simply to determine the degree to which board policies are being met. Data which do not do this will not be considered to be monitoring data.
2. the Board will acquire monitoring data by one or more of three methods:
 - a) by internal report, in which the CEO discloses monitoring reports identified in Multi Year Strategic Plan compliance information to the board,
 - b) by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies and
 - c) by direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.
3. In every case, the standard for compliance shall be the board assessing a reasonable interpretation in consultation with the CEO.
4. All policies which instruct the CEO will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule as defined in Appendix A.
5. Performance Appraisal Review will take place annually between the Board of Trustees and the CEO, using a mutually agreed upon process



Appendix A WCDSB Monitoring Schedule

	<u>Method</u>	<u>Frequency</u>	<u>Date</u>
<u>I AIMS/ENDS</u>			
• 001 AIMS/ENDS		Annual	
<u>II GOVERNANCE PROCESS</u>			
• 001 General Governance Commitment	Direct Inspect	Annual Review – approval only for changes	June
• 002 Governing Style	Direct Inspect	Annual	September
• 003 Board Job Description	Direct Inspect	Annual	October
• 004 Advocacy and Advertising	Direct Inspect	Annual	November
• 005 Consultation	Direct Inspect	Annual	December
• 006 Celebration of Excellence	Direct Inspect	Annual	January
• 007 Board Members' Code of Conduct	Direct Inspect	Annual	February
• 008 Chairperson's Role	Direct Inspect	Annual	March
• 009 Board Committee Principles	Direct Inspect	Annual	June
• 010 Board Committee Structure	Direct Inspect	Annual	June
• 011 Student Representation on the Board	Direct Inspect	Annual	May
• 012 Student Trustee Role Description	Direct Inspect	Annual	May
• 013 Cost of Governance	Direct Inspect	Annual	March
• 014 Trustee Expenses	Direct Inspect	Annual	March
• 015 Ownership Linkage	Direct Inspect	Annual	April
<u>III BOARD-DIRECTOR RELATIONSHIP</u>			
• 001 Global Governance-Management Connection	Direct Inspect	Annual Review – approval only for changes	May
• 002 Unity of Control	Direct Inspect	Annual	January
• 003 Accountability of the CEO	Direct Inspect	Annual	February
• 004 Delegation to the CEO	Direct Inspect	Annual	February
• 005 Monitoring CEO Performance	Direct Inspect	Annual	March
• 006 CEO Compensation & Benefits	Direct Inspect	Annual	September

<u>IV EXECUTIVE LIMITATIONS</u>				Partially Compliant	Fully Compliant
• 001 General Executive Limitations	Internal	Annual Review	May/June	☐	☐
• 002 Treatment of the Public	Internal	Annual	February	☐	☐
• 003 Treatment of Students	Internal	Annual	February	☐	☐
• 004 Treatment of Staff	Internal	Annual	April	☐	☐
• 005 Hiring and Promotions	Internal	Annual	March	☐	☐
• 006 Legal Responsibilities	Internal	Annual	April	☐	☐
• 007 Financial Planning/Budgeting	Internal	Annual	May/June	☐	☐
• 008 Financial Conditions and Activities	Internal	Quarterly	Nov, Apr, Jun	☐	☐
	External	Annual	November		
• 009 Asset Protection	Internal	Annual	May	☐	☐
• 010 Facilities Accommodations	Internal	Annual	March	☐	☐
• 011 Emergency CEO Replacement	Internal	Annual	Feb	☐	☐
• 012 Communication and Support to the Board	Internal	Annual	March/Apr	☐	☐
• 013 Leadership	Internal	Annual	January	☐	☐



Date: March 22, 2021
To: Board of Trustees
From: Director of Education
Subject: Hiring and Promotions IV 005

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

Type of Information: ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy **IV 005**
☐ Information only of day-to-day operational matters delegated to the CEO

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

Hiring and Promotions IV 005

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

Ontario Human Rights Code
Accessibility for Ontarians with Disabilities Act
APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
APO028 – Fair and Equitable Hiring and Promotions
APS038 – Police Record Checks for Board Employees
Staffing Operating Guidelines for PASS and Senior Manager Positions
Various collective agreements

Alignment to the MYSP:

N/A

Background/Comments:

1) The CEO shall not cause or allow hiring/promotions to occur without procedures in place to recruit, hire and promote the best possible candidates and to be fully compliant with all related legislation.

CEO Interpretation

Recruitment, hiring and promotion policies and procedures must be in place to ensure the selection of the best possible candidates while remaining compliant with all relevant legislation.



Evidence

Hiring related policies

- APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
- APO028 – Fair and Equitable Hiring and Promotions
- APS038 – Police Record Checks for Board Employees
- Staffing Operating Guidelines for PASS and Senior Manager Positions

Administrators

- Candidates are invited to apply to Administrator Pools (secondary principal, secondary vice-principal, elementary principal and elementary vice-principal).
- Postings for the Pools are placed on the Board website, distributed via Staff Announcements and posted through the Catholic Principals Council of Ontario (CPCO). Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Participation in the Board's Catholic Leadership Program is indicated as a desirable asset on the posting.
- Candidates are interviewed by the Director, Superintendent of Human Resources, a Superintendent of Learning and two administrators. Candidates are invited to bring a portfolio to the interview that can be accessed when providing responses. Candidates are provided the questions for review immediately prior to the interview. Candidates to vice-principal positions complete a written assignment prior to the interview. The interview questions and written assignment are reviewed by the Superintendent of Human Resources to ensure compliance with legislation and policy. The interviews and written assignments are scored individually by all members of the interview panel.
- References are checked by the Superintendent of Human Resources.
- Consensus on hiring recommendations is reached by the interview panel.
- The Superintendent of Human Resources offers placement in the respective pools.
- When administrator vacancies occur assignments are offered to candidates in the pool based on system and school needs at the time of the vacancy.

Teachers

Daily Occasional Supply List

- Staff visit jobs fairs and faculties in order to recruit teacher candidates.
- All postings are managed through the "Apply to Education" (ATE) website. Postings are also distributed to staff, faculties and parishes, posted on Twitter and through various media outlets and job-search websites.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by two administrators (retired or current) and the questions are reviewed by the Superintendent of Human Resources and at least one Superintendent of Learning. All interviews are scored independently by the interviewers.
- Administrators are asked to declare conflicts of interest per APS 043 prior to interviews.
- References are checked by the interviewers.
- Recommendations to hire are provided from administrators to Human Resources Services (HRS).
- HRS makes job offers to candidates.

Long-term Occasional Assignments (LTO assignments)

- Postings for LTO assignments occur per Part A of the OECTA collective agreements.
- All postings are managed through ATE.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
- LTO assignments of fourteen days or greater are posted. Administrators must review portfolios posted by the three most senior candidates.
- Administrators are required to identify any conflicts APS 043.
- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.



Permanent Teaching Assignments

- Postings for permanent assignments occur per Part A of the OECTA collective agreements.
- Postings occur as vacancies arise and are managed through ATE.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
- Up to three candidates are interviewed by two administrators, one being the principal of the school where the vacancy occurs.
- Administrators are required to identify any conflicts APS 043.
- All interviews are scored independently by the interviewers.
- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.

Education Assistants, Child and Youth Care Workers and Early Childhood Educators (ECE)

- Staff visit college programs and attend job fairs to recruit candidates.
- Employees are hired to the supply lists or directly to a position. Postings for new hires are placed on the Board website, at colleges and faculties, the Association of ECEs of Ontario, the Early Learning Professional Resource Center.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by administrators and/or Extended Day Supervisors. All interviews are scored independently by the interviewers. Interviewers are asked to declare conflicts of interest per APS 043 prior to the interviews.
- The references for candidates are checked by the interviewers.
- Recommendations to hire are provided from interviews to HRS.
- HRS makes job offers to candidates.

Technical, Clerk, Administrative, Custodial and Maintenance, Supervisory, Student Services and Senior Manager Positions

- Postings are placed on the Board website and other locations deemed appropriate for the position – Indeed, Workopolis, newspapers, professional colleges and associations, OASBO, etc.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by the hiring supervisor and at least one other management staff member and/or a Human Resources Officer, depending on the position. One other method of assessment is applied to candidates such as a test, written assignment, in-basket exercise or case study. All interviews and assessments are scored by the interviewers.
- Interview questions and assessments are reviewed by HRS.
- References are checked by the interviewers.
- Recommendations to hire are provided to HRS.
- HRS makes job offers to candidates.

Supervisory Officers

- Postings for academic supervisory officers are posted internally to administrators and distributed via email to the Catholic Principals' Association of Ontario, and the Ontario Catholic Supervisory Officers' Association.
- Postings for business supervisory officers are posted on the OASBO website and other locations deemed appropriate for the position.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications in the posting.
- Candidates are interviewed by a panel including the Director of Education, Superintendent of Human Resources, and a Superintendent of Learning. In addition, candidates may participate in a second assessment (e.g. case study). All interviews and assessments are scored independently by the interviewers.
- Interview questions are reviewed by the Superintendent of Human Resources and Director of Education.



- Candidates are given time to review the interview questions immediately prior to the interview.
- Two references for each candidate are checked by the Director or Superintendent of Human Resources.
- Consensus is reached by the interview panel on the successful candidate and the job offer is made by the Director.

2) The CEO shall not hire anyone who is not willing to support the values of Catholic education in the performance of their duties.

CEO Interpretation

New hires into ECE, teaching, school administration and supervisory officer positions must be assessed on their understanding of the need to integrate Gospel values into the delivery of curriculum. New hires into student support positions must be assessed on their willingness to support faith activities in schools. New hires into Board administration positions must be assessed on their willingness to work in a faith-based organization.

Evidence

- All administrator and supervisory officer positions require baptismal certificates, pastoral references and a declaration of commitment to live consistently with Church teachings, to infuse gospel values across all curriculum and influence spiritual growth.
- All new teachers are required to provide a baptismal certificate, pastoral reference and a declaration of commitment to be eligible for long-term occasional or permanent positions.
- Where an exception to this policy is granted, any new teachers who are not Catholic are required to sign a declaration of commitment indicating agreement
 - To participate in the religious instruction of students in the Catholic Faith using the curriculum approved by the Board as requested by the principal.
 - To seek to infuse gospel values across the curriculum.
 - To influence and strengthen the spiritual growth of students and act as an appropriate role model in a manner consistent with the Catholic Church.
 - To attend and support school and Board celebrations and liturgies, including Mass.
- All new ECEs are required to provide a baptismal certificate, pastoral reference and a declaration of commitment to be eligible for permanent positions.
- Interviews for all other positions include a statement that candidates are applying to a faith-based organization where there are expressions of faith such as prayer, liturgies and mass. Education Assistants and Child and Youth Care Workers are informed they will be required to attend religious celebrations such as school masses. Candidates are asked if they are comfortable working in such an environment.

3) The CEO shall not hire teachers who have not completed a Pastoral Declaration Form and who do not have Religious Education Part 1, or equivalent, or a commitment to undertake the course within two years and shall not hire Early Childhood Educators who have not completed a Pastoral Declaration Form.

CEO Interpretation

All teaching staff and ECEs must provide a pastoral declaration form to be considered for hire to long-term and/or permanent positions. Exceptions may apply in situations where there is a scarcity of teachers and/or ECEs. All permanent teachers must complete Religious Education Part 1 within two years of their hire date or two years from the following September if hired mid-year.

Evidence

- All candidates to teaching positions are required to provide a pastoral declaration form to be eligible for long-term occasional and permanent positions. In circumstances where a teacher with specialized qualifications cannot be hired with a pastoral declaration form, special permission has been sought from the Board.



- All candidates to ECE positions are required to provide a pastoral declaration form to be eligible for permanent positions. In circumstances where an ECE cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
- All teachers newly hired to a permanent position are advised in writing that they must have Religious Education Part 1 completed within two years from the date of hire. Teachers hired after September 1 are given two years from August 31 in the year they were hired. Of the 99 permanent teachers hired September 1 2018 or earlier, 3 have not completed Religious Education Part 1 – one has been granted an extension due to a parental leave, two have been notified of the missed deadline and are required to complete the course by August 2021.

4) Promote to an academic position of responsibility including that of Principal, Vice- Principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education without a Pastoral Declaration from a Catholic priest and their commitment to mandatory participation in ongoing leadership and faith formation programs of the school system.

CEO Interpretation

All applicants considered for the positions of principal, vice-principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education must have an acceptable pastoral declaration from a Catholic Priest. All newly appointed administrators are provided opportunities for leadership development and faith formation.

Evidence

- Candidates to Administrator Pools and Program Heads of Religion and Consultant of Religious Education/Family Life education are required to provide a Pastoral Declaration and a commitment to faith formation. Any special circumstances are discussed with the Board.
- Fourteen candidates have been considered for placement in Administrator Pools since the last monitoring report to the Board and all but one provided a pastoral reference from a Catholic Priest. The one exception was brought to the Board for approval.
- All newly appointed administrators are assigned a colleague mentor and participate in a two-year induction program that focusses on leadership development and faith formation. There are twenty-one administrators currently participating in the program (eight carried over from the 2019/20 shortened program). Three of the Board's five participants in the Information Transformation Faith Formation Leadership Program and administrators.

5) The CEO shall not Hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.

CEO Interpretation

The Chaplaincy guidelines must be used in hiring chaplains and the Bishop is consulted prior to confirming a hiring decision.

Evidence

- Qualifications requested of candidates is consistent with those identified in the Guidelines.
- Resumes of the successful candidate through the selection process are sent to the Diocesan Office for review and approval by the Bishop prior to a job offer being made.
- No chaplains have been hired since the last monitoring report to the Board.

6) The CEO shall not provide for the hiring/promotion of a supervisory officer without Board approval to proceed and without consultation with the Board of Trustees as to their possible representation on the selection team.



CEO Interpretation

The Board approves the posting of supervisory officer positions and must be consulted on Trustee representation on the selection team.

Evidence

- All supervisory officer vacancies are brought to the Board for approval to proceed.
- The Board is consulted on the participation of Trustees on the selection team.
- No supervisory officers have been newly hired since the last monitoring report to the Board. One supervisory officer who had previously gone through the selection process was reappointed.

Recommendation:

That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005.

Prepared/Reviewed By: Loretta Notten
Director of Education

Jason Connolly
Superintendent of Human Resources

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





Date: March 22, 2021
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 010 “Facilities/Accommodations”

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 010**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

This report will provide Trustees with information on compliance with Board Policy IV 010 “Facilities/Accommodations”.

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

Executive Limitation IV 010, “Facilities/Accommodations”

Alignment to the MYSP:

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

Strategic Priority: Nurturing our Catholic Community

Strategic Direction: Bear witness to our faith through joyful discipleship and our relationships with and in Christ

Goal: Promote stewardship of the earth and its resources

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Nurture a culture of innovation

Strategic Direction: Foster maximum opportunity for success for all

Background/Comments:

Annually, a report will be provided to Trustees on compliance with Board Policy IV 010.

Each component of the Policy has been broken out and information on how compliance has been achieved has been provided.



Policy Statement:

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

Interpretation:

This policy statement is interpreted to mean that school and administrative facilities built, leased, or purchased for use in the delivery of educational programs and services will be outfitted with physical design elements that inform our community that we are a faith-based system. Examples may include creative tiling, exterior décor and signage, and interior furniture, décor, and equipment.

Additionally, all educational spaces must be designed or augmented to support the students and communities we serve, within the context of a contemporary educational setting.

Evidence:

During 2020, work on the new Breslau school continued with a scheduled opening of September 2021. While the interior is under construction at the time of writing, the exterior of the building has taken shape. At present there is a striking façade to greet the community which is highlighted by crosses on the two exposed sides of the building.



Once complete, students will have access to a dedicated chapel space. Further, a tile mosaic cross has been incorporated into the main entrance/foyer.

Finally, this school will have a purpose built childcare, a family centre, and gym rentals - all opportunities for the neighbouring community to find supports and spaces to connect with each other through learning, recreation, and

sport. A play structure will be installed once the land swap with the Township is complete (expected within the next year).

The St. Francis Campus of St. Louis Adult Learning Centre also underwent a significant renovation in the past year. As part of the project, construction staff added a non-denominational prayer room and foot washing stations to the building. These supports were put into place to serve the clientele that attend St. Louis.





A statue of St. Patrick was also incorporated into the project. This statue was removed from the St. Patrick Elementary School Site before the building was demolished.



There were no new leased or purchased spaces during the past year.

Accordingly, without limiting the scope of the foregoing, the CEO shall not:

- 1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.**

Interpretation:

This policy provision is interpreted to mean that any accommodation review process undertaken by the senior administration will be planned and carried out following the Ministry of Education's Pupil Accommodation Guidelines.

Further, any additions or major capital renovations that affect existing facilities will be brought to the Board of Trustees for consideration and where applicable, approval.

Evidence:

Any major renovation projects to facilities are summarized in the [Long Term Accommodation Plan](#) which is presented to Trustees each spring. Further, any applications for capital funding through the Ministry's Capital Priorities Program are brought to the Board for approval. The last approval that was brought to Board was in [September 2019](#).

Over the last year, a boundary review process was undertaken to balance enrolment at St. Nicholas, St. John, Holy Rosary, and Our Lady of Lourdes schools. The boundary review process followed [APF 008 “Pupil Accommodation Guidelines”](#) which required two trustees to be on the review committee. These trustees were Bill Conway and Brian Schmalz.

A new review has just started to establish boundaries for the new Huron Brigadoon school in south west Kitchener. The trustees on the review committee are Wendy Price and Brian Schmalz.

2. *Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.*

Interpretation:

This policy provision is interpreted to mean that a report including current birth rates, immigration information, housing development in the Region, enrolment projections, and a schedule of planned accommodation reviews will be provided and presented to trustees on an annual basis.

Evidence:

In May of 2020 staff presented to Trustees an updated version of the [Long Term Accommodation Plan](#) (LTAP) which contained historical, current, and projected enrolments, changes in demographics over time which affect enrolment, and a summary of schools which may be subject to boundary changes in the future. This report has been provided each spring with the next version scheduled for May 2021.

3. *Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.*

Interpretation:

This policy provision is interpreted to mean that as part of any major capital project, senior administration will seek out partnerships with agencies providing complementary services to take advantage of construction savings, operational cost sharing, and improved programs and services offered to our communities.

Evidence:

[APF012 “Community Planning and Facility Partnerships”](#) was established to satisfy the requirements contained in this policy provision (as well as Ministry of Education requirements for the same purpose). This AP sets out the purpose for facility partnerships, criteria for space sharing, agencies eligible to partner with the Board, high level operating requirements, and a [process to share opportunities](#) with partners on a regular basis.

In alignment with this policy provision and the AP listed above, senior administration engaged with the following agencies during the past year:

- The Region of Waterloo (Childcare and EarlyON Centres)
- Childcares (YMCA of Three Rivers, YWKW, Rising Oaks (formerly OWL))
- The City of Kitchener
- The City of Cambridge
- Co-terminus public school board
- The Idea Exchange (Cambridge Public Library)

Financing for major construction projects (those funded outside of annual grants, surpluses, or proceeds of disposition balances) is provided by the provincial government.



4. *Engage in facility partnerships without board approval.*

Interpretation:

This requirement is interpreted to mean senior administration shall not enter into partnerships with any agency for the purpose of co-construction without formal approval from the Board of Trustees.

Evidence:

Facility partnerships for co-construction are brought to Trustees for approval through two processes:

1. The annual [Long Term Accommodation Plan](#) (LTAP) – identifies proposed partnerships on projects for additions and new construction which may be subject to Ministry approval and or funding.
2. Applications for projects funded under the Ministry of Education's Capital Priorities Program – each application is brought to the Board for approval prior to submission. Partners, if any are identified at this time. The last approval that was brought to Board was in [September 2019](#) and highlighted proposed partnerships with the City of Cambridge, City of Kitchener, and the co-terminus public board.

5. *Fail to address the impact of facilities on the environmental footprint.*

Interpretation:

This policy provision is interpreted to mean that energy conservation and sustainability programs are in place to manage and minimize the negative impact of our buildings on our local and global environment.

Evidence:

The Ministry of Education through legislation has placed requirements on school boards to monitor and report on energy consumption on an annual basis. Natural gas and to a lesser extent electricity produce greenhouse gases when used to heat and power our buildings. Further, commitments have been made with Sustainable Waterloo Region to reduce the greenhouse gas emissions from our buildings.

Administration has a robust sustainability program in place as a result of the leadership of Elena Kraljevska and a steering committee. In addition to making recommendations to senior administration on changes to processes, members of this committee work directly in schools delivering workshops to students and staff on best practices in sustainability.

Our annual report on energy conservation provides Trustees with information on energy consumption and sustainability programs. It can be found [here](#).

Our sustainability team maintains a website [here](#).

6. *Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is in compliance with current Ministry of Education guidelines and directives.*

Interpretation:

Senior Administration shall run accommodation processes consistent with the Pupil Accommodation Review Guidelines published by the Ministry of Education.

Evidence:

The administrative procedure on accommodation reviews [APF008 "Pupil Accommodation Guidelines"](#) aligns with Ministry of Education guidelines and directives.



This procedure is being used to guide the current Huron Brigadoon boundary review. Adherence to APF008 was covered at the boundary review committee's first meeting on March 4, 2021:

The screenshot shows the Waterloo Catholic District School Board website. The page is titled "March 4, 2021" and lists the meeting time as 6:00 PM – 8:00 PM. It states that the meeting can be viewed live on YouTube. Below this, a list of materials is provided, including the Agenda, Meeting Schedule & Purpose, Pupil Accommodation Review Process (APF008), Terms of Reference, Initial Staff Report (ISR), Subsequent Timeline Scenarios Report, Existing Boundaries, Blessed Sacrament SubAreas, John Sweeney SubAreas, Our Lady of Grace SubAreas, St. Kateri Tekakwitha SubAreas, Existing Enrolment by SubArea, SubArea Enrolment Projections, and Walking Webs Map. A blue arrow points to the "Pupil Accommodation Review Process (APF008)" item in the list.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2020-21 school year.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent, Corporate Services

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





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

Notice of Motion
Regular Board Meeting
February 22, 2021

In accordance with Board's bylaws 4.1 Trustee Conway is providing notice of the following for consideration at the Regular Board Meeting on March 22, 2021

Topic: **Nurturing Inclusivity**

- Whereas:** Recent events in the church, this province, and the world have sparked discussions within community groups, companies, and organizations regarding their state of equity and systemic racism.
- Whereas:** Discussions regarding these topics are needed so that change can be made.
- Whereas:** Our faith challenges us to open our hearts to our neighbours. Catholicism by nature has an inclusive message, calling us to love unconditionally. To live this commandment in abundance is to embrace the differences among us and ensure that every human being feels welcomed.
- Whereas:** In order for all people to feel included, they must feel respected, accepted, and valued. Equity and inclusion are foundational to student and staff wellness, and wellness underpins student and staff outcomes.
- Whereas:** Providing a medium for students, parents, and community to voice their concerns at a board level to improve the state of inclusivity at the board.

Therefore, be it resolved:

That the Board Chair and Director of Education undertake forming a working committee with the goal of establishing a Student Advisory/Equity and Inclusivity Advisory Committee starting in the 2021/2022 school year, with a report back to the Board of Trustees at the May 31, 2021 board meeting addressing but not limited to the following:

- Committee Goals
- Committee membership structure and membership recruitment plan
- Frequency of committee meetings for 2021/2022 school year