



Committee of the Whole Meeting

Date: Monday, March 7, 2022

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

Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

Board of Trustees:
Bill Conway, Manuel da Silva, Jeanne Gravelle (Chair), Shannon Nash, Wendy Price, Hans Roach, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Representatives:
Sarah Simoes, Sarah Wilson

Senior Administration:
Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

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

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 COW Minutes of February 7, 2022	Board of Trustees	pp.4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Board Report: St. Louis In Review-2020-2021 5.2 Assessment & Evaluation Practices at the WCDSB	A. Varano J. Ritsma	pp.7-13 pp.14-22	Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications Right to Read full report: https://www.ohrc.on.ca/en/right-to-read-inquiry-report/how-ontario-students-are-performing	Chair	pp.23-74	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
9.1 Review of Interpretation of Monitoring Reports: • IV-009 Asset Protection • IV-012 Communication and Support to the Board	Board of Trustees	pp.75-83 pp. 84-86	Discussion
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • Mar 21 – Governance • Mar 28 - Board of Trustees' Meeting • Apr 4 - Committee of the Whole • Apr 25 – Board of Trustee's Meeting • Apr 21-23 – OCSTA AGM • May 4 – CEW Province-Wide Mass (Virtual) 	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
Board of Trustees Meeting (March 28, 2022) <ul style="list-style-type: none"> • Student Success Update/Plan • Update on Budget Preparation • Treatment of Public – Monitoring Report IV – 002 • Treatment of Students - Monitoring Report IV – 003 • Board Policy II 008 Chairperson's Role • Board Policy II 013 Cost of Governance • Board Policy II 014 Trustee Expenses (all) • Board Policy III 005 Monitoring CEO Performance • Board Policy IV 005 Hiring/Promotions • Board Policy IV 010 Facilities Accommodations • Board Policy IV 012 Communication and Support to the Board 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions 15.2 Move into Private, Private, Private	Recording Secretary Board of Trustees	-- --	Information Approval
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, February 7, 2022, virtually.

Trustees Present:

Bill Conway, Manuel da Silva, Jeanne Gravelle (Chair), Shannon Nash, Wendy Price, Hans Roach, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Trustees Present:

Sarah Wilson & Sarah Simoes

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials/Para-liturg

The opening prayer was led by Trustee Price.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Gravelle.

1.3 Approval of Agenda

2022-04 -- It was moved by Trustee Conway and seconded by Trustee Schmalz:

THAT the agenda for Monday, February 7, 2022, be now approved. --- Carried by consensus.

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting

1.3.2 From a previous public or in-camera meeting – NIL

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 COW Minutes of January 10, 2022

3.2 November 24, 2021 CPIC Minutes

3.3 November 17, 2021 Audit Committee Minutes

2022-05 -- It was moved by Trustee Weiler and seconded by Trustee da Silva:

THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved.

--- Carried by consensus.

4. Delegations

5. Advice From the CEO

5.1 Annual Report on STSWR

Superintendent Maharaj introduced Benoit Bourgault, General Manager of STSWR who presented the 2020-2021 Annual Report. The report included highlights, measuring performances, summary of appeals, 2021-2022 outlook and financial overview. Trustees asked clarifying questions and provided feedback.

5.2 Early Years Report

Superintendent Klein introduced Kim DeGasperis, Student Achievement Consultant, Early Learning who presented on the Early Years report. The presentation included an introduction to the New Ontario Catholic Kindergarten Program and Supporting the Transition into Kindergarten. Trustees asked clarifying questions and provided feedback.

5.3 Parent Engagement Update

Superintendent Merkel provided Trustees with a report on Parent Engagement. The report included background information, update on the CPIC Committee, Commissioning data, PRO Grant review for 2020-2021, supporting Catholic School Advisory Councils and next steps.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkages Committee. Highlights include:

- Update on appreciation letters, looking at sending a "Thank you" to staff for their continuous efforts. Also looking for someone to draft a Family Day weekend letter.
- Reminder that Winter Walk to schools is February 16th with February 24th as the inclement weather day.
- Linkages will be sending invitation letters to CPIC, SEAC and Audit for presentation at April 4 Committee of the Whole.
- Looking at setting up a planning session for April or May regarding New Trustee orientation.
- 2021-2022 Leaders Breakfast not off the table, will need a month or so to follow up on current landscape.
- Victor Castela invited Trustees to visit St. Benedict's manufacturing lab.
- Trustee Price requested that appreciation letters be sent to Chaplains at Monsignor Doyle and Resurrection for providing monthly prayers.

6.2 Pastoral Care Activity

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

- Coldest Night of Year initiative taking place on Saturday, February 26th. A virtual and walking team will be set up and Trustee Price will be the captain for both. Details to be sent.
- Pastoral will share a Lenten calendar with Trustees on Ash Wednesday with activities/reflections for each day and debrief at a future Committee of the Whole on individual's journey.
- Looking to Catholic Education Week and where Trustees would like to attend Mass, looking at St. Mary's Kitchener as it is Trustee's home Parish.
- Looking to set up an environment clean up date in June.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Gravelle briefly discussed OCSTA Communications.

9. Policy Discussion

9.1 Review of Interpretation of Monitoring Reports: IV-008 Financial Conditions and Activities & IV-004 Treatment of Staff

Chair Gravelle brought forth monitoring reports IV-008 and IV-004 for discussion or concerns on interpretation on each. No questions or concerns from Trustees for both.

Trustees debriefed on Governance Training from February 3rd and shared feedback.

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events. Chair Gravelle noted that a Special In-camera will be required for February 22nd, 2022, with respect to Capital Priorities for 30 minutes. Director Notten suggested 6:30 p.m. as some may be attending the virtual OCSTA event. Chair Gravelle also confirmed that face-to-face meetings will continue on February 28th.

14. Items for the Next Meeting Agenda/Pending Items

Trustees discussed upcoming items.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

15.2 Private, Private, Private

**2022-06 -- It was moved by Trustee Weiler and seconded by Trustee Conway:
THAT the Board of Trustees move into Private, Private, Private at 8:02 p.m.
--- Carried by consensus.**

**2022-07 -- It was moved by Trustee da Silva and seconded by Trustee Price:
That the Board of Trustees Rise and Report at 9:42 p.m.
--- Carried by consensus.**

16. Closing Prayer

17. Motion to Adjourn

**2022--08 It was moved by Trustee Price and seconded by Trustee da Silva:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:44 p.m.**

Chair of the Board

Secretary

Date: March 7, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Report: St. Louis In Review-2020-2021

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 of Governance Policy I:001 Ends
Ontario Catholic School Graduation Expectations (OCSGE, 2011): [Institute for Catholic Education]
PPM No. 159 Collaborative Professionalism
Education Act, R.R.O. 1990, Regulation 285, Continuing Education, Last amendment 178/10

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

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

Alignment to the MYSP:

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

Background/Comments:

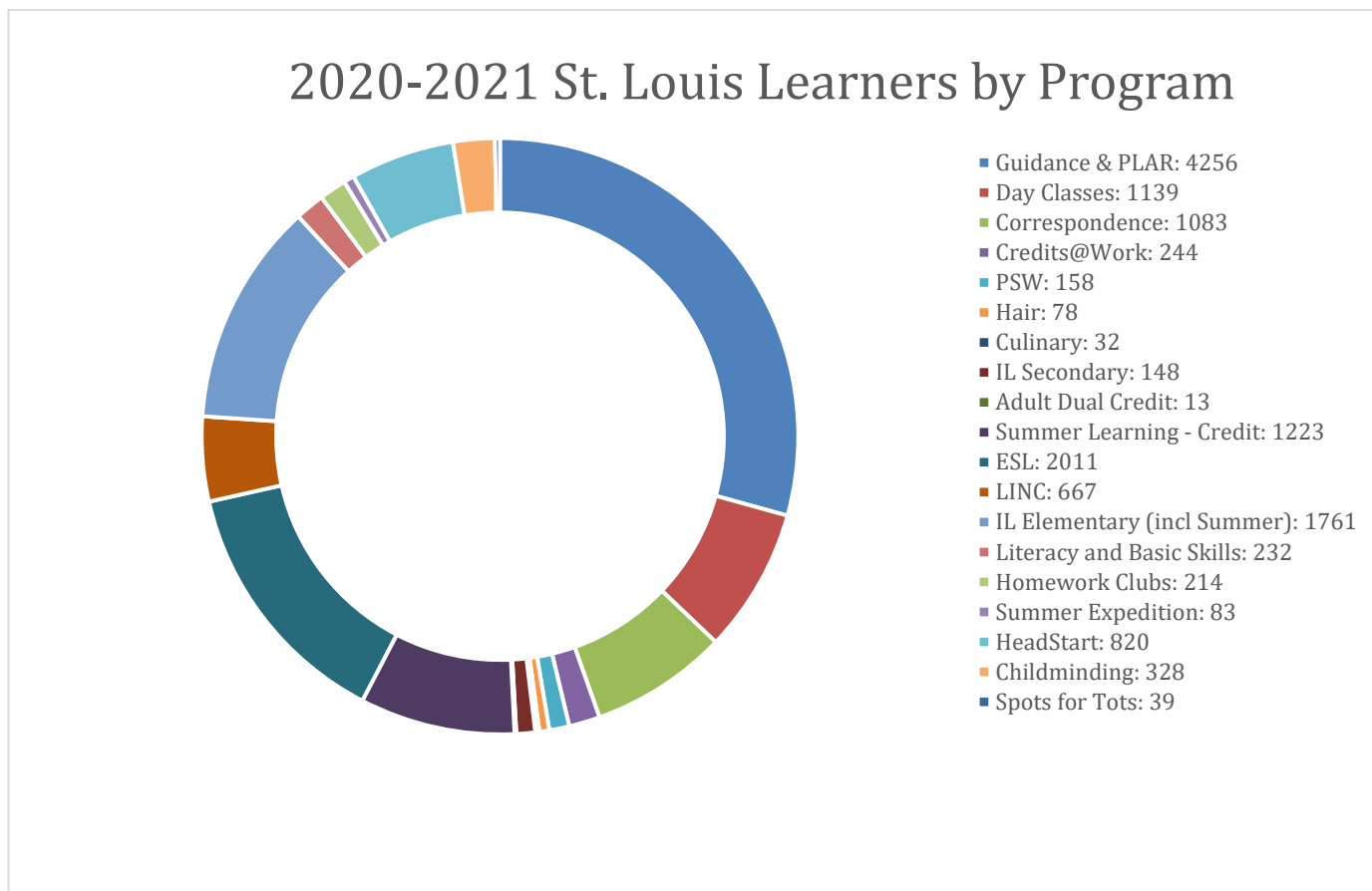
St. Louis Adult Learning and Continuing Education Centres continues to embody the Waterloo Catholic District School Board's (WCDSB) vision as 'heart of the community' and be a welcoming place of hope for a number of diverse children, youth and adult learners to achieve their goals. Highlights of 2020-2021 demonstrate that this past school year was a time of continued growth and focus for St. Louis. This growth is evidenced by some of actionable goals laid out in the 2018-2021 Multi-Year Strategic Plans (MYSP) that St. Louis could identify with. Our intentional efforts were keenly focused on professional development, partnership activities and facility upgrades. As we 'gathered to become' in ways we hadn't envisioned a year earlier, St. Louis is poised to build a better future for our students and our school.

Highlights:

Most St. Louis programs fall under one of four categories:

- earning Secondary School Credits;
- gaining skills through training;
- learning language; and
- accessing supportive services (internally or externally).

With academic programming throughout Waterloo Region, close to 11,000 learners navigated their learning pathway across these four categories.



Total = 14,500 does not represent unique learners. Students may choose multiple pathways across different programs within each school year.

Nurturing our Catholic Community: *Bear witness to our faith; Promote a culture of belonging and respect, that supports success for all.*

Goals, Actions and Evidence/ Key Performance Indicators (KPI)

- *Artefacts reflective of the current pastoral theme*
- *Equitable access in all schools to technology and innovative digital tools*
- *Honour and acknowledge spirituality of Indigenous and other faith traditions*
- *Increase in affirmative responses on Student Survey Data*

Highlights:

- Key renovations that were completed late Fall at St. Francis Campus not only added functional, accessibility and cosmetic improvement, but by adding foot wash stations in washrooms, a multi-faith prayer room and a children's washroom within childminding, a sense that all are seen, and respected was achieved.
- Renovations to Kitchener Main Campus started in July 2021 with a more welcoming, modernized main office, private guidance offices, and a more accommodating Student Support room with new community partner offices. Most classrooms, offices, staffroom, cafeteria and childcare / childminding spaces received a fresh coat of paint, new flooring and most classrooms had BrightLinks and white boards installed. Personal Support Worker (PSW) and Culinary programs received upgrades to fixtures, flooring and repairs to equipment within their lab-based areas. The interior signage was updated to be compliant with the Accessibility for Ontarians with Disabilities Act (AODA) and exterior school symbols refreshed to reflect our connection to the Catholic school board. These improvements have increased staff and student dignity and elevated school pride.



- Childminding and Spots for Tots built meaningful relationships with families during quarantine periods. During school closures, staff were able to help families adjust to remote learning and quarantine by helping them with their individual challenges that were identified through a needs' assessment.
 - A Wilfrid Laurier University Master of Social Work student placement was introduced. Among projects worked on, this student assisted in the gathering of St. Louis student-voice data. Overall student satisfaction was high, and feedback helped to identify barriers to reaching and teaching students, shape professional development, and define improved learning spaces for future renovation.
 - Information Technology (IT) staff upgraded hardware and software across all St. Louis programs e.g. WiFi, BrightLinks, Chromebooks.
 - St. Louis relied heavily on Continuing Education and School Board Administrators Association (CESBA) connections to Provincial leaders, long-term care partner allies and WCDSB Trustees and Senior Leadership who advocated to ensure PSW program received equitable access to available government funding. This funding has made the PSW program free to all users until March 2022 and includes paid placements.
- St. Mary's Tiny Takeout organizers were collaborative and mutually generous with the St. Louis culinary program with a donation of equipment to the St. Louis kitchen and in turn, food to St. Mary's Parish and A Better Tent City.

Student Engagement, Achievement & Innovation: *Nurture a culture of Innovation; Foster maximum opportunity for success for all*

Goals, Actions and Evidence/ KPI

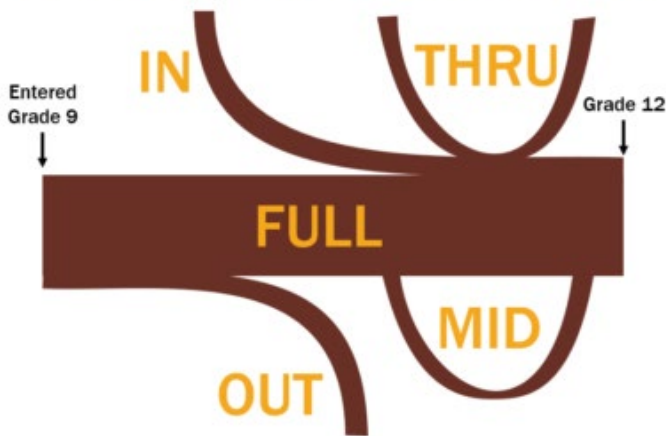
- *Incorporate STEAM, coding and robotics*
- *Continued promotion of e-learning*
- *Continue to seek and support reciprocal partnerships with community and educational partners*
- *Improve numeracy achievement*
- *Improved graduation rate*

- *Improve Secondary Literacy achievement*
- *Build capacity for greater experiential learning both within and outside of the classroom*

Highlights:

- Summer Expedition accessed Micro:bits, coding and other shared resources and professional development in tandem with Summer Boost, including 1 Summer Principal for 3 elementary non-credit summer programs.
- 1017 credits were earned during summer e-learning (48% Civics and Careers, 21% Grades 11 & 12 Religion). The last 3 summers saw a successive increase in the overall numbers of sections.
- Welcomed community partner, the Y of Three Rivers Settlement Services and WCDSB Newcomer Reception Centre back to St. Francis Campus.

Mobility Pathways from Grade 9 to Grade 12



- St. Louis graduation rates are not explicitly captured as part of this *Mobility Pathways from Grade 9 to Grade 12* image, yet many St. Louis students could also be within the Full WCDSB Gr 9-12 path or choose St. Louis on the 'out', 'thru' and even after completion of Grade 12. Graduation success for St. Louis was evidenced by the 381 secondary diplomas earned by adults attending our school. Their resilience to persevere during quarantine periods was celebrated in Fall 2021, with a two-week drop-in style graduation 'event' – diploma and certificate pick-up.

- St. Louis Homework Clubs and Summer Expedition supported literacy and

numeracy to 22 elementary school and all 5 CSS when they were in-person. Last year, 6 elementary schools and 2 CSS were able to maintain Homework Clubs during remote learning periods. In response to administrators, teachers and parent requests to support the learning gaps of Intermediate students, Summer Expedition expanded from 2 weeks to 3 weeks.

- Day classes were offered using a variety of delivery modes to support student needs in the changing environment regarding jobs, health, and family needs.
- The Hairstyling / Barbering program had multiple opportunities to incorporate guest stylists who were available during salon closures. Each week guests brought real-world experiences, trends, changes in business models, post-pandemic problem solving -- all new, highly engaging topics for students. This also raised the awareness of the St. Louis Hair program in the broader community.
- Continued to build capacity and re-visit the changing direction of assessment and evaluation in Day School SSC classes and Correspondence program.
- St. Louis' long-term partnership with Fairview Mennonite Homes in Cambridge formed the launch of the PSW program's in-person "Living Classroom".
- Through the advocacy of CESBA and the school boards across Ontario, Provincial Government granted the St. Louis PSW program with a \$1.82 million funding infusion to upgrade lab training materials, revamp curriculum, market to recruit students, cover all PSW student materials fees, and pay a 300-hour placement stipend to successful PSW students in the 2020-2021 and 2021-2022 school years.
- The 2020-2021 school year began by supporting 2019-2020 Hairstyling, Culinary and PSW skills training students with the opportunity to build confidence with and demonstrate their hands-on skills in concentrated courses with a lab-based emphasis. Students then completed in-person evaluations so they could move forward to pursue their pre-apprenticeship or placement requirements, thus solidifying their foundation for readiness in their chosen field.

Building Capacity to Lead, Learn & Live Authentically: *Investment in global competency development and leading technology; Nurture the well-being of all students and staff*

Goals, Actions and Evidence/ KPI

- *Promote the use of green apps and web environments*
- *Increase use and measures of use of (Desire to Learn) D2L and Google Classroom*
- *Ensure technology is current and relevant to optimal teaching and learning practices*
- *Wellness initiatives and targeted PD for staff on wellness*
- *Intentional programming for students on well-being as a skill*

Highlights:

- Throughout the past school year, enhancement of and access to digital classroom learning was critical for St. Louis' student success within the predominantly remote teacher-led environment. Most programs completely converted to Desire to Learn (D2L) or Google Classroom for continuity and enhanced teaching and learning.
- Many new innovations were introduced, shared and practiced across all programs; colleagues mentored each other, virtual meetings with colleagues and students, creation of instructional videos, Accountable Talk, Jamboard, Flipgrid etc. and use of other board resources and apps.
- Training and professional development was offered in Remote Teaching, D2L, Aspen, and Prior Learning Assessment & Recognition (PLAR)
- Staff participated in workshops on suicide awareness and prevention training, mental health and wellness, stress management, and mindfulness practices.
- In addition, the MSW student supported students and staff with wellness strategies, visited classes for presentations across a variety of programs, and provided support to some individual students.
- By accessing two paid Professional Development (PD) days available through Ministry of Education (MOE) for Continuing Education, Secondary School Credit (SSC), School-to-Work (STW) teachers and program managers, who oversee MOE credit-based programs, engaged in deeper PD. This learning was an important part of this year's Professional Development focus and growth.
- The Language Instruction for Newcomers to Canada (federally funded - LINC), English as a Second Language (provincially funded - ESL) students learning language at Canadian Language Benchmarks (CLB) Literacy and Level 1, School to Work programs, as well as Literacy and Basic Skills (LBS) learners valued the in-person opportunities, for as much of the 2020-2021 school year as possible. However, online learning was embraced by many in all programs. The shift to online learning platforms allowed parents to be at home with young children, individuals to better balance work pressures, school and other responsibilities, and help mitigate the transportation, health and social barriers experienced by many students. For these students, online learning provided opportunities to engage more fully and without interruption toward their educational goals.

Focus and Continuing Next Steps for 2021-2022:

- Renovation to Guidance offices, Student Support room and Main office that was started in July 2021 is almost completed.
- Phase 2 renovation will continue at Kitchener Main Campus in 2022 and 2023, where we will truly be 'sent to build' and intentionally creates desirable space that nurtures community and belonging. Our Main Campus will undergo significant infrastructure upgrades to heating, cooling, ventilation, boiler, hydro vault, building automation system, water softeners, and upgrades and repairs to plumbing (leaks) and electrical throughout. All custodial rooms and washrooms will be updated, and 2 new staff and a new universal washroom added. Repairs will be made to stairwells, a new and quieter barrier-free lift will be replaced as access to the cafeteria, and all

interior doors replaced and AODA compliant. The pink lockers will gratefully be removed, and some replaced with new ones - those no longer required will be infilled with drywall and some bench seating. The many more updates to the classrooms, hallways, Hairstyling and PSW program spaces will prove to be both cosmetic and functional enhancements.

- Many of these renovation targets will result in the St. Louis Kitchener Main Campus being closed for Summer 2022.
- Professional Development in 2021-2022 will have an intentional focus on Mental Health, Equity, Inclusion and Diversity, The Thinking Classroom, Online Teaching and Learning or Remote teaching skills and tools for teaching staff, and Privacy and information Management for Program Managers and Administrative Assistants.
- The last of the paper-based curriculum in Credits@Work and remaining STW course curriculum will be updated and converted to D2L.
- We continue to revision Hair, Culinary and PSW programs to match current industry shifts and demands, as well as student needs.
- As part of the MOE's Vocational Qualifications and CESBA Quality Assurance processes, St. Louis submitted all documents for PSW program assessment. The remaining PSW Program site visit and CESBA assessment report will guide areas of improvement to ensure the highest quality training.
- PSW will continue its Living Classroom partnership with Fairview Mennonite Homes in Cambridge and plans to cultivate key partners to expand the PSW Living Classroom concept in Kitchener-Waterloo.
- Preparing for the return of community partners and addition of new community services to the Student Support room.
- We will continue offering programs using a variety of delivery modes to support student engagement, increased completion and graduation rates, and CLB level progressions for ESL & LINC students. Our overall response to the needs of students will reflect the changing job market, health considerations and family needs.
- Audit of all registration processes across all programs will be conducted with the goal of streamlining and improving processes, workflow and data management.
- St. Louis is awaiting a funding announcement regarding Provincial Government approval of St. Louis' 2023-2027 ESL program proposal submitted in Fall 2021.
- Provide support and training to WCDSB Secondary Schools to implement critical changes to PPM132 (Prior Learning for Assessment and Recognition – PLAR for Mature Students) effective Feb 1, 2022. PPM 132 policy updates include clarification of definitions; alignment with other Ministry policies; and minimizing duplication of learning for adult learners.
- Development and implementation of St. Louis' first formalized school improvement plan.

Recommendation:

This report is prepared for the information of the Board.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Annalisa Varano
Superintendent of Learning

Lisa Mackay
Principal

Michele Breault
Program Manager

*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 7, 2022
To: Board of Trustees
From: Director of Education
Subject: Assessment & Evaluation Practices at the WCDSB

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

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

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

Education Act Section 169.(1)

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

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

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

Alignment to the MYSP:

Priority Area: Student Engagement, Achievement & Innovation
Strategic Direction: Nurture a Culture of Innovation; Foster maximum success for all
Goal: Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success; improving Numeracy and Literacy Skills

Priority Area: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Investment in global competency development and leading technologies
Goal: Increase in precise student programming and use of New Pedagogies for Deep Learning

Priority Area: Nurturing Our Catholic Community
Strategic Direction: Promote a culture of belonging and respect that supports success for all
Goal: Equitable access to learning opportunities

Background/Comments

Assessment and evaluation in the context of the ongoing pandemic and varying learning scenarios continues to be a topic of importance for educators, students, and families alike. There continues to be concern regarding potential learning loss; educators use rich and authentic tasks, respecting the uniqueness and diversity of the individual student, in order to re-engage students in deeper learning. Educators are supporting students in meeting learning expectations through a variety of appropriately challenging assessment opportunities.

In addition, this year has also brought a greater focus on differentiated assessment in de-streamed Grade 9 Math classes; this emphasis on differentiation will be expanded in the coming school year as all Grade 9 courses will be de-streamed. Students are given multiple opportunities to develop their critical thinking skills and demonstrate their learning. Educators are meeting student needs in a variety of environments, allowing students more choice.

All assessment and evaluation should lead to hope, as educators encourage a growth mindset in all students. This report captures some of the most significant developments related to assessment and evaluation, responsive strategies implemented to support educators and students, and next steps to be taken during the remainder of the school year and into 2022-23.

PROFESSIONAL LEARNING AND EDUCATOR SUPPORT

Literacy Highlights Related to Assessment and Evaluation:

- Our work alongside the Ministry of Education in response to the Ontario Human Rights Commission- Right to Read mandate will offer the opportunity for all boards, including WCDSB, the opportunity to examine our practice and respond accordingly.
- Benchmark Assessment System (BAS) kits for each school K-12:
 - Attaching this data to student profiles to allow for year-over-year and long term tracking through enCompass, which will follow students into high school.
- Evidence Based Tier 3 Reading Interventions:

Empower Programming

- We have increased capacity for teacher training in both Empower Decoding and Spelling, as well as Empower Comprehension. Both programs are being run at each elementary school in the system. In rare cases where a Special Education Teacher is unable to run the program, the Corrective Reading Program is being offered to students.

Lexia programming through Student Services:

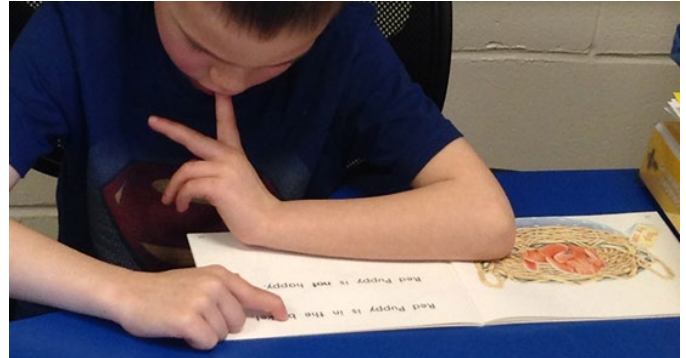
- Lexia: 1000 licenses have been provided to schools across the system. These licenses represent both Lexia Core 5 and Power Up (for Grades 6 and above)
- 576 certificates issued between September 2021 and February 2022 representing a level that has been passed by a student.

- 3% moved from below Grade Level Material (GLM) to within or above Grade Level Material (GLM).

Ongoing Observations to Support Early Literacy Instruction

What are We Learning? Through the work of our Early Literacy Support Teachers (IELST), we are reminded of how impactful observations are during small group instruction and when administering one on one assessments.

- Ongoing observations that are documented and analyzed have helped the IELST to know the literacy skills of their students and determine next steps in order to plan for responsive instruction.
- This is used as assessment “for” learning to monitor growth in learning and to meet the ever changing needs of the student over time
- The IELST has worked with 40 classroom educators at 8 schools to build capacity around this assessment approach.



What’s Next?

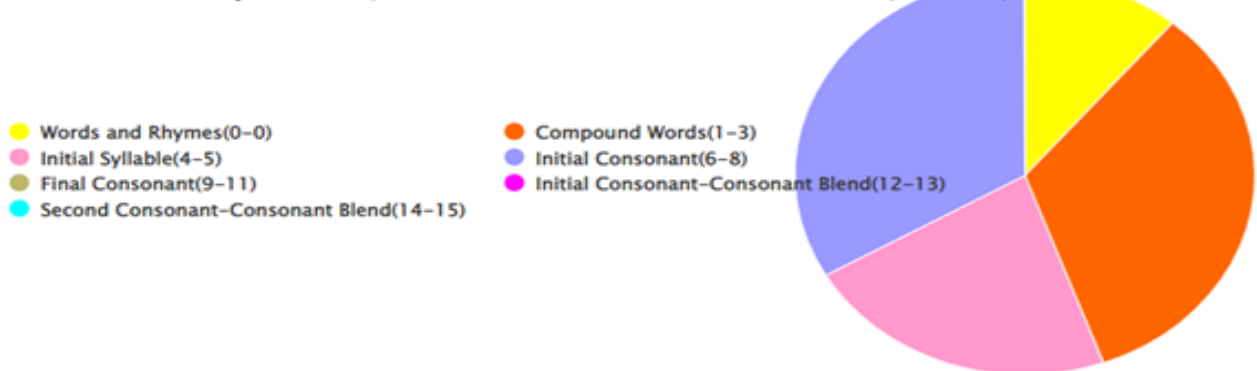
- These assessment practices will be shared with 40 new educators at 8 new schools in Term 2 through the work of the IELST’s.
- We have begun to embed this in our professional learning sessions with educators to improve assessment practices in early literacy across the system.

enCOMPASS

We have hired a junior data analyst to help us develop a digital space on enCOMPASS where educators and administrators can enter, analyze, and monitor student literacy assessment data.

- The purpose of this work is to help schools understand the needs of their students in order to support responsive program planning.
- This also supports continuity of learning for students when they move from school to school at WCDSB
- This provides St. Isidore with a digital platform to document student learning.
- Below is an example of what is being developed based on suggestions and feedback from educators and administrators to ensure that the tools developed meet the needs of the user. Careful consideration of the user experience is imperative for system implementation.

Score Summary - Rosner (Phonemic Awareness Assessment Measure) K-4 V1 (01/09/2021 - 31/01/2022)

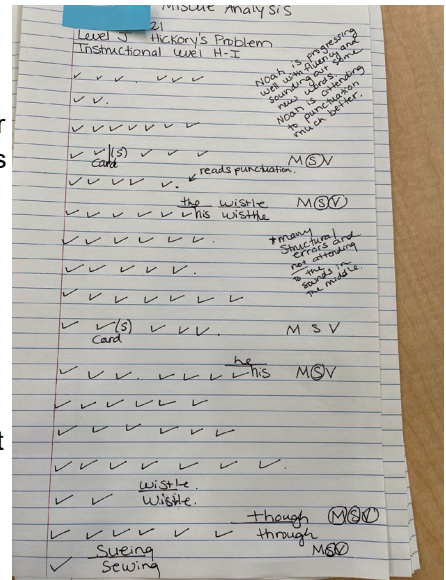


Reading Assessments in The Virtual Classroom

We have modified our literacy assessments and practices in such a way that maintains the integrity of the assessments but at the same time provides accessibility within the remote learning environment.

- This is important for all educators during times of remote learning as well as for St. Isidore staff
- We have held professional learning sessions on how to conduct reading assessments in the virtual environment using digital texts from Spark Reading
- Improving our assessment practices in reading has required a deeper understanding of our curriculum expectations and an intentional focus on creating safe learning environments where students feel a sense of belonging and where they feel their contributions matter.
 - 2020/2021: 55 Participants
 - 2021/2022: All K-3 Educators at St. Isidore in the Fall and several educators across the system during remote learning in January/February
 - Educators who attended these sessions were grateful for the support, resources, and opportunity to learn new assessment strategies that are specific to the virtual environment.

Reflection: What are we learning from virtual reading assessment practices that can be applied to in-person learning environments?



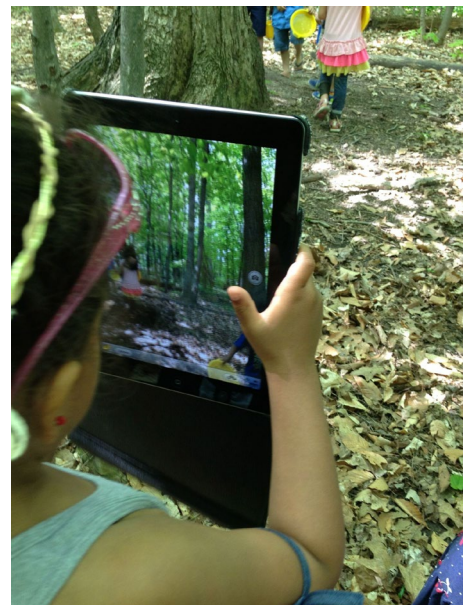
Revisiting Pedagogical Documentation in Kindergarten

In kindergarten, we are revisiting the impact of pedagogical documentation that is collected and analyzed over time including contributions from educators, students, and families.

- At school, educators and students are collecting evidence of learning by documenting observations, conversations, and demonstrations of learning in the form of anecdotal observations, notes, photos and videos and samples of student work.
- As part of this learning, we are reminding ourselves of the importance of "noticing and naming" the learning to make student thinking visible.
- This work happens with the Early Years Consultant during school visits, lunch and learns, division meetings, and is also embedded in all system professional learning sessions for kindergarten educators.
- Educators are grateful to revisit this important and engaging aspect of their work.

What's Next?

- We are beginning to invest in additional iPads to support pedagogical documentation practices in all kindergarten classrooms.
- We will continue to embed pedagogical documentation practices into all professional learning opportunities for kindergarten educators to show how assessment happens naturally and alongside instruction and is part of the learning process.



Mathematics: Elementary Highlights Related to Assessment and Evaluation:

- Assessment for and as learning focus for math coaching work, math PLCs, divisional & school-wide professional learning
 - Math coaching is driven by teacher/coach created pre/post assessments & audit tasks** to target math coaching content areas and specific high impact strategies
 - SIEPSA Fractions math goal support** for 23 of our 44 schools who have used the system-created pre/post assessments K to 8 targeting fractions, operating with fractions & other number systems (decimals/percents/integers) & (in gr. 4-8) inequalities. This targeted math work includes support for the pre/post assessments and for building capacity of high impact instructional practices during the in-between (pre to post) work using checkpoints and audit tasks
 - SIEPSA math goal support for OTHER areas of math content for schools not involved in the fractions work** includes teacher & admin learning of creating pre/post assessments from system-wide math resources, locating & collecting pedagogical approaches & resources for in-between work and audit tasks and providing targeted professional learning at staff meetings and divisional meetings. Other content areas have included: financial literacy, math modelling, data & spatial sense
- Successful Classroom Math Assessment Practice & Strategies:**
 - use of Pre/Post assessments to guide instruction and focus coaching work
 - documenting observations & conversations
 - assessment tasks in mathology.ca (readiness tasks) & Knowledgehook (kick-off missions)
 - focus on non-test assessments
 - using NOT YET (WORKING ON IT), GETTING THERE & GOT IT, next steps in instruction
 - embedding Learning Goals, Success Criteria & Feedback in day-to-day math learning
 - co-creating criteria/rubrics/points of observations for math modelling
- Continued support for 2020 *Math Curriculum, Grades 1-8 - Addendum to Growing Success* and update on Evaluation of Social Emotional Learning (through Math Professional Learning sessions, weekly Math NEWS Updates and direct support at schools:
 - assessment & evaluation in the classroom
 - assessment tracking
 - arriving at one letter/percentage grade to reflect overall and integrated learning for the term 1 reports

Audit Task

A bean plant grows 0.7 cm every day. What do we know about the plant after a month?

Start-of-cycle solution: using multiplication facts $7 \times 3 \times 10 = 210$ to make sense of the problem disregarded the decimal = 210 cm

Mid-cycle solution: using the multiplication fact with a 0.1 multiplier to get pay attention to the decimal.

End-of-cycle solution: using a ratio table to represent quantity in the solution.

Days	Length
1	0.7
15	10.50
30	21.00

Non-test assessment: Using a mathology.ca Math Little Book to assess skills & concepts

You hear lots of crickets on Goat Island in the summer. An elder told me that listening to chirping crickets is a traditional way to find out what the temperature is! You count the number of chirps in 25 seconds, divide that number by 3, and then add 4. The number you get is the temperature in degrees Celsius. Someday I'm going to bring a thermometer to see if it works.

Chirps (c) in 25 seconds	Temperature (t) in degrees Celsius
60	
54	
66	

By filling in each ____ in the following equation with either a variable or a number, write an equation to show how to get the temperature, t , based on a certain number of chirps, c , in 25 seconds.




$$t = _ \div _ + _$$

- math comment creation and support for grades 1-8

Mathematics Secondary Highlights Related to Assessment and Evaluation:

Focus on differentiated assessments

- To meet the needs of the varying levels of ability in their classrooms, teachers have been designing assessments which offer students choice in the level of difficulty of questions they answer
- Students are never penalized for trying to answer a more difficult question.
- Typically, students will answer 2 of the 3 questions
- Teachers follow-up with students to promote triangulating data. They may ask students to demonstrate a more challenging question or give them an opportunity to re-attempt a question they previously answered incorrectly

I can ...	 I'm still learning this concept/skill.	 I'm practising this concept/skill to become more comfortable.	 I'm confident about this concept/skill.
Simplify Expressions by Collecting Like Terms	$4x + 5x + 3 + 7$	$4x^2 + 5x + 3x + 7x^2$	$\frac{1}{2}x + \frac{1}{3}y + \frac{3}{2}x + \frac{1}{3}y$

5. Solve for x in the "Medium" question below. Then choose **ONE OTHER** question.

Easier	Medium	Harder
$\frac{2}{10} = \frac{x}{40}$	$\frac{2}{6} = \frac{7}{x}$	$\frac{17}{x} = \frac{6}{5}$

PART B: Depending on how PART A went, calculate <i>one</i> of:			
PART A: Josh rides the exercise bike at the gym. In 12 minutes, he rides 3.5 km. How many kilometres can he ride in 30 minutes?	PART A was tough: $3:12 = 15:?$	PART A was a good challenge: Rachel is publishing an article. She can write 140 words in 2 minutes. How long will it take her to write 700 words?	PART A was relatively easy: A length of pipe is to be cut in the ratio 7:4:5. If the length of the pipe is 92 cm, what is the dimension of each section?

2. Create and simplify an expression involving exponents that:

- Requires use of the laws for **multiplying powers** of the same base, **dividing powers** of the same base, and raising a **power to another power**
- Involves a negative (may be anywhere: in the base, exponent, or coefficient)
- Involves 2 variables

3. Make up, describe, and solve a problem in a real-life context that

- Gives a part:part ratio or fraction AND requires you to solve by finding a part:whole ratio or fraction.
- Use percentage to describe how much of the total your final answer is.

Final Assessments:

- As per the [Assessment and Evaluation Memo](#), no formal final exams took place in quadmester one or two. Instead, end of quadmester assessments may have included culminating activities, portfolios, interviews, unit tests, essays, etc.
- End of quadmester assessments will be calculated/added as part of the overall term mark. (up to 30% of the 100% term mark)
- In Math, teachers used the final assessment to give students an opportunity to demonstrate new learning or growth on particular topics.

Hybrid Secondary and Fully Remote (St. Isidore)

- Support for Secondary teachers for implementation of the hybrid model at the beginning of the school year.
 - PD Day and in-school support for first two weeks
 - Follow up check in with educators one at the 4-6 week mark to support as needed at each of the schools. Responded with PD slides
- Supports for leveraging technology to enable instruction and assessment in the hybrid and fully remote models included:
 - WCDSB professional learning sites for self-paced learning and technical guides with ongoing maintenance for educators:
 - WCDSB Framework for Learning Design Leveraging Digital Section
 - Professional Learning LE course in D2L (with content and recordings)
 - Google Classroom support website (links to resources, recordings etc.)
 - Occasional Teacher Google Classroom (links to resources, recordings etc.)
 - Google Support Resource (with links and recordings)
 - January session for OTs in collaboration with OECTA to support move to remote learning
 - “On-demand” online support sessions for schools, educator learning teams, and individuals as well as individualised videos and support via email.
- Formal final exams were again cancelled; there have been other forms of final evaluations and consolidation of learning (e.g. projects, interviews, etc.) -
 - Final marks are calculated as an overall term mark of 100%.
- St Isidore support plan for transition to D2L in the fall included biweekly Wednesday afternoon asynchronous learning for students to enable synchronous learning sessions for educators on topics of need. Ongoing support for St Isidore is now provided on an as needed basis.

Standardized Testing

- The OSSLT was again cancelled in the Spring of 2021, but resurrected in the Fall of 2021, when both Grade 10 and 11 cohorts participated in the online administration of the test; students who were unsuccessful in this first attempt will be allowed to attempt the OSSLT again this Spring (May 10) without penalty.
- Board results will be available following the May administration.
- The questions on the online test were randomly selected for students, with a similar balance of different levels of difficulty for each student.
- Grade 9 Math - participated in Quadmester 1; did not participate in Quadmester 2 (due to remote learning).
 - The new EQAO format also honoured differentiated assessment practices by changing the difficulty level of questions students answered in stage two, based on their performance on stage one questions
 - In each class students received 24 common questions that were the same for all students in the class. The other 26 questions students answered were varied.
- Grade 3 and grade 6 EQAO testing was cancelled in 2020 and 2021, but will take place this 2022 year in May/June.

- The continuing lack of current EQAO data reinforces the importance and relevance of other types of student achievement data that are rooted in common standards and curricula (BLAM, BAS, Knowledgehook, pre-post assessments *etc.*).

Leveraging Digital to Triangulate Data

Assessment *For/As/Of* Learning:

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

Evaluation and Reporting:

- WCDSB has representation on the following provincial ASPEN Gradebook Communities of Practice (CoP):
 - Overall Gradebook CoP
 - Elementary Gradebook CoP
 - Secondary Gradebook CoP
 - Managing Teacher Comments
 - Gradebook Functionality

Participation in these CoP groups ensure that WCDSB interests are represented in the development of Ontario baseline configurations related to assessment and reporting. Additionally, it ensures that enhancement requests from our educators are heard at the provincial level.

- EnCompass continues to be an important tool for understanding the profile of the learner across time as well as student tracking, transition planning, and monitoring. While ASPEN Gradebook is still undergoing significant development to meet Ontario baseline requirements for *Growing Success* compliance, EnCompass continues to be the primary board provided gradebook as it is fully functional and *Growing Success* compliant.
- WCDSB continues to invest in developing WCDSB created large scale Assessments within EnCompass to track BLAM results over time.
- D2L provides a second *Growing Success* compliant gradebook for educators using Brightspace by D2L as their Learning Management System (LMS).

NEXT STEPS:

- Continue work with ASPEN Gradebook CoPs to ensure WCDSB has representation in the development of ASPEN gradebook and reporting areas to see improvements for our educators.
- Begin further training and onboarding with D2L to support educators in understanding tools that support the triangulation of data. For example, increase use of the Portfolio tool across the system. Introduce educators to the Mastery Gradebook feature. This work is part of the broader Innovation and IT strategy to support the use of D2L as an LMS that provides opportunities for greater differentiation, accessibility, and a *Growing Success* compliant gradebook.
- Continue the work of shifting practice to deep learning and authentic rich tasks that develop multiple learning skills, global competencies, and achievement of overall curriculum expectations:
 - Assessment Splashes will be shared via system announcements
 - Ongoing training in the use of technology and resources to support best practices and new assessment tools such as Benchmark Assessment System (BAS- Fountas & Pinnell)
 - Continuing the educator learning around the use of descriptive feedback and triangulation of data
 - Gather educator perceptual data regarding changes to their instructional and assessment and evaluation practices (including PPM164 collections) <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-164>

- Continued development and refinement of the WCDSB Framework for Learning Design
- Work with Aspen and other Ontario boards to design and implement a *Growing Success* compliant markbook/gradebook if possible. Provide enhancement requests to both the markbook/gradebook and reporting features based on educator feedback and user experience.

Assessment, Evaluation, and Reporting practices at the WCDSB continue to rest at the core of all we do to ensure student achievement and well-being. These practices call educators to continually seek ways to learn more about their students' needs and respond creatively and effectively. This year has again provided more than a few challenges and the WCDSB continues to respond with expedience and provides the needed resources and professional development opportunities that reflect consistent focus on our students and innovation.

Recommendation:

This report is provided for the information of the Board.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Jennifer Ritsma
Superintendent of Learning

Kimberley DeGasperis
Student Achievement Consultant, Early Years, Gr. 1-3

Petra LeDuc
Student Achievement Consultant, Mathematics Gr. 1-8

Beth Wolf
Student Achievement Consultant, Literacy Gr. 4-12

Sarah Gonzalez-Day
Student Achievement Consultant, Mathematics Gr. 7-12

Suzanne Smart
Learning Innovation Consultant

Matthew Anderton
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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: 2022 Catholic Education Week - Resource Kit!
Date: Thursday, February 24, 2022 7:03:58 PM
Attachments: [image009.png](#)
[image002.png](#)
[image006.jpg](#)
[image007.jpg](#)

Loretta Notten

Director of Education

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

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Thursday, February 24, 2022 12:10 PM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA: 2022 Catholic Education Week - Resource Kit!

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February 24, 2022

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: **Catholic Education Week – May 1 – May 6, 2022**

Catholic Education: *Rebuild, Restore, Renew Together*

Each year, the Catholic community of Ontario engages in a week-long celebration of the unique identity and distinctive contributions of Catholic education during Catholic Education Week. This year's celebration is entitled, "Catholic Education: *Rebuild, Restore, Renew Together*" and will be celebrated during the week of May 1 – May 6. The theme for Catholic Education Week 2022 was inspired by the following considerations:

- In the face of the continuing reality of the COVID-19 pandemic, a strong desire by the planning committee, and supported by feedback from the survey, the themes for Catholic Education Weeks 2020 and 2021, were *Igniting Hope* and *Nurturing Hope*, and all we know for certain is that there will be much to *Rebuild, Restore and Renew* together in 2022.
- The challenges to personal and spiritual well-being posed by the uncertainty and physical isolation of the current global crisis makes the timing and the concerns of Mental Health Week, which takes place during the same week as Catholic Education Week, all the more relevant.
- Ongoing recognition of the Truth & Reconciliation Commission and the relevance of Indigenous culture and spirituality will continue to move us forward.
- The Ministry of Education's focus on Inclusion and Equity resonates with all educators and administrators as we desire to serve all of God's children and Pope Francis' encyclical entitled, *Fratelli Tutti*, will guide us in this good work.

I would like to highlight several points leading up to Catholic Education Week 2022:

- The CEW theme song has been posted on the OCSTA website. Schools and boards can download this copy for their CEW activities.
- The CEW prayer card has been posted on the OCSTA website. Schools and boards can download this copy for print and/or distribution.
- The CEW poster has been sent to all Catholic District School Boards for distribution to your schools.
- All CEW materials are posted on our website at: www.goodnewsforall.ca.

I would like to conclude by wishing all of you a wonderful 2022 Catholic Education Week. Please do not hesitate to contact myself or Anne O'Brien, Director of Catholic Education at aobrien@ocsta.on.ca if you have further questions.

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: *Rebuild, Restore, Renew Together*



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: PPM 81: Provision of health support services in school settings
Date: Thursday, February 24, 2022 7:16:08 PM
Attachments: [Letter to Deputy Ministers re PPM 81 Feb 15 2022.docx.pdf](#)
[image006.png](#)
[image002.jpg](#)
[image004.jpg](#)

Loretta Notten

Director of Education

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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, February 24, 2022 11:41 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: PPM 81: Provision of health support services in school settings

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February 24, 2022

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: PPM 81: Provision of health support services in school settings

On October 29, 2021 the government announced that it would be revising Policy/Program Memorandum 81: Provision of health support services in school settings (PPM 81).

Key objectives of the review include:

- Strengthening evidence-based practices;
- Improving access to health, rehabilitation and other community-based clinical services for students with special needs in schools; and
- Clarifying roles and responsibilities to address gaps in services.

I would like to acknowledge and thank Anne O'Brien, OCSTA Director of Catholic Education and Toni Kovach, Superintendent of Education, Hamilton-Wentworth CDSB for representing OCSTA in the Ministry roundtable discussion. I would also like to extend our appreciation to all the Catholic district school boards who provided direct feedback for the consultation.

Attached for your information, please find the OCSTA letter addressed to the Deputy Ministers outlining OCSTA's concerns and recommendations for consideration in revising PPM 81.

Patrick J. Daly
President

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



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Ontario Catholic School Trustees' Association

February 15, 2022

Ms. Nancy Naylor
Deputy Minister of Education
5th Floor, 438 University Ave.
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EDU.DMO@ontario.ca

Dr. Catherine Zahn
Deputy Minister of Health and Long-Term Care
College Park 5th Floor, 777 Bay Street
Toronto, ON M7A 2J3
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Denise Cole
Deputy Minister of Children, Community and Social Services
7th Floor, 438 University Avenue
Toronto, ON M5G 2K8
denise.a.cole@ontario.ca

Dear Deputy Ministers:

Re: Policy/Program Memorandum No. 81, Provision of Health Support Services in School Settings in 2021-22: New Expectations/Draft PPM 81

Introduction

The Ontario Catholic School Trustees' Association is pleased to participate in the review of PPM 81, commensurate with our responsibility to:

- a) reach out to school boards and develop advocacy positions to ensure that government policies and programs meet the needs of our boards, schools, students and (Catholic ratepayers); and
- b) work with the government on matters of concern to Catholic school boards and provincial education stakeholders as a whole.

The Ministry of Education has asked for feedback on the draft PPM 81 following our round-table discussion on February 4, 2022. It should be noted, that OCSTA believes that the adequate and equitable provision of health support services for our students is of critical importance, especially in

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

the unprecedented context of the COVID-19 pandemic. All of Ontario's 29 Catholic boards strive to ensure that each of its student requiring health support services are done so in a timely, fair and consistent manner. As such, OCSTA supports the government's objectives in revising PPM 81:

- *To strengthen evidence-based practices:* Implement a delivery model for rehabilitation services that is aligned with best practices and supports interdisciplinary and cohesive services, including unified delivery of speech and language services for students that require both.
- *To Improve access to a quality of health, rehabilitation and community-based clinical services in schools:* Provide consistent access to evidence-based child- and family-centred services for students based on their functional strengths and needs and address the changing service delivery landscape by providing clarity on access and local collaboration expectations between DSBs and third-party providers, including the Ontario Autism Program (OAP) and the organizations funded by MOH to deliver health services.
- *To clarify roles and responsibilities to address gaps in services:* Clarify responsibility for the delivery of medical interventions in schools. Specifically reference delegation of controlled acts and supervision of teaching and assigning of other procedures where local circumstances and labour contracts permit doing so.

Background Information from the Government

In response to draft PPM 81, OCSTA assumes that the information presented by the government at its' February 4, 2022 meeting is comprehensive and accurate:

- The categories/examples (e.g., oral medication, injection of medication, etc.) presented in the tables are comprehensive and seem to cover the main interventions currently happening in schools;
- Medical conditions should not prevent/delay access to education;
- Sufficient funding is allocated to the relevant Ministry/board delivering the services and the funding amounts reflect any change in the delivery of services;
- What the funding boards receive includes costs for administration, training, and operationalizing the new PPM's requirements (e.g., if injection of medication shifts from health care to school boards);
- Training is to be provided by medical personnel to sufficient numbers of staff performing the medical intervention AND there are sufficient numbers of trained staff to address potential absenteeism;
- Medical personnel (e.g., nurse/clinical supervisor) to provide oversight of the medical intervention by non-medical personnel;
- Non-medical staff to be protected from any liability for performing medical interventions;
- Wherever possible and appropriate, students should receive all their interventions in a single therapy from a single therapist;
- School based personnel will provide a tiered approach in collaboration with educators and parents/guardians that are connected to all school board support services and student medical plans;

- Equity of service for all required supports for students with respect to amount of time, level of service, timely access, etc.
 - Equitable access to services for children with or without a diagnosis of autism spectrum disorder (ASD);
 - Students with other diagnoses and learning needs (Downs' Syndrome, Fetal Alcohol Syndrome, (etc.)).

OCSTA Issues and Concerns with Revised PPM 81

OCSTA believes that several issues need to be considered and effective solutions provided to support effective implementation. These include the following:

- Schools are often viewed as the community hub for various services and the impact these additional services may have on school administrators;
- Space in schools will be a concern if services are being delivered on site with additional funding required for integrated spaces;
- The need to clearly define access to schools (for treatment purposes) and access to classrooms;
- Clearly defined process for collaboration between local agencies and school boards need to be developed;
- Managing collective agreements and PPM 149 considerations – consultation with union/employee groups is very important;
- The different processes and requirements for regulated vs. unregulated staff;
- Risk management and supervision issues need to be factored into the PPM that include:
 1. Potential for multiple (and potentially conflicting) clinical recommendations;
 2. Health perspective vs. education – this may impact the provision of supports/services;
 3. Equity issues regarding a family's use of private services.

OCSTA has additional concerns such as:

- Potential of streamlining services that may require shifts in funding;
- Will training in the provision of various services be provided internally or through an outside agency (e.g., Charles Best Centre, Epilepsy Outreach)?
- The PPM needs a clear implementation plan to ensure consistency;
- Considerations around virtual services/access – supervision/safety concerns;
- Inclusion of Mental Health and Addictions Nurses (MHANs);
- Clarity is required on the type of student mental health services to be provided, including counselling and/or psychotherapy;
- Clarity is required around terms such as “necessary to participate in school” – this can be very broadly interpreted;
- MOUs – there should be clarity regarding board protocols for consistency;
- Best practices – coordinated service planning or use of multi-sectoral/multi-agency case conferences could be used to establish and monitor individual student plans;
- How will the current shortages of medical staff be managed to assist in the oversight, training for board staff?;

- Treatments provided by external operators may not be consistent with school board practices (e.g., use of restraints) and how are these to be managed?;
- Issues related to PPM 149 and its impacts on the revised PPM 81;
- The structuring of various agreements between different agencies;
- September 2022 implementation is an aggressive timeline;
- Sharing of confidential information/providing of consent, etc.;
- Rehabilitation services - the need to ensure there is clarification of “concurrent” and “consecutive” services;
- Information regarding current scope of work performed by school board personnel is not reflected in the draft PPM 81;
- The PPM does not note the collaborative relationships that currently exists between parents and others involved with the child;
- Concerns of parents needing to continually share information amongst varied professionals.

OCSTA Recommendations

Overall, OCSTA requests consideration of the following recommendations in revising PPM 81:

- **Include Trustee Associations, school boards and SEAC representatives during the consultation process both provincially and during the development of local solutions.**
- **Consolidate funding for the delivery of speech-language pathology services to school-age children under the direction of the Ministry of Education.**
Single funder will promote more equitable and inclusive services, with greater access for all children with diverse needs. It will reduce service fragmentation, eliminate gaps and duplications, and create seamless transition points that will also permit more coherent goal setting for participation at school, home and in the community. Moreover, a single funder will facilitate more transparent and accountable processes and service efficiencies.
- **Maintain the current investment by school boards in the delivery of speech-language pathology services (SPL).** Encourage boards to continue to use Grants for Student Needs and Special Education Grants to fund existing services with flexibility to respond to local student, community and system needs. Flow additional funding directly to the boards to enhance SLP services, unifying delivery of speech and language interventions. Within the funding transfer, acknowledge the gap created when Preschool Speech and Language Services for kindergarten-age children were discontinued and school boards absorbed the abandoned speech and language caseload.

- **Consider keeping this PPM focused on Physical Health care services and community-based services.** Create an accountability tool to capture detailed data about the delivery of services to children and families, stratified by tier, using frameworks that are appropriate to the education context. Use the accountability tool to refine service delivery targets and amend funding and infrastructure processes as necessary.

As a Catholic School Trustee Association, we are a valuable partner in the process. We encourage you to ensure that school boards, Catholic School Councils, parents and SEACs across the province are included early in the consultation process as this review moves forward.

Please do not hesitate to contact me at pdaly@ocstaon.ca or Anne O'Brien at aobrien@ocsta.on.ca if you have any questions or concerns. We look forward to continued discussions on PPM 81 as it is further developed.

Yours Very Truly,



Patrick J. Daly
President

cc: Ms. Claudine Munroe
Director of Special Education



Ontario Catholic School
Trustees' Association

NEWS RELEASE

OCSTA Welcomes Findings from OHRC Right to Read Inquiry

FOR IMMEDIATE RELEASE

TORONTO—February 28, 2022--OCSTA welcomes the Ontario Human Rights Commission's Right to Read Inquiry report released today. The report reflects the deep commitment that Catholic school boards share in ensuring that each student, regardless of exceptionality or learning challenge, has meaningful access to excellence in education, including the supports, services and instruction to allow them to fully realize their fullness of humanity," said Patrick Daly, President of the Ontario Catholic School Trustees' Association (OCSTA).

"We are pleased to see in the report some of the key issues and recommendations submitted to the inquiry panel by OCSTA. In our brief to the panel, and our ongoing advocacy to the government we have consistently stressed the importance of addressing the issue of special education underfunding. Catholic school boards are dedicated to meeting the needs of all students and most especially the increasing number of students with special education needs. Adequate and equitable funding based on actual need can ensure a sustainable structure for educating students of various abilities. The OHRC report has acknowledged the need to adequately fund special education programming and services at Ontario's school boards and that is encouraging," explained Mr. Daly.

"The shortage of special education teachers, speech and language therapists, health professionals, and psychologists is a significant challenge to many rural and northern boards across the province and this impacts the ability of boards in those regions to provide timely health and psychological assessments for students. We have advocated on these issues for many years and are pleased to see today's report acknowledge the need to respond to the particular needs of these boards through the provision of added resources to address these shortages," said Mr. Daly.

"Catholic school boards and their dedicated staff have a deep commitment to excellence in student faith formation, academic achievement and well-being. Literacy and reading programs for all students, including those with learning disabilities, is a foundational practice of Catholic boards and they strive to ensure the right assessments, instruction, supports and services are provided to all students.

Like our member boards, the OCSTA will be taking time to thoughtfully review the report and the recommendations contained in it. We look forward to working collaboratively with the Ministry of Education, Ontario Human Rights Commission and partners in education to support improvements to our provincial education system that will serve the best interests of all students," added Mr. Daly.

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

*For more information or to arrange an interview, please contact:
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Right to Read Inquiry Recommendations

Appendix 1: List of Recommendations

First Nations, Métis and Inuit experiences

Recognize distinctions

1. The Ministry of Education (Ministry), school boards and others should use “First Nations, Métis and Inuit” when possible and appropriate. Recognizing and distinguishing between First Nations, Métis and Inuit makes sure that all First Nations, Métis and Inuit children and youth see themselves in the school system, feel represented, and have trust that their unique needs are understood and being met.

2. The recommendations in this report should also be interpreted and implemented in a way that addresses the unique needs of distinct Indigenous peoples. First Nations, Métis and Inuit self-identification in terms of community and Nation as well as geographic or region-specific distinctions should be taken into account. Local decision-makers such as school boards should learn about and consult local Indigenous communities.

Follow existing recommendations for supporting First Nations, Métis and Inuit students

3. Many reports have made recommendations to improve First Nations, Métis and Inuit students’ learning, experiences and well-being in school. Recommendations have included improving access to First Nations, Michif and Inuktitut language instruction, First Nations, Métis and Inuit culture, knowledge and perspectives for all students; providing professional development for educators and board professional staff; easing transitions for students; and taking steps to address racism and systemic discrimination. The Ontario Ministry of Education and every Ontario school board should implement all existing recommendations for supporting First Nations, Métis and Inuit students including:

- a. The May 2017 First Nations Special Education Review Report and the 2017 Chiefs of Ontario Position Paper recommendations that relate to Ontario’s role in First Nations special education
- b. The Ontario Federation of Indigenous Friendship Centres’ recommendations on how to address the accessibility needs of urban Indigenous students, in its July 2017 Response to the Development of an Accessibility Standard for Education
- c. The recommendations to Ontario from the Seven Youth inquest
- d. The Truth and Reconciliation Calls to Action, particularly those related to education and updating all provincial curriculum to include Indigenous perspectives and content

- e. The National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, particularly those related to education.
- f. The Council of Ontario Directors of Education Listening Stone Project Reports
- g. The OHRC's recommendations in *To Dream Together: Indigenous peoples and human rights dialogue report*.

When implementing recommendations in these reports related to Indigenous content in curriculum and culturally appropriate resources for First Nations, Métis and Inuit learners, the Ministry and school boards should make sure First Nations, Métis and Inuit are each reflected and children from these communities see their own identities positively reflected in the materials. This will give them a sense of belonging and pride.

4. The Ontario Ministry of Education and all Ontario school boards should review and, where necessary, revise the First Nations, Métis and Inuit Policy Framework and Indigenous Education Strategy, to make sure it reflects these recommendations.

5. The Ontario Ministry of Education, and all Ontario school boards, should make sure boards have an Indigenous Education Advisory Council as required under the *Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan*. School boards should make sure the Councils, and any other places where First Nations, Métis and Inuit students are discussed, are representative of each of the Indigenous communities that are represented in the school board, to ensure that distinct needs and perspectives of students and families are addressed.

6. The Ontario Ministry of Education and all Ontario school boards should use the *UN Declaration* as a framework for implementing these recommendations. The *UN Declaration* should be interpreted in conjunction with the *Convention on the Rights of Persons with Disabilities* (Articles 7 and 24) and the *Convention on the Rights of the Child* (Article 28).

Treat First Nations schools equitably

7. The federal government should implement the recommendations for federally funded First Nations schools in reports referenced in Recommendation 3.

8. First Nations schools should receive funding that is equitable compared to provincially funded schools, and any additional funding needed to ensure substantive equality, considering the unique circumstances of students attending First Nations schools.

9. The recommendations in this report should be implemented in First Nations schools, as applicable.

Use trauma-informed and culturally sensitive approaches

10. The Ministry of Education should encourage all school boards and schools to adopt trauma-informed and culturally safe approaches including by providing guidance, resources and supports.

11. All school boards and schools should create trauma-informed and culturally safe school environments and provide comprehensive, sustained and job-embedded training to educators on trauma-informed and culturally safe practices.

Identify Indigenous students and provide access to supports

12. School boards should not delay or fail to identify Indigenous students with learning difficulties based on culturally biased practices/assessments or assumptions related to their Indigenous identity.

13. Ontario should publicize, adopt and implement a broad approach to Jordan's Principle and Inuit Child First Initiative funding, consistent with the purpose of ensuring substantive equality, that recognizes that federal funding is available for any government service that is provided to children including health, social and education services such as professional assessments, tutoring and assistive technology.

14. Ontario school boards and community service providers should know the criteria and process for applying for federal Jordan's Principle or Inuit Child First Initiative funding, and promote the use of this funding to access supports to address any needs of First Nations and Inuit students.

15. School boards and schools should recognize the role of Friendship Centres and urban Inuit organizations in coordinating holistic, culture-based supports for urban First Nations and Inuit students and their families.

16. Ontario school boards and community service providers should understand the role of the MNO in representing and providing wrap-around services to its Métis citizens. The Ministry and school boards should work as partners with the MNO and Métis communities in the school board's area. School boards should foster the relationship between schools and the MNO's Education Support Advocacy program. Financial contributions from the province to the MNO's Education Support Advocacy program would allow for enhanced supports to be provided to Métis learners in a predictable way every year.

17. Provincial and federal funding for supports for First Nations, Métis and Inuit students should provide for additional costs associated with northern, remote or isolated circumstances, and should include the cost of travel to receive services, where necessary.

18. School boards and schools should recognize First Nations, Métis and Inuit Elders as knowledge keepers and educators, and recognize their role in transmitting cultural knowledge to the younger generation and building stronger, healthier and more resilient young people, families and communities. School boards and schools should increase access to Elders and guest speakers in schools and make sure Elders/guest speakers are representative of all First Nations, Métis and Inuit students represented in the board.

19. School boards' acknowledgements of Indigenous peoples and territories should recognize each of First Nations, Inuit and Métis peoples and territories as appropriate. They should also recognize significant events and days, such as Treaties Recognition Week, National Indigenous Peoples Day, Powley Day and Louis Riel Day.

Use instruction and intervention approaches that are effective and inclusive

20. The Ontario Ministry of Education and all school boards should provide evidence-based curriculum and classroom instruction in foundational reading skills in a way that is inclusive to all students, including First Nations, Métis and Inuit students. They should find ways to also incorporate Indigenous experiences, culture and values throughout classroom content.

21. Educators should not promote the English or French languages of instruction at the expense of Indigenous languages. They should encourage proficiency in Indigenous languages, recognize the benefits for children when they have proficiency in their own Indigenous language and the language of instruction (English or French), and never discourage students from using or learning their language.

22. For First Nations, Métis and Inuit students with or at risk for word reading disabilities, school boards should provide immediate intervention with evidence-based programs. Delays in providing interventions or using interventions that are not rooted in strong evidence with a focus on foundational reading skills will further disadvantage these students.

Improve approaches to self-identification and data

23. School boards should work with First Nations, Métis and Inuit governments (local First Nations governments and the MNO) and local organizations (such as Friendship Centres, Tungasuvvingat Inuit) to understand and respond to any concerns with self-identification. They should clearly communicate how self-identification benefits First Nations, Métis and Inuit students and how self-identification data will be kept confidential and used. They should never use self-identification data to portray First Nations, Métis or Inuit students in a negative or disrespectful way.

24. School boards should make sure they have data on the percentage of students who self-identify as First Nations, Métis and Inuit overall, and broken down by First Nation, Métis and Inuit.

25. School boards should collect and analyze data on achievement and outcomes (such as EQAO results, course completion and graduation rates) for students who have self-identified as First Nations, Métis and Inuit. They should track whether First Nations, Métis and Inuit students have IEPs or have been identified with an LD exceptionality (see also recommendations related to data collection in section 13, Systemic issues). They should respond to any equity gaps identified in the data.

26. School boards should share this data with First Nations, Métis and Inuit governments (local First Nations governments and the MNO) and local organizations (such as Friendship Centres, Tungasuvvingat Inuit) on a regular basis. They should work as partners with these governments

and organizations to make sure culturally appropriate supports can be provided to improve First Nations, Métis and Inuit students' outcomes.

Curriculum and instruction

Revise the Kindergarten Program and Grades 1-8 Language curriculum

27. The Ministry of Education (Ministry) should work with external expert(s) to revise Ontario's Kindergarten Program and Grades 1–8 Language curriculum to:

- a. Remove all references to cueing, cueing systems and guessing strategies for word reading
- b. Remove all references to any other instructional approaches to teaching foundational reading skills that have not been scientifically validated
- c. Require mandatory explicit, systematic and direct instruction in foundational reading skills, including phonemic awareness, phonics and decoding, and word reading proficiency
- d. Beginning in the Kindergarten Program and continuing in the Grades 1–8 Language curriculum, explicitly state expectations for teaching phonemic awareness, letter-sound associations, word-level decoding (including blending sounds to read words and segmenting words into sounds to write words), word-reading proficiency or fluency (number of words read per minute) and knowledge of simple morphemes. The Grades 1–8 Language curriculum should include more advanced word study in and beyond Grade 2/3, and outline more advanced expectations with morphology, knowledge and analysis of words, through the middle grades and beyond
- e. Incorporate other aspects of a comprehensive approach to literacy which are addressed in the research science such as evidence-based instruction in oral language, reading comprehension, vocabulary knowledge and spelling and writing.

28. The Ministry should specify that all critical elements of explicit, systematic and direct instruction in foundational word-reading skills in the revised Kindergarten Program and Grades 1–8 Language curriculum are mandatory and not optional. The Ministry should provide specific and scaffolded grade-level expectations for each foundational word-reading skill. The Ministry should clarify that early literacy skills, such as phonemic awareness, knowledge of letter names and sounds and how to print letters, and decoding simple words are all expected in Kindergarten.

29. The Ministry should develop the revised Kindergarten Program and Grades 1–8 Language curriculum on an expedited basis, but should include all the necessary steps in the curriculum review process.

Revise early literacy resources

30. The Ministry should work with external expert(s) to revise Ontario's *Guide to Effective Instruction in Reading (Kindergarten to Grade 3)* and *Guide to Effective Literacy Instruction (Grades 4 to 6)* and other supplementary resources and materials to:

- a. Remove all references to cueing, cueing systems and guessing strategies for word reading
- b. Remove all references to balanced literacy and associated concepts such as teaching word reading with the use of cueing systems or through reading books within the current gradual release of responsibility model (instruction through modelling book reading with word problem-solving using cueing systems, shared reading with word problem-solving using cueing systems, guided and independent text reading focused on word problem-solving using cueing systems, and mini lessons)
- c. Remove all references to any other instructional approaches in teaching foundational word-reading skills that have not been scientifically validated
- d. Remove all references to running records, miscue analyses and other assessment approaches that have not been scientifically validated
- e. Remove all references to levelled readers and incorporate references to decodable texts in Kindergarten to Grades 1 or 2 (or in later reading interventions) and/or to practicing word reading in less controlled books that are nonetheless selected to provide practice for word-reading skills for young readers, and with appropriate reading materials, other than levelled readers, in later elementary grades. Reading materials should be selected based on other criteria appropriate for developing reading competence, language and knowledge
- f. Replace cueing and balanced literacy for word reading with mandatory explicit, systematic and direct instruction in foundational word-reading skills including phonemic awareness, phonics and decoding skills, and word-reading proficiency (accurate and quick word reading)
- g. Beginning in the Kindergarten Program and continuing in the Grades 1–8 Language Arts curriculum, state the approaches (and Ministry-recommended programs) that will support the explicitly stated expectations in phonemic awareness, letter-sound associations, word-level decoding (including blending sounds and segmenting words into sounds to read and write words), word-reading proficiency or fluency (number of words read per minute). This will continue through to more advanced word study beyond Grade 2, including how to teach advanced morphological knowledge and analysis
- h. Incorporate other aspects of a comprehensive approach to literacy which are addressed in the research science such as evidence-based instruction in oral language, reading comprehension, vocabulary knowledge and spelling and writing.

31. The Ministry should release revised guides and supplementary resources before or at the same time as the revised Kindergarten Program and Grades 1–8 Language curriculum.

32. The Ministry should revoke any early literacy resources, including supplementary classroom materials published on the Ministry's Curriculum and Resources website or e-Community Ontario, that promote cueing systems, balanced literacy, running records and miscue analyses or any other instructional and assessment approaches to word reading that are not scientifically validated.

33. School boards should update their early literacy policies, procedures, directives, documents, guides, training and professional development materials, and any other early literacy resources, to align with the findings in this report and, when available, the revised Kindergarten Program, Ontario Language curriculum, *Guide to Effective Instruction in Reading (Kindergarten to Grade 3)* and *Guide to Effective Literacy Instruction (Grades 4 to 6)* and other revised Ministry supplementary resources and materials.

Review textbooks and supplementary classroom materials

34. The Ministry should work with external expert(s) to revise the Trillium list of approved textbooks related to reading, if any, to align with the scientific evidence by removing all textbooks that promote instruction and assessment approaches that have not been scientifically validated, and adding only textbooks that reflect effective instructional principles associated with mandatory explicit, systematic and direct instruction in foundational word-reading skills including phonemic awareness, phonics and decoding skills, and word-reading proficiency (accurate and quick word reading).

35. The Ministry should work with external expert(s) to develop a list of approved classroom materials (including programs, kits, books, readers, assessment tools and intervention programs) that are consistent with the revised curriculum and scientific evidence outlined in this report.

36. The Ministry should make clear that school boards must stop using and may no longer purchase textbooks or classroom materials that are inconsistent with the scientific evidence, and can only purchase or use materials related to teaching foundational word reading skills on the Trillium list and Ministry list of approved of classroom materials.

37. School boards should stop using textbooks and classroom materials that are inconsistent with the scientific evidence, as outlined in this report. School boards should only purchase textbooks and classroom materials on the revised Ministry approved lists. School boards should replace levelled readers in Kindergarten to Grade 1 or 2, with decodable texts.

38. The Ministry should provide school boards with the funds to purchase textbooks and classroom materials on the revised Trillium list and list of approved classroom materials.

Develop and deliver interim curriculum and measures

39. The Ministry of Education should work with external expert(s) to develop or identify an interim early reading curriculum (or addenda to the current Kindergarten Program and Grades 1–8 Language curriculum) and resources/guides/training to support school boards and teachers to immediately start delivering instruction in foundational reading skills that aligns with the science of reading while the Kindergarten Program, Grades 1–8 Language curriculum and instructional guides and other resources go through a full revision. The interim early reading curriculum and resources/guides/training should provide guidance to and require boards and teachers to immediately begin to implement mandatory explicit, systematic and direct instruction in foundational word-reading skills including phonemic awareness, phonics and decoding, and word reading proficiency including morphological knowledge. This interim curriculum and resources/guides/training could be selected from evidence-based pre-existing materials that have been vetted by the Ministry’s external expert(s) to make sure they conform with the reading science. The Ministry should make sure any interim resources/guides/training will be consistent with the future revised Kindergarten Program and Grades 1–8 Language curriculum, so they can continue to be used once these are released.

40. School boards should immediately begin implementing measures/resources/programs/guides/training to provide mandatory explicit, systematic and direct instruction in foundational word-reading skills including phonemic awareness, phonics, decoding and word study, while awaiting a revised Kindergarten Program and Grades 1–8 Language curriculum. These measures/resources/guides/training can continue to be used to support delivery of a revised Kindergarten Program and Grades 1–8 Language curriculum once they are released.

41. The Ministry should adopt a systematic approach to releasing an interim early reading curriculum and/or addenda to the current Kindergarten program and Grades 1–8 Language curriculum that is supported by professional learning, guides and supplementary resources and a supportive professional development plan for educators that is clearly communicated with school boards.

42. The Ministry should provide adequate funding to boards to implement and continue to use these measures/resources/programs/guides/training.

43. The Ministry should enhance funding support for summer learning programs offered by school boards for students in Kindergarten to Grade 5, as part of a strategy to help all students catch up on reading proficiency and respond to COVID-19 learning loss related to reading. The Ministry should require that summer learning programs to support reading provide mandatory explicit, systematic and direct instruction in foundational reading skills including phonemic awareness, phonics and decoding, and fluency.

44. The Ministry should develop an education recovery plan that includes intensive and accelerated reading programs for all students, but with an emphasis on targeting groups most disadvantaged by school closures related to COVID-19 (students with disabilities, students from low-income families, Black and other racialized students, Indigenous students and newcomers).

Build expertise within boards and ensure non-reprisal

45. The Ministry should provide stable, enveloped yearly funding to all school boards in the province to hire literacy-learning leads to coordinate and support board-level improvement efforts related to reading and literacy. The Ministry should require that literacy-learning leads be trained in the science of reading, including systematic and direct instruction in foundational reading skills/structured literacy approaches.

46. School boards should draw on internal expertise, educators, administrators, speech-language pathologists and psychology staff who are knowledgeable about the science of reading, for systematic and direct instruction in foundational reading skills/structured literacy approaches.

47. Board staff who advocate for the science of reading or other measures to improve outcomes for students with disabilities should never be subject to adverse consequences/reprisals.

Ensure pre-service teacher preparation addresses critical concepts

48. Ontario's faculties of education should embrace the science of early reading, and make sure future teachers understand critical concepts, including:

- a. The importance of word-reading accuracy and efficiency for reading comprehension; models of reading development
- b. How accurate and efficient early word reading develops
- c. How to teach foundational word-reading and spelling skills in the classroom
- d. The importance of teaching foundational skills in reading to address inequality for historically disadvantaged student populations and the needs of students with different difficulties and disabilities
- e. Other aspects of a comprehensive approach to literacy which are addressed in the research science but were beyond the scope of the inquiry, such as evidence-based instruction in oral language, reading comprehension, vocabulary knowledge and spelling and writing.

49. The *Ontario College of Teachers Act* regulations should be amended to require that all Primary and Junior teacher applicants take a half-course (three credits) that focuses on critical components of word-reading instruction to support all students in becoming proficient readers. Faculties of education should make sure this course spends considerable time on and includes instruction to develop pre-service teachers' knowledge of the content in Recommendation 48 above and:

- a. The structure of spoken and written words
- b. What systematic and direct instruction in word reading and spelling consists of at different grade levels
- c. The skills and knowledge necessary to implement best practices for teaching students phonemic awareness, phonics, accurate and efficient or quick word reading, spelling, fluency, and more advanced word study, including syllable and morphological knowledge and analysis
- d. How to gauge students' progress in these foundational word-reading and spelling skills; identify students who need immediate follow-up; and provide immediate, focused instruction to students who need it.

Faculties should explore practicum components and mentoring opportunities that reinforce and enhance learning in these areas.

50. Every Ontario faculty of education should make sure that further Language Arts methods courses, assessment courses, and courses on inclusive and special education/teaching students with exceptionalities further reinforce and deepen pre-service teachers' knowledge and understanding of these concepts and approaches.

51. Every Ontario faculty of education should build on the foundational knowledge described in Recommendations 48 and 49, to prepare pre-service teachers to identify, instruct and support struggling readers and writers, including students with dyslexia, with other disorders, and students with no known exceptionality, with further instruction on:

- a. The core features of reading disabilities and dyslexia. Dyslexia should be named and explained
- b. Early warning signs of risk for reading difficulties
- c. Understanding and practicing using scientifically validated early screening tools and scientifically supported methods of classroom reading assessment to guide reading and writing instruction
- d. Understanding differentiated reading instruction to build foundational reading skills and support writing development for students with reading difficulties
- e. Effective accommodations and how to successfully implement them in the classroom
- f. Understanding early and later interventions that are evidence-based, with a focus on evidence-based approaches used in Ontario school boards, and how to support students in the classroom when they are receiving these interventions.

52. Every Ontario faculty of education should re-evaluate teaching running records or miscue analyses. Teachers should be taught how to use more valid and helpful ways to evaluate students' reading progress and how to use assessment tools that measure skills related to word-reading accuracy and proficiency separately from a student's reading comprehension or oral language comprehension. Pre-service teachers should be taught how to administer short, reliable assessment tools to gauge students' progress in these foundational skills.

53. Recommendations 48 to 52 should be implemented regardless of whether and before the Ministry revises the Kindergarten Program and Ontario Grades 1–8 Language curriculum.

Ensure additional qualification courses and continuing professional development address critical concepts

54. The Ontario College of Teachers should require that any additional qualification courses on reading offered by any AQ provider in Ontario (Reading Part 1 and Part 2, Reading Specialist) provide advanced knowledge on:

- a. The foundations of word-reading and spelling
- b. The central role of word-reading in reading comprehension
- c. Models for understanding how proficient word reading develops

- d. Best practices for teaching students on phonemic awareness, phonics and word-reading proficiency, and more advanced word study, including syllable and morphological knowledge and analysis
- e. The core features of reading disabilities/dyslexia. Dyslexia should be named and explained
- f. Early warning signs of risk for reading difficulties
- g. Understanding and practicing using scientifically validated early screening tools and scientifically supported methods of classroom reading assessment to guide reading instruction
- h. Understanding differentiated reading, spelling and writing instruction
- i. Effective accommodations for reading difficulties and how to successfully implement them in the classroom
- j. Understanding evidence-based early and later interventions that are used in Ontario school boards, and how to support students in the classroom when they are receiving these interventions.

55. The Ontario College of Teachers should require that any additional qualification courses on special education/inclusive education/students with exceptionalities offered by any AQ provider in Ontario (Special Education Part 1 and Part 2, Special Education Specialist) provide advanced knowledge in:

- a. The core features of reading disabilities and dyslexia. Dyslexia should be named and explained
- b. Early warning signs of risk for reading difficulties
- c. Effective reading instruction and interventions, and Response to Intervention (RTI)/Multi-tiered System of Supports (MTSS) models
- d. The critical place of evidence-based instruction as a key component of a Universal Design for Learning approach
- e. Effective accommodations for reading difficulties and how to successfully implement them in the classroom
- f. The difference between accommodations and modifications to curriculum expectations, and the limited role of modifications (see also section 11, Accommodations)
- g. Understanding evidence-based early and later interventions that are used in Ontario school boards, and how to support students when they are receiving these interventions
- h. How to support their school or board in using data collection and monitoring to inform RTI/MTSS.

56. The Ministry of Education (Ministry) should work with external expert(s) to develop a comprehensive, sustained and job-embedded in-service teacher professional learning program and resources that address early reading instruction and reading disabilities/dyslexia that includes:

- a. The foundations of word reading and spelling
- b. The central role of word reading in reading comprehension
- c. Models for understanding how proficient word reading develops
- d. Best practices for teaching students phonemic awareness, phonics, and more advanced word study, including syllable and morphological knowledge and analysis
- e. The core features of reading disabilities/dyslexia. Dyslexia should be named and explained
- f. Early warning signs of risk for reading difficulties
- g. Understanding and practicing using scientifically validated early screening tools and scientifically supported methods of classroom reading assessment to guide reading instruction
- h. Understanding differentiated reading, spelling and writing instruction
- i. Effective accommodations for reading difficulties and how to successfully implement them in the classroom
- j. Using evidence-based materials and programs in classroom and small-group applications
- k. Understanding evidence-based early and later interventions that are used in Ontario school boards, and how to support students in the classroom when they are receiving these interventions.

57. The Ministry should require and provide stable, enveloped yearly funding for every school board in Ontario to deliver this comprehensive, sustained and job-embedded professional learning.

58. While this professional learning is being developed, school boards, with funding from the Ministry, should provide educators the opportunity to take accredited structured literacy courses.

Early screening

Mandate early, evidence-based universal screening

59. The Ministry of Education (Ministry) should provide stable, enveloped yearly funding for evidence-based screening of all students in Kindergarten Year 1 to Grade 2 in word-reading accuracy and fluency.

60. The Ministry should work with external expert(s) to mandate and standardize evidence-based screening on foundational skills focused on word-reading accuracy and fluency. The Ministry should:

- a. Require school boards to screen all students twice a year (beginning and mid-year) from Kindergarten Year 1 to Grade 2
- b. Determine the appropriate screening measures to be used based on the specific grade and time in the year with reference to the recommendations in the IES report that have moderate to strong evidentiary support. At minimum, measures should include:
 - i. Kindergarten: letter knowledge and phonemic awareness
 - ii. Grade 1 (beginning): phonemic awareness, decoding, word identification and text reading
 - iii. Grade 1 (second semester): decoding, word identification and text reading, and should include speed as well as accuracy as an outcome
 - iv. Grade 2: timed word reading and passage reading
- c. Select or develop valid and reliable screening tools that correspond to each specific grade and time in the year for administration by school boards
- d. Set out the standardized procedures for administering, scoring and recording data from the screening instruments
- e. Make sure screening tools have clear, reliable and valid interpretation and decision rules. Screening tools should be used to identify students at risk of failing to learn to read words adequately, and to get these children into immediate, effective evidence-based interventions.

61. The Ministry and school boards should make sure that early scientifically validated screening and evidence-based interventions are equally implemented within French-language instruction. Students with reading difficulties should have an equal opportunity to learn in French.

Revise Policy/Program Memoranda (PPMs)

62. The Ministry of Education (Ministry) should work with external expert(s) to revise PPM 8, 11 and 155 so they provide clear directives to teachers, principals and school boards about their respective responsibilities. The PPMs should be updated to reflect the current scientific research consensus on early identification of students at risk for reading disabilities. The PPMs should:

- a. Mandate a tiered/(Response to Intervention (RTI)/Multi-tiered System of Supports (MTSS) approach for all students
- b. State that screening tools should be used to immediately provide tiered intervention to students who require support
- c. Require school boards to provide small-group interventions (tier 2) for students who struggle with evidence-based classroom instruction (tier 1). School boards should provide more intensive and often individualized interventions (tier 3) to students who struggle

with tier 1 instruction and 2 interventions, based on progress monitoring. At tier 3, a psychoeducational assessment **could** be used, but should not be required, to fully assess the learning challenges, and should not delay tier 3 intervention

- d. Remove the statement in PPM 11 that school boards should consider a reasonable delay in the language-based aspect of assessment for students whose language is not English or French. All students, including multilingual students (who are learning English at the same time as they are learning the curriculum), should be screened for word-reading difficulties
- e. Update the resources presently listed in the PPMs to include the most current science-based research
- f. Revise the PPMs to reflect the OHRC's recommendation to mandate early, evidence-based screening. If PPM 155 is not revised, then the Ministry should provide a directive to school boards that makes clear that early screening is a special education assessment or province-wide assessment and exempt from the scope of PPM 155.

Mandate accountability measures

63. The Ministry of Education (Ministry) should work with external expert(s) to mandate data collection on the selected screening tools to improve accountability. Specifically, the Ministry should:

- a. Mandate school boards collect data to further validate and, if necessary, refine screening tools and decision-making processes
- b. Develop measures to monitor progress in word-reading accuracy and fluency skills that are being targeted in specific interventions.

64. School boards should make sure clear standards are in place to communicate with students and parents about the screening tool, the timing, and how to interpret the results. The communication should also indicate when and what intervention will be provided if the student is identified as at risk for reading difficulties.

65. School boards should not use the results of screening to performance manage teachers. No teacher should face discipline or discharge because of screening results.

Ensure educators receive adequate professional learning on screening tools

66. School boards should make sure staff (for example, teachers) administering the screening tools receive comprehensive, sustained and job-embedded professional learning on the specific screening tool or tools that they will be administering, and on how to interpret the results.

67. School boards should make sure educators are supported with time to complete these screening assessments and related data handling.

Reading interventions

Standardize evidence-based reading interventions

68. The Ministry should provide stable, enveloped yearly funding for evidence-based reading interventions in word-reading accuracy and fluency.

69. The Ministry should work with external expert(s) to mandate and standardize evidence-based interventions in word-reading accuracy and fluency. The Ministry and its external expert(s) should:

- a. Select appropriate early interventions (Kindergarten to Grade 1) and later interventions (Grade 2 and onwards) that are evidence-based and that school boards must choose from to implement
- b. Make sure the interventions are systematic, explicit programs in phonics instruction and building decoding and word-reading accuracy and fluency. Early intervention should target the foundational skills of phonemic awareness, sound-letter knowledge, decoding and word-reading accuracy and fluency. Later interventions should include more advanced orthographic patterns, syllables and morphemes
- c. Make sure there are sufficient tier 1 class programs in these foundational reading skills that prevent later reading difficulties and that are used for whole-class instruction
- d. Set out the steps necessary to effectively implement these programs within individual schools and boards. This should include the necessary resources, funds, comprehensive, sustained and job-embedded training and ongoing support
- e. Set up a process to make sure the list of approved reading interventions undergoes a periodic review to ensure it reflects the latest scientific research, and the interventions being used are shown to be effective in the data collected by the boards.

70. School boards should immediately stop using reading interventions that do not have a strong evidence base or are based on the three-cueing approach for students who struggle with word reading. These programs should not be used for students who struggle with word reading, and students at risk for or identified or diagnosed with reading disabilities or dyslexia.

Develop eligibility criteria

71. The Ministry should work with external expert(s) to mandate and standardize evidence-based eligibility criteria to receive reading interventions. The Ministry should:

- a. Set out the recommended grade levels to receive the specific interventions
- b. Outline clear and appropriate decision-making rules for selecting evidence-based programs, and for matching students to intervention programs. Standardized scores or percentiles on reading measures (e.g. a score that is one standard deviation or more below the mean on a standardized test of word recognition or decoding) should replace vague language about being “significantly” below grade level. These decision rules should be universally applied.

72. The Ministry and school boards should make sure that any student who struggles with reading should receive an intervention. Access to interventions should never be based on a formally identified disability, diagnosis or requirement to have at least average intelligence or a discrepancy (or inconsistency) between intellectual abilities and achievement. Students with other disabilities should never be disqualified from receiving an intervention.

Make evidence-based reading interventions available

73. School boards should make sure every school has at least one evidence-based reading intervention that can be implemented with students in each grade level and for each tier, and interventions are available to all students who require them. Students should not have to change schools to receive evidence-based interventions.

74. School boards should make sure resources for effective classroom instruction and interventions are distributed in a way that meets the needs of schools that may be deemed higher priority in terms of high numbers of students at risk for or with reading difficulties.

Remove inappropriate eligibility requirements

75. School boards should never require a psychoeducational assessment as a precondition for receiving an evidence-based reading intervention.

76. School boards should provide small-group early and later interventions (tier 2) for students when evidence-based classroom instruction (tier 1) is not adequate for them to develop average-level foundational word-reading skills. School boards should provide more intensive and individualized interventions (tier 3) to students who do not respond adequately to tier 1 instruction and 2 interventions, based on progress monitoring with standardized measures of reading. At tier 3, a professional (psychoeducational or speech-language pathology) assessment **could** be used to fully assess the learning challenges, but should not be required or delay tier 3 intervention (see recommendations in section 12, Professional assessments).

77. School boards should not use grade- or age-equivalent scores for entry into intervention programs. Instead, boards should:

- a. Use standardized scores or percentiles at each grade level and provide interventions to students below a pre-determined criteria
- b. Include fluency scores, as students who score adequately on accuracy but low on fluency may still struggle with reading comprehension and will benefit from intervention
- c. Collect information on whether and to what degree foundational reading skills are impairing the student's classroom achievement
- d. Consider measurement errors when a student just misses a cut-off score for a program. These students should be considered for interventions if they are also experiencing classroom difficulties.

78. School boards should not use results from intelligence tests and/or the absence of another disability (for example, ADHD, ASD) as prerequisites to receive a reading intervention.

Develop a mechanism for centralized support

79. The Ministry should determine how boards must support and monitor their interventions for program fidelity (how and when the intervention is delivered).

80. The Ministry should set up a mechanism to support boards in implementing and monitoring intervention programs. This will help resolve inconsistencies and could serve to consolidate best

practices among school boards, so that boards do not need to reinvent the wheel and can share successes and failures.

Mandate data collection

81. The Ministry should work with external expert(s) to mandate data collection on the selected reading interventions, to improve accountability and decision-making procedures. The Ministry should:

- a. Mandate that school boards track the effectiveness of interventions for individual students through standardized individual assessments/progress monitoring (including analysis of student errors to determine the nature of difficulties)
- b. Develop valid and reliable progress monitoring and outcome measures to inform programming decisions for individual students, and to inform boards' efforts to evaluate program effectiveness. Progress monitoring measures should include word-reading accuracy, non-word-reading accuracy, reading comprehension, word-reading efficiency (fluency) and text-reading fluency measures. For early reading interventions, standardized measures should include phonemic awareness, sound-letter fluency, and reading and decoding accuracy and fluency
- c. Require school boards to input this data into a centralized system and break down the information by demographics to identify and address any equity gaps
- d. Publish provincial data, without any identifying information, on the progress of students and trends
- e. Mandate that school boards track the overall effectiveness of interventions to assess and compare what is showing the best outcome for students. Students' book-reading levels should not be used to examine the effectiveness of an intervention program
- f. Require school boards to track the length of time it takes for individual students who are identified as at risk according to screening tools, to receive an intervention and the type of intervention received.

Mandate accountability measures

82. School boards should make sure clear standards are in place to communicate with students and parents about available interventions. If a student is receiving a reading intervention, the school should communicate details about the intervention such as information about the program, the timing, expected length of the intervention, results from progress monitoring and what steps the school will take if the student does not respond well to the intervention.

Ensure staff receive adequate training on reading intervention

83. The Ministry of Education should provide increased funding to hire and train additional teachers to provide tier 2 and tier 3 interventions, without increasing class sizes.

84. School boards should make sure all intervention providers have access to thorough and effective training in program delivery, with initial and ongoing coaching.

85. School boards should build collaborative teams from personnel with knowledge and experience in the science of reading. Interdisciplinary teams may bring together special education and elementary teachers, psychologists and SLPs who have advanced their knowledge and experience in this area. These teams can develop and provide comprehensive, sustained and job-embedded professional learning on the fundamental processes related to reading, early reading skills and the needs of learners with reading difficulties.

Accommodations

Develop standards for educator professional learning on accommodations and modifications

86. The Ministry of Education (Ministry) should work with external expert(s) to revise its program planning and professional development policy documents to address:

- a. Key steps for accommodating a reading difficulty, including:
 - Provide accommodations at the same time as reading interventions, where appropriate
 - Consider students' individual needs (including intersectional needs), develop a range of possible accommodation options, and provide the accommodations that best serve students' needs without causing undue hardship
 - Seek out accommodations that have a strong track record of boosting student performance and experience
 - Support accommodations with comprehensive, sustained and job-embedded professional development
 - Provide accommodations as quickly as possible, provide interim accommodations where it will take time to develop permanent ones, and make sure accommodation supports are maintained during transition periods
 - Work with students and their families to establish students' accommodation needs, and monitor accommodations for any necessary changes.
 - Communicate openly and regularly with students, parents and other education staff throughout the accommodation process

- Regularly evaluate the impact of accommodations to make sure they are helping to improve the students’ learning experience and performance
 - Take a proactive approach to prevent bullying and eliminate the stigma that is attached to some accommodations, by educating students and teachers about learning differences and explaining that supports and accommodations simply provide equitable access to learning and the curriculum for all students.
- b. Examples of assistive technology (AT) and non-AT accommodations that support students with reading difficulties and situations where each may be appropriate
- c. The limited role of modifications as a “last resort” including that:
- Students with reading difficulties should first receive evidence-based classroom reading instruction, reading interventions and accommodations to allow them to meet grade-level expectations. If the student is not responding to initial interventions and accommodations, then more intensive interventions and further accommodations should be offered
 - Only when these have been exhausted and the student is still unable to meet grade-level expectations with accommodations (as assessed using evidence-based assessments), modification to a lower grade-level expectation for the specific expectation(s) the student cannot meet may be considered
 - Before modifying to a lower grade-level expectation, parents – and students, where appropriate – must be informed that a modification to a lower grade-level expectation has the potential to affect the student’s ability to “catch up” to their grade-level peers, access future course options, and access post-secondary school options
 - Once a student’s curriculum expectations have been modified, school boards should continue to consider whether further interventions or accommodations may allow the student to be brought up to grade level.

87. The Ministry should develop customizable materials to support school boards in delivering professional learning on the revisions to the program planning and professional development policy.

88. On a yearly basis, school boards should provide teachers with comprehensive, sustained and job-embedded professional development on the revisions to the program planning and professional development policy, and include this professional development in their new teacher induction program.

89. The Ontario College of Teachers should require pre-service education to address revisions to the program planning and professional development policy, and make sure relevant Additional Qualifications courses [including Inclusive Classrooms, Language, Principal’s Development Course and Principal’s Qualification, Reading, Special Education, Teaching Students with

Communication Needs (Learning Disabilities), and Use and Knowledge of Assistive Technology], address this training need.

Improve access to accommodations

90. The Ministry should evaluate existing funding structures and levels to make sure adequate resources are provided to boards to provide timely and appropriate accommodations to all students who need them. The Ministry should provide teachers and other educators with comprehensive, sustained and job-embedded training on accommodation. Boards should support the Ministry's evaluation by tracking and reporting on what necessary accommodations or accommodation supports, including training, cannot be provided due to resource constraints.

91. The Ministry should develop a broad, province-wide information technology (IT) strategy for curriculum delivery, with a focus on equitable access to AT for students with reading difficulties.

92. The Ministry should create and make public examples of AT products that are available in Ontario, along with a description of how and when each product can be used. The Ministry should publish guidelines and protocols for comprehensive, sustained and job-embedded AT training, including who should provide the training, how often, what topics the training should cover, and who should attend the training.

93. The Ministry should make sure that every resource on the Trillium List is available in digital form and is compatible with AT.

94. The Ministry should eliminate the current requirement that Special Equipment Amount (SEA) claims-based funds require a professional assessment.

95. School boards should simplify the process for AT accommodations by removing any requirements for psychoeducational assessments and/or an Identification, Placement and Review committee (IPRC), and by minimizing the number of required staff approvals.

96. School boards should mandate that all classroom assignments, handouts and tests must be available electronically (in a format compatible with AT) at or before the time they are distributed to the class.

97. School boards should have sufficient knowledgeable and trained staff to provide comprehensive, sustained and job-embedded AT training and support for teachers and other educators, and also to provide training for students, and where requested, parents.

98. School boards should make sure the student's Ontario Student Record (OSR) is immediately transferred when a student moves from one school board to another.

99. School boards should communicate effectively to students and parents, through multiple platforms and forums, about the right to receive accommodation including:

- a. That students with disabilities are entitled to accommodation (including at any grade level and in both French and English-language programs)
- b. That accommodations for students with reading difficulties should be provided alongside evidence-based interventions
- c. How students and parents can be involved in the accommodation process.

100. Teachers and educational assistants should proactively identify students who need accommodation, not just when parents or students advocate for it. Students should not be expected to self-advocate to receive accommodations.

101. Where the best accommodation option short of undue hardship is unknown or unavailable because of a lack of information or resources, teachers, educational assistants and schools should provide interim accommodation immediately.

Improve accountability around accommodations and modifications

102. The Ministry of Education (Ministry) should include examples of appropriate accommodation timelines in an Education Accessibility Standard, its Individual Education Plan (IEP) guide and/or an update to *Special Education in Ontario, Kindergarten to Grade 12, 2017, Draft*. These timelines should include maximum times between:

- a. The request for accommodation and follow-up meeting with the parent (and student, where appropriate)
- b. The request for accommodation and its start
- c. The start of accommodation and a progress update to the parent (and student, where appropriate)
- d. All future progress updates.

103. School boards should provide students and parents with a straightforward and meaningful complaint process for accommodations, and should refer to it in their Special Education Plans and in all special education guides for parents.

104. The Ministry should mandate that an IEP be developed for every student who regularly needs accommodation (including specialized equipment) for instruction or assessment.

105. Boards should create a checklist of key accommodation-related items teachers and administrators should consider when developing IEPs, including “information obtained from consultations with parents and psychologists and other professionals, strategies and accommodations tried by previous teachers, the results of educational diagnostic tests, and minutes of in-school support team meetings.”

106. Boards should develop and mandate use of a board-wide electronic management system for IEPs. Schools should make sure that every educator (including every supply teacher) who works with the student has access to their IEP.

107. Boards should mandate that schools examine, at least every reporting period, whether accommodations are helping the student meet the learning goals and expectations laid out in the IEP.

108. Teachers, educational assistants and schools should make a plan, including a timetable, for gathering student and parent input on accommodations, and for evaluating, monitoring and communicating the effectiveness of the accommodations in helping the student reach their learning expectations. This plan should be shared with the student and parents.

109. Boards should make sure that parents provide informed consent to modifying a student's curriculum expectations (including making sure they understand the effects on the student's academic progress, future course options and job opportunities).

110. Boards should publicly report every year on what percentage of students have had their curriculum expectations modified and how.

Professional assessments

Update criteria for identifying a word-reading disability/dyslexia and make sure all students who need supports have them

111. The Ministry of Education (Ministry) should work with external expert(s) to immediately revise PPM 8 to align with the research and DSM-5 criteria, and to address any potential biases. This includes:

- a. Removing the statement that students must have assessed intellectual abilities that are at least in the average range and any reference to a discrepancy (or inconsistency) between their intellectual abilities and achievement to be identified with a learning disability, and making it clear that at least average intelligence is not a requirement for receiving reading interventions or other supports
- b. Removing the statement that the student's learning difficulties should not be "the result of...socioeconomic factors; cultural differences; lack of proficiency in the language of instruction..."
- c. Keeping the focus on academic functioning throughout.

The Ministry should also work with external expert(s) to re-examine all exceptionality definitions, such as the definition for intellectual disabilities, based on the changes to PPM 8, and should ensure that the criteria for other exceptionalities do not exclude these students from receiving instruction and supports.

112. PPM 8 should reflect the current DSM-5 criteria that require showing:

- a. The student experiences difficulties in reading, writing or math skills, which have persisted for at least six months even though the student has received interventions that target the difficulties

- b. The difficulties result in the affected academic skill(s) being substantially and quantifiably below those expected for the student's age. This is determined through standardized achievement tests and clinical assessment
- c. The learning difficulty started during school-age years (or even in preschool), although it may not become fully evident until young adulthood in some people
- d. The problems are not solely due to intellectual disabilities, hearing or vision problems, other mental or neurological "disorders," adverse conditions or inadequate instruction (however, reading disabilities/dyslexia can co-exist with other disabilities including mental and neurological "disorders").

113. The Ministry should amend PPM 8 to explicitly state that students do not need to be a certain age or grade level to be considered for assessment. It should direct school boards not to delay identifying learning difficulties and should state that students who are not benefiting from early evidence-based structured literacy interventions should be considered for assessment by end of Grade 1.

114. The Ministry should amend PPM 8 to encourage identifying the subtypes of learning disability/academic areas that are impaired, and explicitly recognizing the term "dyslexia" for learning disabilities that affect word reading and spelling.

115. School boards should change their definitions of learning disabilities and align their practices for recognizing learning disabilities to be consistent with the revised PPM 8.

116. The Ontario Psychological Association's *Guidelines for Diagnosis and Assessment of Learning Disabilities* and the Association of Psychology Leaders in Ontario Schools *Recommended Guidelines for the Diagnosis of Children with Learning Disabilities* should also be updated to make the assessment guidelines for dyslexia/learning disabilities in word reading consistent with current DSM-5 requirements, including by removing the requirement for at least average intelligence (or at least average abilities for thinking and reasoning) or a discrepancy/inconsistency between intellectual abilities and achievement. They should recommend limiting or eliminating the routine use of routine intelligence and cognitive processing tests for assessing students for word-reading disabilities/dyslexia.

117. The criteria for identifying students with a learning disability in word reading should apply to students learning in French, and these students should have equitable access to professional assessments.

118. The Ministry should revise Policy/Program Memorandum 59: Psychological Testing and Assessment of Pupils, to remove the statement that school boards should consider delaying assessment if the pupil's first language is other than English or French and/or the pupil lacks facility in either of these languages. Instead, the Ministry should work with external expert(s) to set out factors for determining whether to refer a student whose first language is not English or French for psychoeducational assessment.

Establish criteria for referring students with suspected reading disabilities for assessment

119. School boards should create clear, transparent, written criteria and formalize their processes for referring students with suspected reading disabilities for psychoeducational assessment based on the young student's response to intervention (RTI). The criteria should recognize that any young student who has not responded appropriately (based on measures of word and/or non-word-reading accuracy and/or fluency and text-reading fluency and comprehension), after a period of classroom instruction and early evidence-based intervention should be referred for a psychoeducational assessment. Older students (beyond Grade 2) who have word-reading accuracy and fluency difficulties should be referred for assessment immediately. Young and older students should receive more intensive evidence-based interventions while they are waiting to be assessed. Speech-language pathologists can be a resource for assessments for all students with reading difficulties, particularly when there are concerns about language development and to help determine if a student has a language disorder.

120. The criteria should account for the risk of bias in the selection process, particularly for students who are culturally and linguistically diverse, racialized, who identify as First Nations, Métis or Inuit, or who come from less economically privileged backgrounds. School boards should regularly assess whether students from *Code*-protected groups are receiving equal access to professional assessments.

121. School boards should remove barriers to students receiving professional assessments, such as by providing transportation and virtual assessments, where appropriate, valid and reliable.

122. School boards should eliminate any limits on how many students can be referred for assessment. Any student who meets the criteria should be referred for assessment.

123. School boards should stop requiring students be a certain age or grade level before being considered for assessment.

124. School boards should stop requiring multilingual students to have a minimum number of years of learning English or French before referring them for assessment. Instead, school boards should regularly monitor the progress of these students, and if a student is having difficulty, consider the relevant factors, based on the guidance in this report and any revisions to PPM 59, in deciding whether to refer for assessment. If the student is still struggling after one year of exposure to English/French, a detailed assessment of reading, spelling, writing and mathematics is appropriate. Special attention should be paid to analyses of successes and errors.

125. School boards should immediately stop requiring a psychoeducational assessment for interventions or accommodations.

Track students based on learning disability subtype and recognize dyslexia

126. School boards should track students by the learning disability/academic area that is impaired, and should explicitly recognize the term dyslexia for learning disabilities that affect word reading and spelling.

Manage wait times for professional assessments

127. The Ministry of Education (Ministry) should require school boards to implement the recommendations identified in the 2017 Office of the Auditor General of Ontario's report on School Boards' Management of Fiscal and Human Resources. To make sure assessments are completed in an equitable and timely manner, school boards should:

- a. Establish reasonable timelines for completing psychological and speech language assessments
- b. Maintain centralized, electronic wait lists at the board level
- c. Use the centralized, electronic wait lists to monitor and manage wait times, and where necessary, reassign assessments to specialists who have smaller workloads
- d. Implement a plan to clear backlogs.

128. The Ministry should monitor school boards' compliance with these requirements.

129. The Ministry should adopt the *Accessibility for Ontarians with Disabilities Act, 2005* Kindergarten to Grade 12 Education Standards Development Committee's recommendations related to professional assessments. For example, the Ministry should implement the recommendation to create a standardized provincial rubric for documenting the number of professional and specialist assessments provided by each school board annually that includes information on the prioritization criteria used in referring students for assessments and the length of time from when the need for assessment is identified to when the assessment is completed. Boards should implement the recommendation to publicly report on an annual basis data related to professional assessments.

Provide funding for professional services

130. The Ministry should provide stable, enveloped yearly funding for professional services that boards can use to develop infrastructure, such as electronic case management information systems; create wait lists where they do not yet exist; manage wait lists and track professional assessments; respond to professional staff shortages; and complete assessments in a timely way.

Systemic issues

Set standards and monitor

131. Many previous reports have recommended measures to set standards and improve consistency, monitoring and accountability in the education system generally, and for students with disabilities and other *Code*-protected identities. The Ministry of Education (Ministry) and school boards should implement all existing recommendations to set standards, improve consistency, and increase monitoring and accountability in the education system including recommendations in reports by the Auditor General of Ontario and the AODA's Kindergarten to Grade 12 Education Standards Development Committee's recommendations for a Kindergarten to Grade 12 education accessibility standard.

132. To create standardization and consistency related to the issues in the inquiry, the Ministry of Education, school boards and others should implement all recommendations in this report.

133. The Ministry should implement measures to monitor and assess whether students at risk for reading disabilities/dyslexia and students identified or diagnosed with reading disabilities/dyslexia receive the same level and high quality of special education programming and support no matter which school board they attend. The Ministry should ensure consistency across the province. If any inconsistencies are found, the Ministry should take steps to address them and align all services with standards based on the scientific evidence.

134. The Ministry should provide additional funding and support, where needed to make sure students in northern, remote, rural and small boards have equal access to special education programming, professional services and in-school supports.

135. School boards should implement measures to assess whether students at risk for reading disabilities/dyslexia and students identified or diagnosed with reading disabilities/dyslexia receive the same level and high quality of special education programming and support no matter which school they attend and which teacher(s) they have. If any inconsistencies are found, boards should take steps to address them and align all services with standards based on the scientific evidence.

136. All Board Improvement and Equity Plans should include data on reading/literacy achievement and the actions the board will take to respond to areas of concern. Data on reading/literacy achievement should be based on standardized measures of reading described in this report. These actions the boards will take to respond to areas of concern should be consistent with the findings and recommendations in this report. Boards should take steps to monitor implementation of these plans at the school and teacher levels. The Ministry should review all Board Improvement and Equity Plans annually to make sure these requirements are met, and should require boards to take corrective action if their plans do not appropriately address reading/literacy achievement and identify actions that are consistent with the findings and recommendations in this report.

137. All board Special Education Plans should include detailed information about the elements identified in this report, including how classroom instruction incorporates evidence-based, explicit and systematic tier 1 instruction in foundational word reading and fluency skills; universal early screening (including when students will be screened, what screening tool will be used, how the results will be used to provide tiered interventions and how data from screening will inform board planning and decision-making); early and later reading interventions (including what interventions are available, the criteria for accessing them, how their efficacy will be monitored); the process for accommodations and modifications and available accommodations (including available assistive technology and how its use will be supported); and

professional assessments (including the criteria and process for referring students for assessments, evidence-based psychoeducational assessments for potential reading disabilities; how wait lists will be managed and current average wait times for assessments).

Special Education Plans should also lay out the board's Response to Intervention (RTI)/Multi-tier Systems of Supports (MTSS) tiered approach to instruction, screening and intervention, and should break down service delivery models by type of disability (including information about interventions, supports and programs for students with reading disabilities/dyslexia). The Ministry should review all board Special Education Plans annually to make sure these requirements are met, and should require boards to take corrective action if their plans do not appropriately address these issues in a way that is consistent with this report's findings and recommendations. The Ministry should monitor implementation of these plans.

138. The Ministry should take steps to make sure funding provided to school boards for specific special education purposes, including money specifically ear-marked to support students with or at risk for reading disabilities/dyslexia, is spent for those purposes. The Ministry should make sure boards do not spend money on programs or supports that are not validated and proven to be effective for students with reading disabilities/dyslexia. Boards and the Ministry should explore opportunities for bulk purchasing evidence-based screening tools, interventions and the associated professional training and coaching, and other resources.

Improve data collection

139. Many reports have recommended improving data collection, analysis and reporting and using data to increase equity, improve student achievement and outcomes and for better decision-making. The Ministry of Education (Ministry), school boards and EQAO should implement all existing recommendations to related to data including:

- a. The OHRC's previous recommendations to improve education outcomes for students with disabilities
- b. Recommendations in reports by the Auditor General of Ontario
- c. The AODA's Kindergarten to Grade 12 Education Standards Development Committee's recommendations for a Kindergarten to Grade 12 education accessibility standard
- d. The International Dyslexia Association's report, *Lifting the Curtain on EQAO Scores*
- e. Recommendations in documents and reports such as *Achieving Excellence: A Renewed Vision for Education in Ontario*; *Ontario's Education Equity Action Plan*; *Unlocking Student Potential Through Data, Final Report*; and *Ontario: A Learning Province*.

140. The Ministry and school boards should implement all data collection recommendations in this report, including data collection about screening, intervention, accommodation and modification, and professional assessment.

141. To the extent possible, boards should use common, centralized, student information management systems. Where this is not possible, boards should be able to generate the same consistent data from their student information management systems.

142. All boards should collect data on all students with disabilities (and not just exceptionalities as defined by the Ministry and identified through an Identification, Placement and Review Committee). Data about reading disabilities/dyslexia specifically should be collected (including about students identified/diagnosed with a reading disability/dyslexia and all students who did not meet expectations in foundational reading skills by the end of Grade 1 and Grade 2, and who therefore may be at risk for a reading disability/dyslexia). When a student has multiple disabilities, data should be collected about each disability (instead of the current approach to categorize students as “multiple exceptionality”). Data should be reported centrally to the Ministry for further analysis.

143. Information boards collect about students identified/diagnosed with a reading disability/dyslexia and all students who did not meet expectations in foundational reading skills by end of Grade 1 and Grade 2 should include the services and supports they are receiving, their response to services and supports (for example, response to intervention), intersections with other identity characteristics and success indicators. Boards should analyze the data each year to identify any disparities or equity gaps, and develop action plans to close those gaps.

144. All boards should collect demographic data about equity indicators including race, ethnicity, creed (religion), disability, gender identity, sexual orientation and socioeconomic status. The Ministry should work with boards to explore ways to make sure all boards collect the same data to allow for analysis across the province, including by standardizing the age groupings for censuses, census questions and response options.

145. Boards’ census questions about disability should ask about all disabilities. Boards should break down learning disabilities by subtype and include an option to identify that the student has a reading disability/dyslexia, or may be at risk for or have a suspected reading disability/dyslexia.

146. Boards should consider asking demographic questions on school climate surveys to assess if students' school experiences differ based on disability and/or other identity characteristics. For example, boards could assess whether students with disabilities, including specific disabilities, are more likely to report bullying, feeling unwelcome or other negative school experiences.

147. Boards and the Ministry should work together to develop a consistent method for measuring student success indicators including standardized reading measures, EQAO assessment results, academic pathways (whether the student has taken academic, applied or locally developed courses; and whether they have modified curriculum expectations), credit accumulation, graduation rates, and post-secondary application, acceptance and attendance. They should explore ways boards can disaggregate this data by subsets of students to identify and act on equity gaps.

148. Boards should cross-tabulate and analyze data on students with disabilities (including with suspected reading disabilities/dyslexia or who are at risk for reading disabilities/dyslexia), along with other demographic data (including race, ethnicity, creed (religion), disability, gender identity, sexual orientation and socio-economic status against student success indicators. Intersectionality between all identity characteristics and student success indicators should be analyzed. The Ministry should provide a standard provincial methodology for cross-tabulating and analyzing this data. The Ministry should centrally collect and analyze this data, and should publicly report on any disparities or equity gaps identified.

149. Any disparities or equity gaps identified in the analysis of cross-tabulated data must be addressed at a board level and a provincial level. The board and the Ministry should develop and publicize plans to improve the disparities or equity gaps.

150. Boards should ensure that data is always collected, analyzed and presented in a way that is consistent with the *Human Rights Code*, and does not reinforce stigma or stereotyping.

Improve communication and transparency

151. School boards, schools and educators should communicate effectively with students and parents (in a plain-language, accessible format that invites action, and that is translated into

languages that reflect the school community) through regular mail and/or electronic mail, on board and school websites, and through information sessions, about:

- a. Screening, interventions, accommodations and professional assessments for students with reading difficulties
- b. When, how and why boards and schools will provide these services
- c. How students and parents can request these services
- d. How the school will update parents (and students, where appropriate) on how the services are progressing (for example, how and when it will issue progress reports on interventions and accommodations)
- e. Community advocacy organizations that offer support to students with reading difficulties, and their parents
- f. Resolution options with the teacher, school and board (including the board human rights office, if applicable), and at the Special Education Appeal Board, Special Education Tribunal and Human Rights Tribunal of Ontario, for disputes about screening, interventions, accommodations or professional assessments.

152. Schools and boards should use reporting and recording tools for screening, intervention and accommodation approaches, results and strategies that enable a student's educators to share information with each other from one class to the next and one year to the next, to develop a coherent multi-year education plan. In turn, educators should provide regular updates on this plan to parents, and explain the rationale for any amendments or developments.

153. School boards or schools should provide parents (and students, where appropriate) with a plain-language summary of the student's IEP.

154. School boards and schools should establish and broadly publicize a policy to encourage parent involvement in all meetings with the school, where:

- a. The school board and/or school brings all key professionals who will be involved in the decision-making process
- b. Before the meeting, the school board and/or school tells the parents who will be attending the meeting on its behalf
- c. Before the meeting, the school board and/or school connects parents with community advocacy organizations that offer support to students with reading difficulties, and allows parents to bring a representative from a community advocacy organization and/or another professional support, and/or a personal support, to the meeting
- d. Parents are welcome to bring personal and professional supports they deem necessary
- e. Parents have a range of participation options (including during the day or in the evening, and by telephone, online or in person).

155. Schools and educators should consult parents when developing IEPs, and provide them with a copy of the IEP. Where appropriate, schools should instruct students in self-assessment methods so their observations on their own learning progress and the suitability of their accommodations can be considered by teachers as they refine their instructional plans.

156. School boards should, in partnership with the Special Education Advisory Committee, conduct a survey of parents with students in a special education program to determine how well developments and program updates are communicated to parents. They should publicize the results along with timelines for responding to the results, and confirm they have acted within those timelines.

157. Boards should develop, offer and broadly publicize a non-adversarial dispute resolution program. Boards should assign a staff member to be responsible for the program, and to operate at arm's length from the board. Boards should assign a dedicated email address and phone number to the program. The program should issue timely decisions in writing. Boards should offer the opportunity for a designated senior board official to review the decision if requested. The Ministry should develop a program to offer further resolution opportunities (including mediation) for matters not resolved through the board process, and should assign a staff member to be responsible for it.

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Silent Auction and Registration Reminder - 2022 AGM & Conference - April 21 - 23, Ottawa
Date: Tuesday, March 1, 2022 7:25:52 PM
Attachments: [image001.png](#)
[FinalToonies for Tuition Poster - OCSTA AGM 2022.pdf](#)
[image004.png](#)
[image003.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | loretta.notten@wcdsb.ca



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

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, March 1, 2022 11:14 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Silent Auction and Registration Reminder - 2022 AGM & Conference - April 21 - 23, Ottawa

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



On behalf of the Ottawa Catholic School Board, co-host of the OCSTA 2022 AGM & Conference, attached please find the silent auction flyer inviting you to submit items in support of the Toonies for Tuition Endowment Fund campaign. This fund helps students receive faith-based Catholic education in provinces that do not publicly fund Catholic schools.

If you haven't already done so, we invite you to [register](#) now for the upcoming 2022 AGM &

Conference, taking place on April 21 to 23 at the Fairmont Château Laurier in Ottawa. The early bird deadline is March 25, 2022.

Once you have completed your Conference registration, if you require a hotel room at the Château Laurier, click [reserve](#) to book. A limited number of rooms are available.

We look forward to seeing you in April!

The Ontario Catholic School Trustees' Association is committed to providing a safe and healthy environment for all meeting participants. Our event management decisions and health and safety measures will be guided by the requirements and recommendations of the Federal, Ontario and local government authorities.

We are working with the Fairmont Château Laurier on implementing preventative measures to reduce the potential spread of the COVID-19 virus at our 2022 Annual General Meeting and Conference. As part of these measures, all delegates will be required to wear a mask unless seated and/or eating and drinking.

Policies are subject to change if ordered by the Federal, Provincial or local government, or by the Fairmont Château Laurier.

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



« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»

Toonies

can make a difference

11th Annual Silent Auction

Support the CCSTA Endowment fund, which helps students receive faith-based Catholic education in provinces that do not publicly fund Catholic schools.

Friday, April 22, 2022 - 6:30 to 8:30 pm

Fairmont Château Laurier, Ottawa, Ontario

As the co-host of the 2022 OCSTA AGM & Conference, the Ottawa Catholic School Board Trustees invite all Ontario Catholic School Boards and Trustees to contribute at least one quality auction item per Board with a value greater than \$50 in support of "Toonies for Tuition." Examples of past gifts include:

- Gift certificates to hotels, restaurants, culture or sporting events
- Jewelry, gift baskets, electronics
- Works of art

Please bring your gift to the OCSTA registration desk when you arrive. Each gift should include the donor name and approximate value.

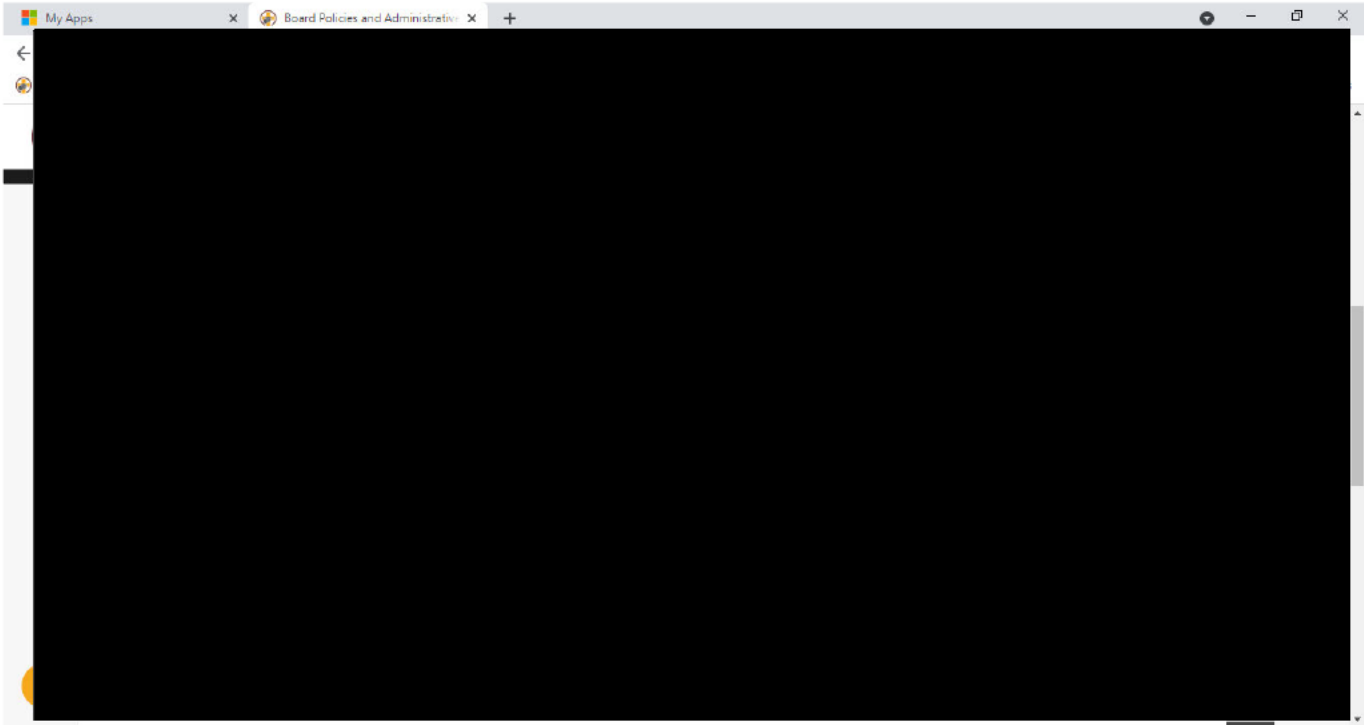
We thank you in advance for your silent auction contributions to support Catholic education across Canada.

For further information, please contact Stephanie Dunne at stephanie.dunne@ocsb.ca



#TooniesForTuition

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Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:

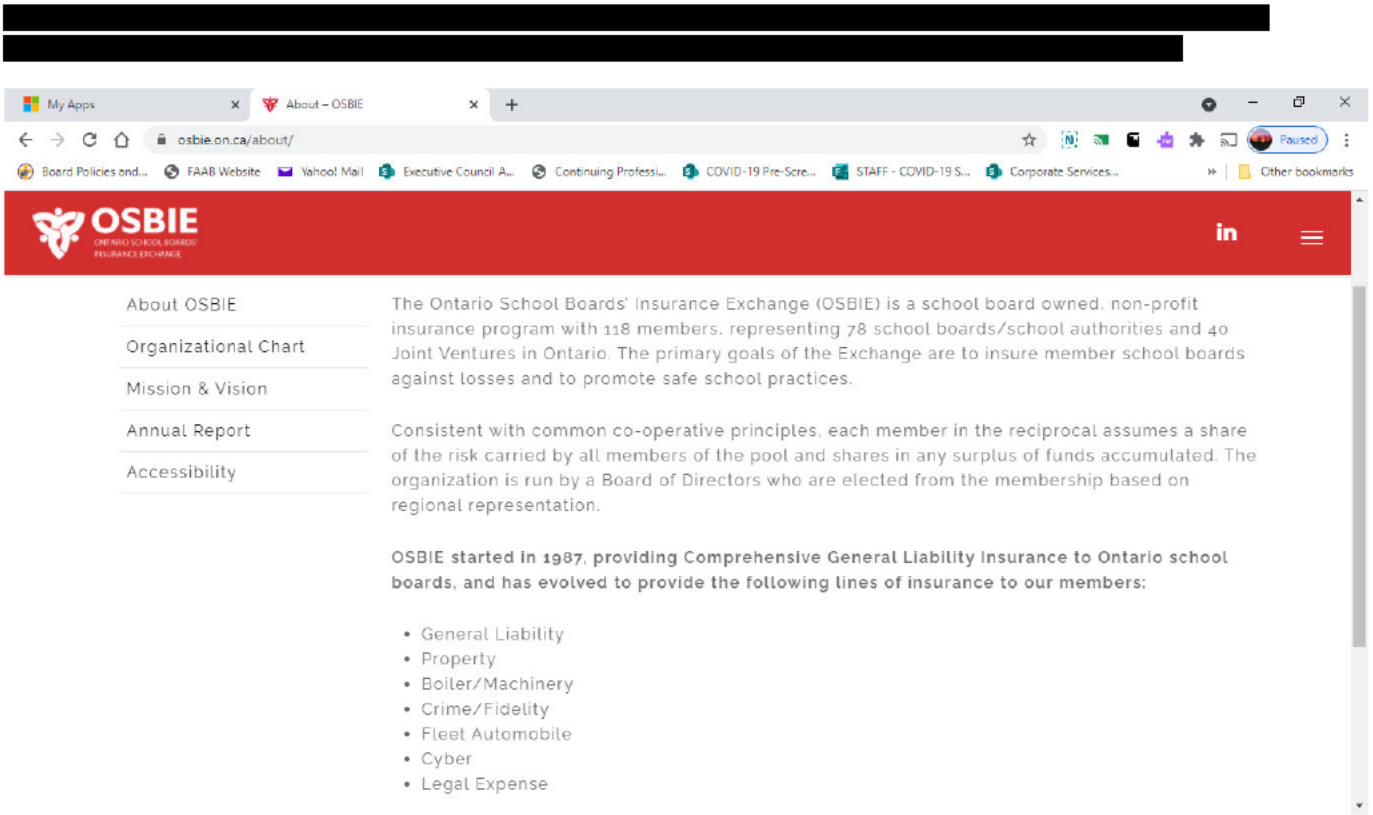
- 1. Fail to insure against theft and casualty losses and against liability losses to Board members, staff, or the organization itself.**

Definition

The CEO must ensure sufficient insurance coverage exists and that the coverage indemnifies staff and trustees against personal liability in the discharge of their duties. The insurance coverage must also support costs related to asset loss, misappropriation, or unintentional harm caused to others when delivering educational programs and services.

[Redacted text block]





[Redacted text block]

[Redacted text block]

2. Unnecessarily expose the organization, its Board or staff to claims of liability or loss.

Definition

This policy provision is defined to mean that the CEO must ensure that appropriate guidelines, procedures, insurance, and risk mitigation measures are in place to ensure staff, trustees, and other stakeholders are not subject to atypical claims or losses in the discharge of their duties.

[Redacted text block]

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[Redacted]

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

Definition

This policy provision is interpreted to mean that any building or its components used in the delivery of educational services to students will be subjected to regular maintenance, repair, and replacement.

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Work Orders Requested by Work Type

Start: May
 End: May
 Commun
 Facility C

[Redacted]	[Redacted]	[Redacted]	[Redacted]
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4. Engage in banking services for operations with any institution other than a chartered bank.

Definition

This policy provision is interpreted to mean that the CEO must obtain banking services from a bank listed in Schedule I of the Bank Act.

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[Redacted]

[Redacted]

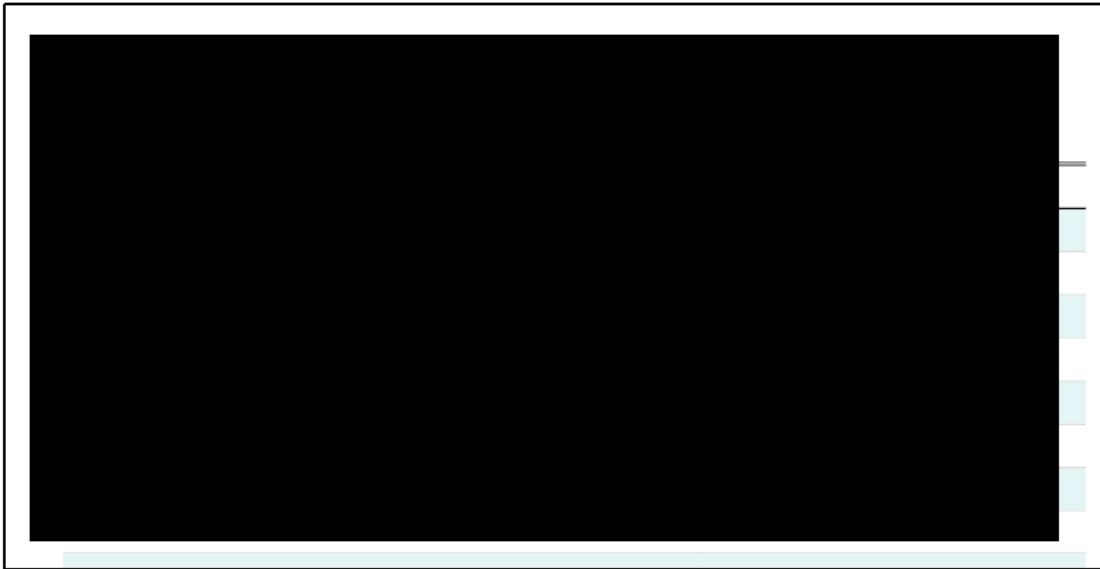
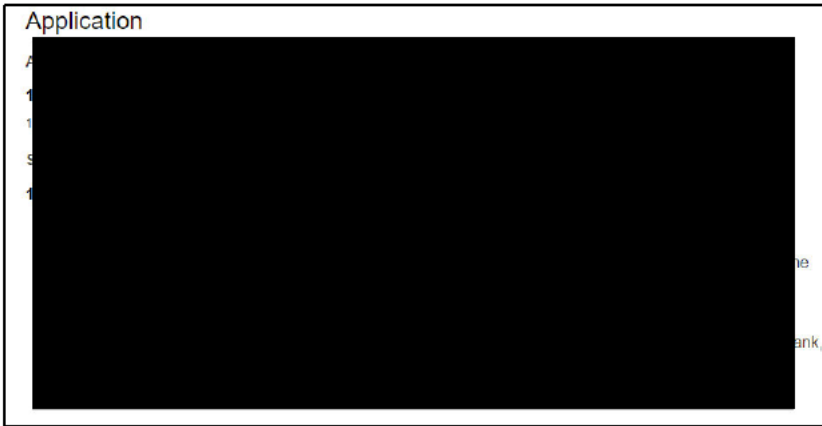
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5. Fail to present an annual report to the Board of Trustees on the Labour Relations Solicitor of Record and the Local Solicitor of Record that includes a year over year fee comparison and professional performance statement.

Definition

The policy provision is interpreted to mean that the CEO must share the standard hourly rates paid to the Board's labour relations lawyer and local solicitor. Further, an attestation on the performance of these individuals / firms must be provided annually.

[Redacted text]



6. Allow intellectual property, information systems and files to be pirated, lost, stolen, or suffer significant damage.

Definition

This policy provision is interpreted to mean that the CEO must have robust systems in place to protect the Board's electronic information and systems.

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Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 009 for the 2020-21 school year.

Prepared/Reviewed By: Loretta Notten
 Director of Education

Shesh Maharaj
 Executive Superintendent of Corporate Services

*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: April 26th, 2021
To: Board of Trustees
From: Director of Education
Subject: Communication and Support to Board IV 012

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 and Support to the Board

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

IV 012 Communication and Support to the Board
Education Act Section 169.1
Education that Works for You: A Vision for Education in Ontario (March 2019)
Multi-Year Strategic Planning A Guide for School Board Trustees October 2017
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

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:

IV 012 Policy states:

The CEO shall not permit the board to be uninformed or unsupported in its work.

CEO Interpretation:

This policy statement signals that in order for trustees to fulfill their elected, fiduciary responsibilities they need to receive all relevant updates as it might apply to their governance duties. Further it suggests that the Director should provide any requested information that trustees deem relevant to their governance role or which has impact to their ability to be responsive to their constituents or in order to be knowledgeable in regards to the significant issues of the day.



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Further, without limiting the scope of the foregoing by this enumeration, the CEO shall not:

1. Neglect to submit monitoring data required by the board that is timely, accurate, understandable, and directly addresses provisions of board policies being monitored.

CEO Interpretation:

This statement signals that for each section of the Multi-Year Strategic Plan, the CEO is responsible for providing monitoring data that allows trustees to have insight into the board’s progress against its stated goals. Further the CEO interprets this to mean that the CEO is required to provide monitoring reports for each of the 13 section IV Executive Limitation Policies.

█ [Redacted text block]

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2. Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.

CEO Interpretation:

This statement signals that the CEO should be in regular communication with trustees so that there is no possibility that they will be unaware of a significant or adverse event, or negative outcome which the board may experience, particularly any that might be connected to their fiduciary or governance responsibilities.

█ [Redacted text block]

[Redacted text block]



[REDACTED]

- 3. Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board decisions.

CEO Interpretation:

This statement signals that the CEO has a responsibility to ensure that trustees are not provided with only limited insights or a single perspective on any given issue, but rather exposed to any insights or perspectives that are going to allow them to arrive at a conclusion which is defensible insofar as it had the ability to consider all relevant information and viewpoints.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]





Recommendation:

That the Board accept this report indicating compliance with Policy IV 012 Communication and Support to 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."

