### Committee of the Whole Meeting

**Date:** January 16, 2017  
**Time:** 6:00 p.m.  
*Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*  
**Location:** Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

**Attendees:**
- **Board of Trustees:** Joyce Anderson (Chair), Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen
- **Student Representatives:** Joseph De Sousa, Samantha Lim
- **Senior Administration:** Loretta Notten, Gerry Clifford, Jason Connolly, Derek Haime, David DeSantis, John Klein, Shesh Maharaj, Laura Shoemaker
- **Special Resource:** Barb Pilsner

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**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
Minutes

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, November 14, 2016 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:
Joyce Anderson, Bill Conway, Manuel da Silva (Chair), Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Trustees Present:

Administrative Officials Present:
Loretta Notten, Gerry Clifford, Jason Connolly, David DeSantis, Derek Haime, John Klein, Shesh Maharaj, Laura Shoemaker

Special Resources For The Meeting:

Regrets:
Joseph De Sousa, Samantha Lim

Absent:

Recorder:
John Shewchuk, Chief Managing Officer

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
The opening prayer was led by B. Schmalz, Pastoral Team. Intentions were offered for the brother-in-law of W. Price, a student at John Sweeney CES who was injured in a traffic accident, a friend of M. da Silva’s son who died suddenly, former staff member Ed Moser, whose mother passed away, and Barb and Karl Pilsner.

1.2 Approval of Agenda
Trustees agreed by consensus to move agenda item 8.1 – “OCSTA Communications” to immediately following agenda item 5.3.

2016-122 -- It was moved by A. Fee and seconded by J. Gravelle: THAT the agenda for November 14, 2016, as amended, be now approved. --- Carried by consensus.

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

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

3.1 Approval of Minutes of Regular and Special Meetings
3.1 Minutes of October 17, 2016 Committee of the Whole Meeting

J. Gravelle noted the SEAC membership list as provided in the Consent Agenda is incomplete. Trustees agreed by consensus to remove this version of the list and provide an updated version at the next board meeting.

2016-123 -- It was moved by M. Van Alphen and seconded by B. Schmalz:

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

4. Delegations

5. Advice from the CEO

5.1 St. Louis Adult Learning and Continuing Education Update

G. Clifford, P. Cox and D. Wehrle presented the St. Louis Adult Learning and Continuing Education update, found on pgs. 10-12 of the agenda package. St. Louis celebrates its 30th anniversary this year. It currently has 383 staff at five locations across Waterloo Region providing 13,000 to 15,000 “learner contacts” annually. The school processed 225 University applications and 475 College applications in 2015-16. Additionally, in 2015-16, 372 students completed and received their Ontario Secondary School Diploma.

St. Louis will focus on three key areas this coming year:

✓ A final determination of plans for the main campus at 80 Young street will drive plans for the next three years in terms of future focusing;
✓ Full participation in the three-year Adult Education Strategy will bring to light both the challenges and opportunities that adult and continuing education organizations province-wide experience; and
✓ Continued focus to support both the Syrian refugees and all refugees/newcomers with ESL and LINC services as numbers of students continue to grow (both September to June and July to August).

Trustees asked questions of clarification.

5.2 Student Success Initiative Update

D. DeSantis, J. Carley, M. Booth and L. Bumbacco presented the Student Success Learning to 18 update, found on pgs. 13-35 of the agenda package.

The strategy is designed to meet five inter-related goals focused on the secondary school system:

✓ Increase graduation rates and decrease dropout rates;
✓ Support a good outcome for all students;
✓ Provide students with new and relevant learning opportunities;
✓ Build on students' strengths and interests; and
✓ Provide students with an effective elementary to secondary school transition.

Key areas of focus for 2016-17 are:

✓ 21st Century Teaching and Learning and IT Strategy
✓ Student Success Strategy
✓ Pathways Strategy
✓ Blended Learning/eLearning Strategy
✓ Specialist High Skills Major Program Strategy
✓ Experiential Learning & OYAP Strategy
✓ School/College/Work Initiative Strategy
✓ Literacy Strategy
✓ Numeracy Strategy
Trustees asked questions of clarification.

5.3 **St. Jerome’s University Sponsorship**

L. Notten drew the attention of Trustees to the letter from St. Jerome’s University, found on pg. 36 of the agenda package. The letter thanks WCDSB for its sponsorship of the annual Feast of St. Jerome Liturgy and Dinner.

6. **Ownership Linkage (Communication with the External Environment)**

Trustees, in small groups, discussed items for Linkages and Pastoral Care.

6.1 **Linkages Activity**

A. Fee reported the Commissioning Ceremony brochure is finished and the Linkages Committee is very pleased with the result. The committee wishes to add successful EcoSchools to the list of annual appreciation letters and also wishes to continue the annual board Christmas card tradition.

L. Notten noted that each Trustee will have a formal role in the Commissioning Ceremony.

6.2 **Pastoral Care Activity**

J. Gravelle reported on the committee’s idea to host a dinner at which trustees and senior staff attend with spouses and will actually do the cooking. St. Clement Parish Hall was suggested as a location. A bowling night in April is being considered.

W. Price reported that a special prayer table for the boardroom will be built by a board employee and donated in memory of the late Frank Johnson.

L. Notten suggested the development of new board award in Frank Johnson’s name, to be presented at the annual Staff Recognition Evening.

7. **Reports from Board Committees/Task Forces**

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

8.1 **OCSTA Communications**

M. da Silva drew the attention of Trustees to the extensive package of information from the Ontario Catholic School Trustees’ Association, found on pgs. 37-153 of the agenda package.

G. Clifford explained the impact on WCDSB of the government’s new guidelines on Before-and-After School Programs Kindergarten – Grade 6 will be minimal. WCDSB has provided service up to Grade 6 from the outset – one of only three boards in Ontario in that position. Impacts will be far greater on boards that will now need to provide service up to Grade 6.

With regard to the Ombudsman’s report and the question of excluding students, L. Shoemaker explained the ruling will have little impact on WCDSB, as WCDSB does not exclude students.

9. **Policy Discussion**

10. **Assurance of Successful Board Performance**

11. **Assurance of Successful Director of Education Performance**

12. **Potential Agenda Items**
13. Announcements

14. Items for the Next Meeting Agenda/Pending Items
   14.1 Items for the Next Meeting Agenda
   14.2 Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

   The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

   *2016-124-- It was moved by W. Price and seconded by A. Fee:*
   
   THAT the meeting be now adjourned.
   
   The meeting was adjourned by consensus at 8:10 p.m.

Chair of the Board

Secretary
Date: Monday January 16, 2017
To: Board of Trustees
From: Director of Education
Subject: WCDSB Visits Vanier

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Multi-Year Strategic Plan Three Year Pastoral Plan
Ontario Catholic School Graduate Expectations (OCSGE)

Policy Statement and/or Education Act/other Legislation citation:
Ends 001
Ontario Catholic Graduate Expectations

Alignment to the MYSP:
Priority area: Faith is lived and witnessed in community.

Strategic direction: To fulfill a three-year pastoral plan that places a lived witness of faith and gospel values at its core.

Goal(s): Adopt a 3 year thematically linked Pastoral plan, People of Love... People of Hope.... People of Faith...
Create broad-based communications and implementation plan so all stakeholders are aware and involved.

Quality • Inclusive • Faith-based • Education www.wcdsb.ca
Background/Comments:

The Opportunity...

This past November, a unique opportunity presented itself to allow a small number of educators from the province to attend a workshop with Jean Vanier at his home in Trosly, France. The Waterloo Catholic District School Board generously sent two of our staff, Marylin Dawson, our former Religion and Family Life Consultant and present Vice Principal at St John’s elementary, and John Murphy our current Religion and Family Life Consultant, to participate in a transformative and hope-filled experience for our system. The retreat/workshop included one hour morning and afternoon talks given by Vanier to the group. These talks were followed up with small leadership activities where the ‘content’ was broken down and applied to our own lived experiences - as well as those of our schools, students and communities of faith. Each day at Trosly provided ‘hands on’ experiences as well - including visiting the local L’Arche homes for mentally disabled men and women and spending time in these communities with the ‘core’ members and the volunteers. Morning prayer, mass, Christian Meditation, talks by International Volunteers - one Q and A session with Vanier - all were part of the days that began early and ended late. The opportunity to meet and share with educators about the impact Vanier’s message has made on their lives and their school communities was profound.

Why did this trip make sense?

The Waterloo Catholic District School Board has developed a three-year pastoral plan intended to help proclaim for the entire community who we are as a Catholic Faith Community. At Waterloo Catholic, we are People of Love, of Hope and of Faith. In each of the three years seminal activities are suggested for both school communities and for the board as a whole. During the first year of this plan, People of Love activities and images populated our school system. Ultimately, each school submitted an artefact for the Board’s giving tree which "took root" at the CEC during Catholic Education Week. We were all united by this theme of love. Social Media was very effective in capturing the many initiatives and #PeopleOfLove were regularly celebrated throughout the year.

The focus for Year two of our pastoral plan is to celebrate the WCDSB as a People of Hope. The opportunity to have a first hand experience of Jean Vanier and his message of hope served as a catalyst and springboard to shaping many pieces of our year. As you may recall, Jean Vanier left a decorated career in the British Navy and a prestigious professorship at St Michael’s college in Toronto to pursue a different pathway toward fulfillment. Jean Vanier’s approach was to reach out to individuals with mental disabilities who had been left to spend their days in lonely, institutionalized living situations. We had the chance to visit Vanier’s small, original home in Trosly, France that he called L’Arche – a French word for “the ark”. But while the Biblical Ark was carved out of wood, Vanier’s L’Arche was carved out of love and hopefulness. Vanier’s small, almost hidden acts of kindness have proved to be transformative - inspiring over 140 L’Arche Communities in some 40 countries over 6 continents. In Canada alone, there are some 200 homes or workshops or day programs. Our first hand experience of the hope and joy that pervaded the L’Arche communities throughout Trosly and the surrounding region had a significant impact on both Marylin and myself and it has inspired us to infuse our work with his spirit - and find opportunities to share his transformative message.

What are the tangible fruits of this experience?

For over fifty years Jean Vanier’s works of justice and message of hope – all deeply rooted in his Catholic faith – has served to inspire others. We intentionally chose the Ark as the metaphor for this year. The inspiration was found in the teachings of L’Arche founder Jean Vanier, who espoused communities of acceptance and belonging. Each school has constructed or will build a small scale ark which will symbolize the hopes and dreams of the school, and which will be decorated by a symbolic dove of hope. The Spiritual Development Day Document - used by staff on December 9 - will continue to guide many of the spiritual development activities for schools throughout the year - is entitled Our Journey to be People of Hope. This document is, in many ways, anchored by Section 3, Living Hope - Jean Vanier. This ‘Hope Station’ contains stories, activities, videos and opportunities to allow the work of Vanier to touch the hearts of staff and students.
We feel that the opportunity to spend time with Jean Vanier has had a positive impact on our board already. Like Jean Vanier, we do not always need a perfect plan, just an open heart and the Holy Spirit can show us the way.

Here is what we can see of the journey thus far (In addition to the elements already mentioned):

- The message of Jean Vanier will shape the formation for some of our emerging Catholic leaders in the system. We have been building faith formation workshops this year around Jean Vanier’s book *Becoming Human*.
- Stephanie Calma - community leader of L’Arche Stratford - gave a captivating presentation at a recent Faith Formation Leadership session and shared stories - both funny and moving - while teaching us more about the mandate of L’Arche.
- The model and message of L’Arche – which puts the marginalized at the heart of the community - was included and woven into our Spiritual Development Day activities for all board personnel on December 9, 2016. I have included the specific “Living Hope - Jean Vanier” activities in the appendix.
- The Development of a Places of Hope PD outreach to staff and students involved in our alternative education programs. I will be partnering with an educator from Toronto who also attended this retreat/workshop.
- The Development of WCDSB Visits Vanier - Reflection LOG on our D2L Sacred Spaces Website
- The Creation of a video (from footage secured on the trip) that can be shared and also located on our Board Web Site - as well as a video with Chapters covering specific topics that Vanier spoke to at the sessions.
- The connection between Jean Vanier and Philippe Pozzo di Borgo (hero of the movie “The Intouchables”) guided the Spiritual Development day activities for staff of the CEC and Dutton Drive.
- A deepening awareness of Jean Vanier – the person, his message and his work – as we move from people of love into people of hope. At some point Jean Vanier will likely be up for Canonization - we are providing our students a glimpse into the life and works of a saint - before he becomes one!

Although we are thousands of kilometers away from Jean Vanier and our Trosly experience, it would seem Vanier’s loving and still steady hands are guiding our 50 school ’arks’ and helping us to successfully transition to People of Hope.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed by:**
- Loretta Notten
  Director of Education
- Derek Haime
  Superintendent of Learning: Faith Development
- John Murphy
  Religious Education and Family Life Consultant
- Marylin Dawson
  Vice Principal, St. John’s Elementary School

*BBylaw 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.”*
Appendix 1:

SECTION THREE: LIVING HOPE - JEAN VANIER  (HOPE STATION 2)

The selections that follow are suggestions that may be useful in facilitating opportunities for discussions and reflections on Jean Vanier and his work with L’Arche. As in all cases, we encourage sites to select activities that meet the needs of those in your community. Feel free to amend or amplify the pieces offered or to craft new opportunities of your own.

To prepare for this section, staff members might receive in advance of the Faith Day a link to learn about who Jean Vanier is (e.g., https://en.wikipedia.org/wiki/Jean_Vanier)

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Reflection on Jean Vanier and L’Arche: Signs of Hope

Time: Approximately 30 Minutes

Materials Needed: chart paper, markers, quotes from Jean Vanier’s “Becoming Human” on the seven aspects of love

Objective: To help build our capacity to care for ourselves, and to be “People of Hope” for one another, and for those most vulnerable in our community

1. Begin with a prayer or this short 1 minute video: http://www.jean-vanier.org/en/publications/living_quotes/secret_power
2. This year Pastoral Team members are reading Jean Vanier’s book Becoming Human. Use quotes from Jean Vanier’s book Becoming Human and other sources for discussion (see step 3.) Below, under “Jean Vanier Quotes” are the passages that can be placed on the table for staff to see.
3. Staff can share with an elbow partner which quote resonates with them, and connects most to being a “People of Hope” (think/pair/share)
4. Staff can identify which quotes “speak to” their school community – which quotes connects to the needs of the school community? (small group discussion)
5. Teachers take time to interact with words/phrases from Vanier’s book Becoming Human
6. Teachers will choose and share phrases that reflect how these quotes are lived out in our school communities
7. As a consolidation piece, staff will choose a word or quote from Vanier that motivates them to continue to build a community of Hope:  Staff will then write the quote on their planks
8. Video Resources to watch (to enhance the experience of the life and vocation of Jean Vanier – a beacon of hope) -- the following set of videos are relevant to our theme of Building Hope and Being a People of Hope - they are directly from the official Jean Vanier website (staff might share their ‘take away’ from the videos):
Start with the video on the bottom right “Seeing God in Others” - superb!
The others clips are all equally powerful. They are all approximately 5 mins.

This next video challenges us to ‘rethink’ our views on so many aspects of life - wow - very touching!

GROUP SHARE: Would you like to share your thoughts/feelings about Jean Vanier and his work? Have you had a personal experience with his community or his writings and you would like celebrate it/share it?

9. **Want to listen instead of watching**, followed by a large group discussion on major themes that relate to being a “People of Hope”? The 1998 CBC Massey Lectures, “Becoming Human”


10. **If internet resources** are available, clicking on this site will allow staff to send Jean a message of love and hope! http://www.jean-vanier.org/en/your_turn_to_speak#

Also, with internet availability, offer staff an opportunity, perhaps in advance of the Faith Day, to sign up for **Daily** Thoughts from Jean Vanier. Yes we all get too many emails - but from a living saint?

11. **Invite a member from L’Arche** to join your school for the morning or afternoon to share their stories! The closest L’Arche community is in Stratford Ontario. Here is their contact information:

PO Box 522, Main Street, 400 Huron St.
Stratford, (ON) N5A 6T7  Tel: (519) 271 9751  Fax: (519) 271 1861

Email: info@larche.stratford.on.ca  Website: http://www.larchestraford.ca

**Community Leader:** Stephanie Calma

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**Jean Vanier Quotes**

“It is the human heart and its need for communion that weakens the walls of ideology and prejudice. It leads us from closedness to openness, from illusion of superiority to vulnerability and humility.”

“The weak teach the strong to accept and integrate the weakness and brokenness of their own lives.”

‘We must stay near them [the weak] and take time to listen to them because out of fear they speak quietly and infrequently.’

---

http://www.jean-vanier.org/en/media/videos

"I am struck by how sharing our weakness and difficulties is more nourishing to others than sharing our qualities and successes."

"Every child, every person needs to know that they are a source of joy … needs to be celebrated."

"We are not called by God to do extraordinary things, but to do ordinary things with extraordinary love."

"It is only when we stand up, with all our failings and sufferings, and try to support others rather than withdraw into ourselves, that we can fully live the life of community."

“I once visited a psychiatric hospital that was a kind of warehouse of human misery. Hundreds of children with severe disabilities were lying, neglected, on their cots. There was a deadly silence. Not one of them was crying. When they realize that nobody cares, that nobody will answer them, children no longer cry. It takes too much energy. We cry out only when there is hope that someone may hear us."

“Growth begins when we begin to accept our own weakness."

“It is important that we support each other, that we pray for each other, that we come together as people who have the same face. We need to love each other and then, as we learn to work together in a place of belonging and togetherness, we begin to see that it is important to listen to each other. You have ideas much better than mine, I may have some that are better than yours. We don't have to be powerful; we don't have to be right.”

“Community is a sign that love is possible in a materialistic world where people so often either ignore or fight each other. It is a sign that we don't need a lot of money to be happy--in fact, the opposite."

“Jesus is the starving, the parched, the prisoner, the stranger, the naked, the sick, the dying. Jesus is the oppressed, the poor. To live with Jesus is to live with the poor. To live with the poor is to live with Jesus.”

“A Christian community should do as Jesus did: propose and not impose. Its attraction must lie in the radiance cast by the love of [all]."
Date: January 16, 2017
To: Board of Trustees
From: Director of Education
Subject: Leadership Strategy 2016-2017

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

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

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

Board Policy I 001 - Ends
Ontario Leadership Strategy - http://www.edu.gov.on.ca/eng/policyfunding/leadership/threeYear.html

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

Board Leadership Development Strategy (BLDS) -

Alignment to the MYSP:

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically
Strategic Direction: Professional learning for ALL staff is timely and responsive; Leadership and succession planning is intentional and nurtured;

Highlights:
Our leadership strategy has gone from 19 aspiring leaders in 2012-2013 to 299 in three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Leadership Part I</th>
<th>Leadership Part II</th>
<th>Leadership Part III</th>
<th>Totals</th>
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<td>2013-2014</td>
<td>70</td>
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<td>70</td>
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<tr>
<td>2014-2015</td>
<td>36</td>
<td>60</td>
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<td>96</td>
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<td>2015-2016</td>
<td>53</td>
<td>31</td>
<td>49</td>
<td>131</td>
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<tr>
<td>Totals</td>
<td>159</td>
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<td>299</td>
</tr>
<tr>
<td>2016-2017</td>
<td></td>
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<tr>
<td>Current Enrolment</td>
<td>54</td>
<td>48</td>
<td>17</td>
<td>19</td>
</tr>
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The enrolment totals above represent our aspiring and current leaders.
The Ontario Leadership Strategy was developed in 2008-2009 to foster leadership of the highest possible quality in schools and school boards. School and system leaders play a critical role in creating the conditions of success, increasing student achievement, reducing gaps in student achievement and increasing public confidence in publicly funded education.

As part of the Ontario Leadership Strategy (OLS), each district in the province is provided with funding and support to develop and implement a Board Leadership Development Strategy (BLDS). The goals of the BLDS mirror the goals of the OLS – that is, to:

• attract the right people to leadership roles;
• develop personal leadership resources in individuals and promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being; and
• develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

The Board Leadership Development Strategy Goals for the Waterloo Catholic District School Board are the following:

**Overall Goal:**
To develop leadership capacity to support the achievement of goals outlined in the Multi-Year Strategic Plan and the Board Improvement Plan for Student Achievement.

**Goal One:**
Create and promote leadership opportunities that engage all school and system leaders in order to strengthen staff capacity for instructional and spiritual leadership, to enhance organizational effectiveness, and to support succession planning as defined by research, Strong Districts and their Leadership and the Catholic Leadership Framework.

**Goal Two:**
School and system leaders in the WCDSB will develop the capacity to appropriately respond to the needs of learners by fostering a holistic view of student learning that encourages shepherd, servant and steward leadership.

**Goal Three:**
Create and provide opportunities for enhancing leadership capacity for the entire system by engaging in active professional lifelong learning, faith formation, mentorship and coaching.

**Leadership Strategy**

Our aspiring leadership strategy for our teaching staff includes Leadership Part I, Leadership Part II and Leadership Part III.

**Leadership Part I**

In Part I, aspiring leaders read and explore the book *Shepherd Leadership* by McCormick and Davenport under the context of the vision of Catholic leadership in the Waterloo Catholic District School Board. The focus of this program is to learn the model of shepherd leadership and to engage staff in their discernment of leadership within the board. In addition, participants study the gift of leadership, the Catholic Leadership Framework, Leadership Resources, Emotional Intelligence and Myers Briggs. Aspiring leaders also have the opportunity for a personal entrance and exit interview with a Family of School Superintendent and Administrator.

**Leadership Part II**

In Part II, aspiring leaders read and explore the book *The Catholic Vision for Leading like Jesus*. This program integrates Shepherd, Servant and Steward leadership. Participants explore the notion of a shared vision of leadership through God’s call. They will pray, worship and reflect together. They will learn how to sustain leadership capacity by investing in those carrying the message forward to our communities and model leadership that benefits everyone. Sessions include cognitive coaching, courageous conversations and Catholic Leadership, Integrating Life and Work from the Catholic Principals'
Council of Ontario. Also, aspiring leaders continue to develop their leadership portfolio based on the Catholic Leadership Framework.

Leadership Part III

In Part III, aspiring leaders have the opportunity to job shadow a mentor who holds a position of added responsibility for which they are interested in pursuing in the future. Participants are to complete a journal on their learning from the visits. They are also to choose a book based on their personal analysis of growth which is tied to the Catholic Leadership Framework to explore with their mentor. In addition, aspiring leaders have the opportunity to choose from six sessions on topics relevant to our board’s vision of leadership and on their feedback from what they need moving forward. Sessions include active listening, cognitive coaching and Habits of Effective Catholic School Leaders from the Catholic Principals’ Council of Ontario. This program culminates with a meeting with their Family of School Superintendent in small groups sharing their job shadowing, book and session learning.

Our Administrator leadership strategy includes Induction and Innovation in Leadership.

Induction for Newly Appointed Administrators

Schools boards are required to implement induction programs for newly appointed administrators through BLDS funding.

Administrators in year one or two of this role are partnered with an experienced administrator in a mentor/mentee relationship. This program includes mentor/mentee coaching, job shadowing, Teacher Performance Appraisal/NTIP, School Budget & Student Generated Funds, and Administrator Learning Walks all rooted in the Catholic Leadership Framework.

<table>
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<tr>
<th>Year</th>
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<tr>
<td>Totals</td>
<td>28</td>
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<tr>
<td>2016-2017</td>
<td>20</td>
</tr>
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</table>

Innovation in Leadership

This program is provided for all administrators in an effort to broaden their experiences and knowledge around innovation in education from a leadership perspective; rooted in the book by Chris Lowney – Pope Francis – Why He Leads the Way He Leads. Administrators are reminded from Pope Francis that the call to action asks us to unify our team to a common mission. Ignatius exhorted Jesuits to live "with one foot raised" ever ready to seize opportunity. However, this call is to ensure a disciplined approach with prayer and recollection. To wit, part of a virtuous circle that includes diligence, doing what is right and thinking anew. Sessions include guest speakers from the Rotman School of Business, a Computer Simulation, reflections on a wide body of educational and business leadership readings and sharing of innovative leadership practices within our Catholic Learning Communities.

<table>
<thead>
<tr>
<th>Year</th>
<th>Innovation</th>
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<td>2015-2016</td>
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<td>Totals</td>
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<td>2016-2017</td>
<td>13</td>
</tr>
<tr>
<td>Current Enrolment</td>
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</tbody>
</table>

Our new leadership strategy for ALL staff within the Waterloo Catholic District School Board is called the Lifelong Learning Series.
The Lifelong Learning Series is an exemplary Catholic leadership and growth development program offered through the Waterloo Catholic District School Board’s Building Leadership Development Strategy to all employees. The program reflects in content and approach, the Gospel values. All sessions align with our Multi-Year Strategic Plan and Board Improvement Plan for Student Achievement.

In its pursuit of excellence in the development and selection of leaders within all employee groups, the Waterloo Catholic District School Board recognizes and values the Life-Long Learning Series and the important role it plays in capacity building, leadership development and succession planning. This program supports the development of leaders, and it provides an excellent learning opportunity that can support all staff in their personal and professional growth.

The Lifelong Learning Series includes
a) The Faith Leadership Series
b) The Introduction to Leadership Series
c) The 21st Century Learning Series
d) The Building Interpersonal Skills Series &
e) The Mental Health Series

<table>
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<tr>
<th>Year</th>
<th>21st Century Teaching &amp; Learning</th>
<th>Building Interpersonal Skills</th>
<th>Faith Leadership</th>
<th>Introduction to Leadership</th>
<th>Mental Health &amp; Wellness Series</th>
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<td>2015-2016</td>
<td>130</td>
<td>60</td>
<td>276</td>
<td>76</td>
<td>118</td>
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<td>Total Certificates</td>
<td>16</td>
<td>7</td>
<td>38</td>
<td>15</td>
<td>21</td>
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</table>

The 2016-2017 enrollment numbers are strong and will be confirmed in the next Leadership Strategy report.

CPCO Principal’s Qualification Part I and II

As a result of a very successful Leadership Strategy, our board is now providing the Principal’s Qualification Program through the Catholic Principals’ Council of Ontario.

We had 19 participants in Part I last Spring and now have 24 participants in Part II this Fall. All of the participants in Part II have gone through our leadership program.

A flyer has just been distributed promoting Part I for the Winter 2017 session.

Next Steps:

Through the feedback from staff that engage in any of the learning opportunities offered through this portfolio, our Leadership Steering Committee will continue to refine the leadership strategy to ensure alignment with the Multi-Year Strategic Plan and the Board Improvement Plan for Student Achievement.

By adopting a multi-faceted approach, we anticipate that we will broaden the resourcefulness of all our staff, the current generation of leaders and the generations to follow thus ensuring sustainability and effective succession planning.
**Recommendation:**

For Information

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

David DeSantis  
Superintendent of Learning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Date: January 16, 2017
To: Trustees
From: Loretta Notten
Subject: French as a Second Language Programs

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)

- APA001 Admissions to Elementary Catholic Schools – [https://www.wcdsb.ca/ap_memos/PDF/APA001.pdf](https://www.wcdsb.ca/ap_memos/PDF/APA001.pdf)
- APO012 Transportation [https://www.wcdsb.ca/AP_Memos/PDF/APO012.pdf](https://www.wcdsb.ca/AP_Memos/PDF/APO012.pdf)

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)

Alignment to the MYSP:

Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Parents, parishes, community partners and student engagement are nurtured and valued.

Goals:
To engage students in authentic learning experiences that reflect real-life application and engagement.
Priority Area:  
*Student Engagement, Achievement, & Innovation*

**Strategic Direction:**  
*Students are achieving their highest potential in a 21st century world*

**Goal:**  
*To support our students in meeting the Ontario Graduate expectations*

**Background/Comments:**

In the WCDSB, we offer three French Programs:

**CORE FRENCH** is offered to all students in grades 4-12. It is an inclusive program delivered in 40 minute blocks in elementary school, and 76 minute blocks in secondary. Students are given opportunities to interact in a variety of situations. The language of instruction in the French block is 100% in French.

**INTENSIVE CORE FRENCH** is an inclusive opt-in program at some elementary schools that offers a one-semester language boost to Core French students in their grade 5 year. The language of instruction in the school day is 70% in French. Some Secondary schools also offer a Post-Intensive French courses for students.

**FRENCH IMMERSION** is an inclusive opt-in program in which students study French Language Arts, Social Studies, Science and Technology, The Arts, and Health and Physical Education in French. They study English Language Arts, Mathematics, and Religion and Family Life in English. The language of instruction in the school day is 50% in French. As with all our Second Language Programs, French Immersion is designed for students whose first language is not French. The entry point for French Immersion is in grade 1. It is open to all residents of Waterloo Region at three satellite sites: St Anne (Kitchener), Sir Edgar Bauer (Waterloo), and Our Lady of Fatima (Cambridge).

Second-language teaching approaches have evolved over time to meet the changing needs of society and to reflect new insights from ongoing research.

-A Framework for French as a Second Language in Ontario Schools, p. 30

**CORE FRENCH HIGHLIGHTS**

- French is the language of instruction.
- Students have regular opportunities to interact in French.
- With help from the Canada–Ontario Agreement on Second Official-Language Instruction Grant our Core French students have the opportunity to interact in French outside the classroom.
  - This year 50 Intermediate students attended the Pathways to Bilingualism student conference in Hamilton
  - An average of 60 students attend the French Speech Contest every year, and we generally send about 6 students to the Provincial Contest on behalf of the WCDSB.
  - French teachers are able to request subsidies for in-school performances and out of school excursions.
  - Our Secondary students are able to experience longer excursions to places like Quebec and Montreal.
  - We take 90 Intermediate students each year to a day camp organized by our Board French Department that immerses students in a French Cultural experience from different francophone regions such as Louisiana or France.

**CORE FRENCH CHALLENGES**

- Participation trends of Grade 9 students with IEP’s in our Core French courses have been on a steady decline, while the Regional and Provincial trends have been consistently climbing. To address this decline we have communicated with Administrators and Special Education Teachers to make sure they are aware that if a substitution for a compulsory credit is deemed necessary or in the best interests of an individual student, there are a variety of options. Our next step will be to communicate this information to Guidance Departments.
- Staffing has been difficult this year and we had several unfilled positions that were not filled until late Fall.

**LOOKING AHEAD IN CORE FRENCH**

- Introduction of AP French at Monsignor Doyle in 2017-18
- Introduction of Open Grade 9 French sections at Resurrection in 2017-18 for students without the 600 hours prerequisite for Applied or Academic French
INTENSIVE FRENCH HIGHLIGHTS
- The program continues to be offered at St Luke, St Dominic, Sir Edgar Bauer and Our Lady of Fatima
- Follow up courses are offered at:
  - Resurrection
    - FSF 1DN & FSF 2DN - Post-Intensive Core French
  - St Benedict
    - FSF 1DN & FSF 2DN – Intensive French
  - St Mary’s
    - FSF 1DP / FSF 2DP / FSF 3UP / FSF 4UP
      Pre-Advanced Placement & Advanced Placement

INTENSIVE FRENCH CHALLENGES
- Students are not congregated in Grades 6-8, but can sign up for the Post-Intensive Course in Grades 9 and 10.

LOOKING AHEAD IN INTENSIVE FRENCH
- In 2019-20 (SEB) and 2020-21 (OLF), our French Immersion Students will have reached Grade 5. It is uncertain whether there will be enough students left in the English stream that year that wish to sign up for Intensive Core French program. We will be watching.

FRENCH IMMERSION HIGHLIGHTS
- Students are progressing well.
- Creation of Administrative Procedures Document. (See attached document.) This is currently a working document and may see further edits.

FRENCH IMMERSION CHALLENGES
- If we are looking at offering our French Immersion up to Grade 12 at our current sites it means that new staffing positions will be opening up every year until 2026. It also means that we are training new people, setting new benchmarks, choosing new resources every year for the next decade. This is both exciting and challenging.

LOOKING AHEAD IN FRENCH IMMERSION
- In 2018-19 the FSL Review Committee will seek feedback from parents and examine issues around program growth, entry points, allocation of physical space, etc.

INCLUSION DOCUMENT
- The attached Inclusion Document outlines that we believe that all students can learn, and that this belief applies across all subject areas. It details the steps for supporting students in each program delivery method.

Recommendation:
This report is presented to the Board as information.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning
Jennifer Kruiithof, FSL Consultant

*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: January 16, 2016
To: Board of Trustees
From: Director of Education
Subject: Auxiliary Teacher Supply List

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)

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

Alignment to the MYSP:
Our decisions, actions and stewardship of resources are evidence-based and responsive.

Background/Comments:
Schools have been experienced approximately 390 unfilled jobs since September 2016. An unfilled job occurs where a teacher is absent and a supply teacher is not available to replace the teacher. Unfilled jobs have serious implications for schools, including missed planning time that has to be repaid at a later day, disruption to supervision schedules, and missed French, arts and special education programming. Of critical importance, targets are being impacted for the Empower reading program and education assessments. In addition, the lack of supply teacher coverage means teachers are often unable to attend scheduled professional development, which could be of particular importance and negative impact to the Renewed Math Strategy, amongst many others.

The high number of unfilled jobs have occurred because the Board’s number of teachers on the supply list is not sufficient to accommodate the number of absences created by sick leave, professional development, extra-curricular events, etc. Enrolment has grown over the last two years and the Board has hired 60 full-time permanent teachers since January 2016. The Board’s ability to replenish the supply list has been negatively impacted by the implementation of two-year teacher certification programs, thereby limiting the number of graduates from Ontario faculties in the Spring of 2016.

The Board added 32 teachers to the supply list in December 2016 and has been actively recruiting French teachers from September 2016. Another posting for the supply list was sent out January 9, 2017 targeting Spring 2017 graduates.
In addition, the Board has established a temporary Auxiliary Teacher Supply List that is populated with secondary school credit teachers and international language instructors from St. Louis. All of the secondary school credit teachers are certified and some of the international language instructors are certified. Both the groups are existing employees that were not required to provide a baptismal certificate or pastoral reference at the time of hire. A baptismal certificate and pastoral reference were likewise not a prerequisite to join the Auxiliary Teacher Supply List.

The Auxiliary Teacher Supply List will be in place until at least May 2017. Use of the List will be extended to June 2017 or into the 2017-2018 school year as needed.

**Recommendation:**

This report is presented to Trustees as information.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Jason Connolly  
Superintendent of Human Resources

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
## 2016-17 Committee Assignments Revised Dec 2016

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### NOTE for SAL
- Jeanne for Waterloo SAL
- Any of the 3 assigned can serve as an alternate for the other 2
- Brian for Kitchener SAL
- Any of the 3 assigned can serve as an alternate for the other 2
- Wendy for Cambridge SAL
- Any of the 3 assigned can serve as an alternate for the other 2
- Amy alternative
- Wendy alternative
- Brian alternative
Response to

Ontario’s Well-Being Strategy for Education

Ontario Catholic Supervisory Officers’ Association
Ontario Catholic School Trustees’ Association

December 2016
Response to Ontario’s Well-Being Strategy for Education

The Ontario Catholic School Trustees’ Association and the Ontario Catholic Supervisory Officers’ Association jointly submit this review of the Ontario Well-Being Document on behalf of trustees, Directors of Education and Superintendents of Ontario’s Catholic School Boards. We applaud the Ministry of Education’s interest in this area, an area that Catholic Education has addressed for many years both in a curriculum fashion and in support of our students and staff. As representatives in the Catholic community we have some strong concerns with the current Well-Being Strategy and anticipate that our commentary will be incorporated into the final documents.

Ontario’s Well-Being Strategy for Education acknowledges that there are four publicly funded school systems in the province. As well, the document recognizes the public and Francophone school districts along with references to Indigenous, First Nations, Métis, and Inuit communities. It also states the importance of the engagement process recognizing the unique needs and realities of these groups (page 2). However, the Well-Being Strategy document fails to reference the unique mission and vision of the Catholic school system.

Reference is made to “spirit” as part of well-being but is not identified in the Four Domains of Well-Being. The concept of spirituality is one of the important concepts of well-being for people of faith. This is true not only in the Catholic community, but also for those who view their life through a spiritual lens, guided by their religious beliefs, many of whom are in Catholic schools but many also are in the other publicly funded systems of education in Ontario.

We also would ask that the document specifically include the Well-Being of all students and staff who work within our school system.

Based on the above rationale, we have reviewed the document and respectfully submit the following recommendations on behalf of our two associations:

Recommendation #1

- The term “Spirituality” should be added to the Four Domains of Well-Being. Specifically, when “cognitive, emotional, social, and physical needs” are referenced, e.g. pages 1, 6, 7 and 10.
- Importantly, under the Four Domains of Well-Being which is found on page 3, “Spirituality” must be included in the graphic.
- The Handbook of Catholic Theology defines Spirituality as “the personal relationship of a human being with God or the transcendent along with all the attitudes and values this relationship includes.” It is from this fundamental relationship that all other relationships within the community are affected.

Recommendation #2

- In defining community partners “churches, parishes, and religious groups” should be explicitly referenced, e.g. pages 1 and 3.
Recommendation #3

- Catholic education addresses the search for meaning, this desire of the person to understand human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for meaning as a lifelong spiritual and academic quest. The expectations guiding the journey of learning for all students in Catholic schools, therefore, are described not only in terms of knowledge and skills, but necessarily in terms of values, attitudes and actions informed by reason and faith (Ontario Catholic Graduate Expectations). Therefore, “values” should be added to the phrase “knowledge and skills,” e.g. pages 1 and 2.

Recommendation #4

- The education system strives to ensure that students become confident, capable, and caring citizens (page 2). A specific goal of the Catholic school system is to ensure a just and inclusive society. Therefore, specific references should be made to the Ontario Catholic Graduate Expectations.

Recommendation #5

- While the Health and Physical Education Curriculum does provide opportunities for students to learn about well-being, in Catholic schools this is best taught through the Religious Education and Family Life Education programs.

Recommendation #6

- Because Chaplains/Chaplaincy Leaders, Pastoral Workers, and Faith Animators play a significant role in supporting student well-being they should be acknowledged along with the School Mental Health Lead. (School Mental Health ASSIST, page 5)

Recommendation #7

Whenever mention is made of education partners (parents, educators, staff, leaders, and students), add religious leaders, clergy, and pastoral workers, e.g. pages 2 and 8.

Recommendation #8

The Catholic Church has always embraced a holistic view of the human person. Therefore, add “Catholic” to the following phrase on page 2, “First Nation, Métis, Inuit cultures and Catholic perspectives which adopt a holistic view of well-being are also a critical element that will shape the conversation.”

Recommendation #9

Other aspects of the “Well-Being Strategy” should address supports for anxiety disorders, suicide awareness and suicide prevention as well as eating disorders.
While reviewing the document we noted some possible editorial changes.

They include:

1. Under the section *What is Ontario’s Well-Being Strategy for Education*, we suggest that the boxed reference to the Early Years Strategy should be removed and the section should begin with the four key components on page 5 and the chart which would include “Spiritual”.

2. Following the above point there seems to be a need for consistency throughout the document in acknowledging the intended audience. Early Years? K-12? Staff? Whenever “staff” is mentioned, we suggest using “all staff.”

3. The graphic on page 3 should be revised to be more inclusive.

4. There should be specific examples from all four publicly funded school systems and explicit reference should be made to the *Four Domains of Well-Being*. The Notre Dame High School example fits these criteria and might be referenced at the beginning of the document.

5. If research is mentioned, then there is a need for citations and/or a bibliography (page 6).

6. On page 6 – rather than “starting in the fall of 2016” begin with “As we go forward…”

7. On page 7, paragraph 4 - does “them” refer to the “key factors”?

8. The two page questionnaire which concludes the document needs clarification. It is from the Institute of Education Leadership which has not been referenced in the document. Who would be the recipient of the response to this two-page document? The first question refers to the working definition without defining it. There needs to be clarity around who might be completing the questionnaire and to whom to address the response.

9. The questionnaire should be a Word document.

10. Questions could be numbered.

Sincerely,

Patrick J. Daly, President OCSTA

Deb Crawford, President OCSOA
September 30, 2016

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

CC: Board Secretaries and Administrative Assistants — Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services


ATTACHMENT: Program

OCSTA Catholic Trustees’ Seminar – January 13 – 14, 2017
Reaching Out, Engaging Communities

We are pleased to invite Trustees, Directors of Education, and Student Trustees of Ontario Catholic District School Boards to attend OCSTA’s 2017 Catholic Trustees’ Seminar, which will be held January 13 - 14 at the Hilton Mississauga Meadowvale (6750 Mississauga Road / Mississauga, ON L5N 2L3). This event offers the opportunity for OCSTA members to:

- Explore the unique partnerships that contribute to the distinctive strength of Catholic Education in Ontario;
- Celebrate Mass as a provincial community of Catholic school board leaders; and
- Network with trustee peers from across the province.

Student Trustees

The Ministry of Education has kindly offered once again to provide financial support to help offset costs associated with student trustee registration for the event. Boards are encouraged to include student trustees in this very informative learning opportunity.

Registration Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
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<tbody>
<tr>
<td><strong>Early Bird Fee</strong> (until December 2, 2016)</td>
<td>$327.70 ($290.00 + $37.70 HST)</td>
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<tr>
<td><strong>Full payment must be received in the OCSTA office by this date.</strong></td>
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<tr>
<td><strong>Regular Fee</strong> (after December 2, 2016)</td>
<td>$367.25 ($325.00 + $42.25 HST)</td>
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<tr>
<td><strong>Student Trustee Fee</strong></td>
<td>$226.00 ($200.00 + $26.00 HST)</td>
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<tr>
<td><strong>Spouse/Guest Dinner Ticket</strong></td>
<td>$84.75 ($75.00 + $ 9.75 HST)</td>
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The delegate registration fee includes meals and admission to all sessions. Non-Registrants attending Friday night’s dinner must purchase a dinner ticket.

Registration may be completed online by clicking [here](#). Please make cheques payable to:

OCSTA
Attention: Margaret Binns
1804 – 20 Eglinton Avenue West, Box 2064
Toronto, ON M4R 1K8
CANCELATION POLICY

Registration Fees:

- Until December 9, 2016 – full refund
- December 10 to 16, 2016 – 50% of the registration fee will be charged.
- After December 16, 2016 – no refund, under any circumstances, will be issued. Substitutions are welcomed.

Spouse/Guest Dinner Ticket:

A full refund will be issued for cancellations received by January 2, 2017. No refunds, under any circumstances, will be issued after that date. Substitutions are welcomed.

All cancellations must be submitted to Camille Martin by email at cmartin@ocsta.on.ca or by fax at 416-932-9459 within the specified timelines.

HOTEL REGISTRATION

Room Rates:

The Hilton Mississauga Meadowvale has set aside a block of rooms for delegates and guests attending the OCSTA 2016 Catholic Trustees’ Seminar, starting at the discounted rate of $134.00 + applicable taxes. Boards are asked to make room reservations directly with the hotel by calling 905-821-1981, or on-line at the following link:

https://aws.passkey.com/e/14960595

When booking, indicate to the hotel that the reservation is for an OCSTA delegate in order to secure the group discount rate.

To secure this rate, rooms must be booked by December 24, 2016. After this date the rate will be provided on the basis of availability.

If you require additional information, please contact Camille Martin at OCSTA at 416-932-9460, ext. 234 / cmartin@ocsta.on.ca.

If you have any special dietary needs (not preferences), please email Margaret Binns at mbinns@ocsta.on.ca, by no later than January 2, 2017.
## 2017 Catholic Trustees Seminar

**Hilton Mississauga/Meadowvale**

### Thursday, January 12

<table>
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<tr>
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<tr>
<td>5:30 pm – 6:30 pm</td>
<td>Registration</td>
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### Friday, January 13

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<tr>
<td>7:30 am</td>
<td>Registration</td>
<td>Graydon Hall Foyer</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Breakfast</td>
<td>Graydon Hall</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Gathering Prayer</td>
<td>Graydon ABC</td>
</tr>
<tr>
<td>8:45 am</td>
<td>“Catholic Trustees: Reaching Out, Engaging Communities”</td>
<td>Graydon ABC</td>
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<tr>
<td>9:45 am</td>
<td>President’s Report and Q &amp; A</td>
<td>Graydon ABC</td>
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<tr>
<td>10:45 am</td>
<td>Break</td>
<td>Graydon Hall Foyer</td>
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<tr>
<td>11:00 am</td>
<td>Regional Meetings</td>
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<tr>
<td>Hazel McCallion A</td>
<td>West</td>
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<td>Hazel McCallion B</td>
<td>Central</td>
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<td>Hazel McCallion C</td>
<td>North East &amp; North West</td>
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<tr>
<td>Greenwich D</td>
<td>East</td>
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<tr>
<td>1:00 pm</td>
<td>Lunch</td>
<td>Graydon Hall</td>
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<tr>
<td>2:00 pm</td>
<td>Concurrent Workshops</td>
<td></td>
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<tr>
<td>Hazel McCallion A</td>
<td>“System Reform - Creating a Digital Ecosystem for Deep Learning: An Ottawa Catholic School Board Case Study”</td>
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### Saturday, January 14

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 am</td>
<td>Breakfast</td>
<td>Graydon ABC</td>
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<tr>
<td>8:30 am</td>
<td>Eucharistic Celebration</td>
<td>Graydon ABC</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Truth and Reconciliation: Walking Forward Together</td>
<td>Graydon ABC</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Closing Remarks &amp; Adjournment</td>
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*Please note: Sessions are subject to change.*
January 9, 2017

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

FROM: Patrick J. Daly, President

SUBJECT: Significant Events in the History of Catholic Education and the Ontario Catholic School Trustees’ Association

As you know it is very important that all involved in the tremendous gift of publicly funded Catholic Education have a good understanding of our rich history and the vision and sacrifice of those who built such a strong foundation. Particularly for those in governance and administrative leadership positions it is crucial we are able to articulate, celebrate and share “Our Story”.

In this regard you will find attached a document prepared by OCSTA entitled “Significant Events in the History of Catholic Education and the Ontario Catholic School Trustees Association” (Appendix 1). It was updated in 2004 to commemorate the 75th Anniversary of our Association. It outlines significant milestones, legal decisions and legislative changes that incrementally have positively impacted Catholic Education in Ontario. Among the most consequential of these events was the passing of Bill 30 which led to the extension of funding to Grades 11, 12 and 13 (OAC) in Catholic schools. You will find attached a copy of the text of Premier Bill Davis’ June 12, 1984 speech which ushered in this historic change (Appendix 2).

There have of course been a number of events since 2004 which have impacted Catholic Education. Among these would be the passing of Bill 177, “The Student Achievement and School Board Governance Act” in 2009 and Bill 122, “The School Boards Collective Bargaining Act” in 2014. As you know both of these pieces of legislation have more clearly defined and changed the role/responsibilities of trustees, school boards and the Ontario Catholic School Trustees’ Association.

It is our plan to update the 2004 document over the next few months and forward it to you along with other historic information. We ask that you share this with the trustees of your board as well as others who you believe it would benefit.

If you would like additional information or have questions regarding any of the specific events, please let us know.
Significant Events in the History of Catholic Education & the Ontario Catholic School Trustees’ Association
Significant Events in the History of Catholic Education &
the Ontario Catholic School Trustees’ Association

1841  First School Act for the Province of Upper Canada
- There was a need to obtain some financial support from the Crown to pay teachers’ salaries
- Government responds – permitting the establishment of denominational schools and more permanent funding growth

Taché Act
- Extends right of Upper Canada’s Catholic minority to create and manage their own schools

1863  Scott Act
- Sectarian bitterness was very strong and threatened minority rights in Upper Canada
- Archbishop Charbonel provides leadership
- Government responds
- Gave Catholic trustees all the rights and powers of their public school counterparts; Catholic schools were also allowed a share of Common School Fund by Canadian government

1867  British North America Act
- Need to constitutionally secure minority rights of Catholics re: education
- Government responds by including Section 93 and the educational rights of the Catholic minority were secured constitutionally

1925  Tiny Township Case
- Need for financial support for high schools
- Lay Catholic leadership emerges
- Government responds – Catholics have just claim to funds for Grades 9 and 10 – no constitutional rights beyond that but opens the door by stating that the provincial government could grant funds beyond grade 10
1930  Ontario Separate School Trustees’ Association is Founded

1930’s  Catholic Taxpayers’ Association
  ▪ Efforts made to secure equitable distribution of corporate and
    business tax to Catholic boards

1950/60  Hope Commission
  ▪ Recommends that elementary level be cut back to K-6

1961  OSSTA Publishes First Catholic Trustee Magazine
  ▪ Publication continues until 1997 with revised format introduced in
    1986
  ▪ Replaced by Catholic Trustee Newsnotes in 1997

1963  Ontario Foundation Tax Plan
  ▪ Many Catholic school boards benefit

1969  Equal Opportunity for Continuous Education in Separate Schools of
      Ontario – Brief to Premier and Minister of Education
  ▪ This was a major step towards obtaining full funding for Catholic
    schools. The Brief enjoyed the support of all Catholic partners
    including the Bishops
  ▪ One of the highlights of the Extension campaign was the Student
    Rally at Maple Leaf Gardens organized by the Ontario Catholic
    Students’ Federation
  ▪ In 1971, the Brief was rejected by the then Prime Minister, William
    Davis

1969  County and District School Boards Created (known as Larger Units
      of Administration)
1969  
**OECTA/OSSTA Religious Education Courses Launched**
- Courses in the teaching of catechetics offered in winter and summer
- Certificates issued by joint associations to teachers who successfully complete the course
- Courses would eventually expand to Course 1, 2 & 3 and be recognized by the Ministry for qualification purposes

1972  
**Focus on Faith for the Future Program Established by OSSTA**
- Major thrust of the program was to develop a total Catholic school community which would embrace all its component parts – trustees, teachers, administrators, priests and parents

1976  
**Blair Commission Tours Province to Assess Reaction to Taxing Catholic High School Property**
- Through the combined efforts of clergy, trustees, teachers, parents and students the Tax Plan was scrapped

1978  
**Government Approves Religious Education Credits for Grades 9 & 10**

1980  
**Bill 82 Grants Catholic Schools the Right to Provide “Special Education”**

1984  
**Grade 9 & 10 Students in Catholic Schools are Recognized as “Secondary” School Students**

1984  
**Premier Bill Davis Announces Intention to Extend Funding to Grades 11, 12 & 13 (OAC) in Catholic Schools**
1985 Passage of Bill 30 (including s. 136 1.a.) – Extends Full Funding to Grades 11, 12 & 13 (OAC) in Catholic Schools
- Would be challenged in the Court of Appeal of Ontario and in the Supreme Court of Canada
- Section 136 1.a., a clause which restricted to a ten year period, the rights of Catholic school boards to prefer to hire Catholic teachers was inserted. It would later be challenged in court

1985 Completion Office of the Separate Schools Founded
- Provides a forum for Catholic partners, including OSSTA, to address political issues arising from “extension” – Bill 30

1986 Bill 30 Declared Constitutional by the Ontario Court of Appeal

1987 Bill 30 Declared Constitutional by the Supreme Court of Canada

1991 ICE Publishes “Blischen Report”
- Provides a vision of the goals for Catholic students as they were articulated by parents, clergy, teachers and trustees

1992 Ontario Fair Tax Commission
- OSSTA participates in Work of Property Tax Working Group including presentation of Minority Report

1993 Royal Commission on Learning Appointed
- OSSTA attends hearings and presents submission, The Hope That Lives Within Us

1995 Royal Commission on Learning Issues Report: For the Love of Learning
- OSSTA responds
1995  **School Councils Established**
- Purpose is to bring parents and teachers together for the local management of their schools
- OSSTA published two major documents, *Evolution of Catholic School Councils* and *Involving Other Parents*

1995/96  **Senate Committee on Legal and Constitutional Affairs re: Amendment to Term 17 of the Terms of Union Between Canada and Newfoundland**
- OSSTA supports Newfoundland Catholics in their fight to protect Catholic education in their province

1997  **Justice Sharpe Rules that Section 136 of the Education Act is Unconstitutional and of No Force or Effect**
- This ruling would be appealed in the Appeal Court of Ontario
- The Appeal Court supports Justice Sharpe’s ruling
- Application to appeal the Appeal Court’s decision is dismissed
- Section 136 was struck out by the Court as it was unconstitutional. Catholic boards have the constitutional authority to take matters of faith into account in hiring, advancing, promoting and dismissing employees. Employees are entitled to challenge such preferential practices, however, where the qualification is not reasonable and bona fide

1997  **OSSTA Adopts New Name – Ontario Catholic School Trustees’ Association**
- This name more accurately reflects our mission as the provincial representative of English Catholic school trustees

1997  **Bill 104 – Fewer School Boards Act (1997)**
- Roman Catholic Separate School Boards reduced from 53 to 29 *Catholic District School Boards* and 6 *School Authorities*. Catholic trustees reduced from 710 to 250
1997  *Education Improvement Commission*

- Commission mandated to oversee and direct the amalgamation and operation of schools and to oversee the transition of the new system of education governance in Ontario

1997  *Bill 160 – Education Quality Improvement Act, 1997*

- Introduces a fair and equitable funding formula for public and Catholic schools
- OCSTA supports direction taken by the government in the area of curriculum standards, accountability, reporting and funding
- OCSTA expresses reservation about some of the initiatives in the area of governance, in the matter of labour relations and negotiations and about the pace of the comprehensive educational reforms in certain areas

1997  *Ontario Regulation 461/97 Establishes Policy Guidelines for Representation of the Interests of Pupils on School Boards*

- OCSTA publishes *Embracing the Future Catholic Pupil Representatives on Catholic School Boards* to help school boards develop local policies
- OCSTA launches website for student representatives
- OCSTA assists in coordinating in-service opportunities for student representatives

1997  *Religious Education as Teaching Subject Introduced in Faculties of Education*

1998  *Bill 160 – Constitutional Challenges*

- Justice Peter Cumming (General Division Court of Ontario) finds that it is unconstitutional for the provincial government through Bill 160 to suspend the right of Catholic school boards to set a local mill rate
- All other aspects of the challenge are unsuccessful
- OCSTA reaffirms that it is unlikely that Catholic boards would see any benefit in exercising their right to tax, as raising money beyond equitable levels would be inconsistent with our long-standing goal of fair funding for all students
The government appeals the lower court’s decision re: taxation and OPSBA, OECTA, other teacher unions and individuals appeal other parts of the lower court’s decision. OCSTA is an intervenor

A panel of five Ontario Court of Appeal judges hear the appeals and eventually reverses the ruling of the lower court. OCSTA is an intervenor

The decision of the Court of Appeal would be challenged in the Supreme Court of Canada

1998  Government Financial Support for Creation of Catholic Curriculum for Catholic Schools

- Coordinated through the Institute for Catholic Education

1999  OCSTA Adopts New Logo

- Considerations which guided the design included the need to symbolize in a contemporary style the traditional goals and mission of the Association

2000  OCSTA Launches Province-Wide Discussion on Our Catholic Schools

- Approximately 3000 participants engaged in conversation across the province
- Report on discussion issued November 2000

2000  Charter of Education Rights and Responsibilities

- Heralds an era of accountability
- OCSTA publishes document Visioning the Future: A Reflection on the Charter of Rights and Responsibilities from the Perspective of Catholic Schools

2000  Bill 74 – Education Accountability Act, 2000

2001  Bill 160 Declared Constitutional by the Supreme Court of Canada

2001  Bill 80 – Stability & Excellence in Education Act
2001  **Task Force on Effective Schools Established**

- OCSTA responds with document entitled, *A Catholic Response to the Task Force on Effective Schools*

2003  **Report of the Education Equality Task Force is Released**

- Final recommendations reflect funding principles advocated by OCSTA boards

2004  **Report of the Provincial Legislative Review Committee**

- After considerable analysis, the Legislative Review Committee concluded that the legislation and regulations governing education funding appear to operate in a fair and non-discriminatory manner. OCSTA was part of the committee and generally concurred with the conclusion but reserved judgement on some special purpose grants

2004  **OCSTA Publishes Catholic Trustees: Advocates, Guardians and Stewards of Catholic Education**

- This Association publication articulates the distinctive role of the Catholic trustee in Ontario’s education system
Statement by Premier William G. Davis Regarding Roman Catholic Secondary Schools, June 12, 1984

Honourable Mr. Davis: Mr. Speaker, I wish to inform members of the Legislature that the government has undertaken a careful and fresh review of the outstanding issues surrounding public support for the Roman Catholic school system, and this afternoon I wish to outline a new course we have decided to pursue.

As colleagues on both sides of the Legislature will appreciate, this has been a subject of long and heartfelt controversy in the development of our province, ever since we assumed the burdens and choices that go with responsible government in 1842.

In an open and dynamic society such as ours, basic issues are not resolved or sincere differences settled in silence. However, we have managed to grow together because we have respected each other and from time to time we have reconciled long-standing differences and then moved forward. Progress is made not by opening old wounds but by healing old grievances. In that spirit, I believe we have an opportunity now to put one of these difficult issues behind us as we seek to continue the progressive and harmonious development of our province.

The architects of Confederation, John A. Macdonald and George Brown, were Protestants who preferred the development of a nonsectarian educational system. However, in order to secure their national vision, they accepted and advocated the protection of denominational "common" schools in the British North America Act.

All Ontario provincial governments since that time have interpreted the "common" schools of that day as the elementary Roman Catholic and public education systems have been maintained and equitably funded across this province.
Historically, it has been possible for elementary schools to continue through to the 10th grade and, in recent years, many Roman Catholic school boards have organized their programs with public support to enrol pupils at the Grades 9 and 10 level. In keeping with the understood interpretation of the Canadian Constitution, secondary Roman Catholic schools have not been provided public funds beyond Grade 10. Roman Catholic families have seen and continue to see such a limitation on public funds beyond this level as arbitrary and inequitable.

In considering at this time whether the government of Ontario should extend financial support to secondary Roman Catholic schools, as has been requested by the Roman Catholic community for over half a century, we have been guided in our deliberations by three fundamental principles, all of which must be respected in the resolution of this matter.

First, we must not only respond to the claims of the moment, but we must also work to honour those contracts and obligations that were struck to create a united Canada in 1867. Second, we must not undertake a course of action that by its nature or in its execution would cripple or limit the viability of our non-denominational public secondary school system, which is accessible to all and universally supported and which will always remain the cornerstone of our education system. Third, we are not mere hostages to old arrangements, so we have a contemporary responsibility to be sure our answer on this question strengthens rather than fragments the social fabric of this province.

While men and women of courage and conviction have been divided on this issue, up to now no Ontario government has felt it was able to discharge its duty according to these fundamental principles while at the same time granting public funds to a complete Roman Catholic secondary school system. I now believe this can be responsibly undertaken and therefore, it is our obligation to resolve the issue.

The new direction is not compelled by or founded upon a reinterpretation of old statutes or jurisprudence. The letter of the old law cannot substitute for common sense. Further, we must all appreciate that historic benefits must keep pace with changing conditions. Roman Catholic families do not object to paying their share of the cost of an extensive universal non-denominational educational system, however, they cannot at the same time accept a logic that argues their taxes should be up to date but their historic benefits should be locked in.

Since the beginning of our parliamentary democracy, freedom and therefore diversity and pluralism have been fundamental values. Our public school system has always been fundamentally important and our commitment in this regard must not be diminished. The strength of Ontario's educational heritage rests in the general merit and the value of a universally accessible, publicly supported
school system. Experience has now taught us, however, that a limitation on public funding which confines it to the public secondary school system is no longer required to sustain the viability of public education in our province.

Implementing a dual secondary system will necessitate wise administration, which I will address in a moment. Yet I am confident our secondary system, in which we can all take considerable pride, will not be jeopardized. For some time, a third of the students in our dual elementary school system have been enrolled in our Roman Catholic schools. Through the administration of core curriculum and proper funding, our public elementary school system certainly has remained viable and, indeed, second to none.

With more stable enrolments at this time, along with appropriate funding, core curriculum changes and soon province-wide testing, there is no reason to believe our public secondary school system will perform any less effectively in the future.

Members should be aware of the fact that to protect our public education system, while assuming some costs which are now carried privately by Roman Catholic families, will require additional public funding. While some of this can be accomplished through appropriate redistribution, our ultimate objective will remain one of providing high-quality education at the lowest possible cost to the taxpayers.

In practical terms I do not believe we could or should create a separate public system or a small segment of our community that wishes to isolate itself, but we are addressing today the aspirations of a good third of our families, who have demonstrated their competence and determination to provide contemporary education for their children.

Above all, I wish to address a concern I have always held and which has been honourably put forward by many others. In all our endeavours we must seek to build fellowship and common values, not segregation and mutual suspicion, but dualism today surely does not mean upholding advancing or legitimizing the ancient idea of a separate Protestant Ontario and a separate Roman Catholic Ontario.

Clearly, our Roman Catholic citizens want to maintain their own school system for their children, but our community is not, as tragically some other parts of the world still are, divided on religious grounds. Roman Catholics, regardless of their educational backgrounds, work equally within our society and are every bit as ambitious to share fully in the life and progress of Ontario.

If we are to serve the spirit and the realities of 1867, we should acknowledge that basic education was what was recognized then and that today basic education requires a secondary, as well as an elementary, education. As the non-denominational system has evolved to meet society's needs, so too has the Roman Catholic school system.
The extension of financing to separate school Grades 9 and 10 demonstrates that financial and operational arrangements can evolve over time and honour the intentions of the original constitution. If we work co-operatively and prudently, we can complete this task without compromising the quality of our public schools, while demonstrating the essential justice and good faith of our society.

It is, therefore, the government's intention to permit the Roman Catholic school boards to establish a full range of elementary and secondary education and, as a part of the public system, to be funded accordingly. This new program will be introduced at the rate of one year of secondary education for each school year, beginning September 1, 1985. This process will be accomplished in much the same way we are implementing the new special education provisions and will parallel the revised secondary school structure. Some flexibility will be included to allow for a phase-in period that is in keeping with the capacity of the individual board in question.

Our first step will be to set up a planning and implementation commission to guide and advise all parties on the implementation of this change. It will receive and adjudicate the plans submitted by the Roman Catholic school boards. It will advise the government on required changes in the Education Act and, most important, it will conduct arbitrations that may well be required in some instances arising out of the sharing or the transfer of schools and school locations, as well as other matters related to the transition.

This commission will be vital to the effective execution of this program and will be made up of representatives of the Ministry of Education, the educational community at large and the Roman Catholic community.

It is not the expectation of the government, and I trust the separate school systems across Ontario will recognize this clearly, to expend large sums on new capital grants to accommodate demands for new secondary school facilities. Rather, the commission will ensure that our abundant existing capital stock is effectively employed to provide a full range of programs. I underline this point because I think it is very important. As my predecessor, John Robarts, indicated, a duplication of facilities caused by such a policy would be impractical and indefensible. The first planning task is to make maximum use of existing school plants.

Equally, we must consider the interests of our secondary school teachers. It has been a long-established practice for elementary Roman Catholic school boards to have Roman Catholics constitute the large majority of the teachers they employ. In the light of declining enrolments in our secondary system, it would be unacceptable and unfair to extend this practice to the new Roman Catholic secondary school system. Consequently, for a period of 10 years, Roman Catholic
school boards will employ non-Catholic teachers in their secondary schools who, once hired, will be permitted to earn tenure — the proper words would be "seniority" — religion notwithstanding.

The planning and implementation commission will work with the Ontario Teachers' Federation, the Education Relations Commission and others to assure that all teacher personnel matters are addressed in an equitable fashion. Further, while the essence of this new policy is to enrich the education resources available to Roman Catholic families in Ontario, it is my hope the new Roman Catholic school boards will consider granting to all students and their families in the most positive way universal access to publicly supported Roman Catholic schools, should such access be desired, limited only by the availability of space and the designation of assessment support.

I should also like to take this opportunity to state that it is still the wish of the government, pending the response to questions now before the courts, to create within certain boards of education panels of trustees elected by Franco-Ontarian electors who will have defined powers governing classes in schools where French is the language of instruction.

While my hope today is to resolve a historic issue in our traditional public education structure, what we have decided to do legitimately raises questions about the place of independent schools in our province. While rights are not at issue, the diversity and quality of our society are affected and served by these schools. The government believes it is timely and useful to review the role of these schools in educating our children. Thus, a commission of inquiry will be established by the Ministry of Education, first, to document and comment on the role of independent schools; second, to assess whether public funding and its attendant obligations would be desirable and could be compatible with the nature of their independence; and, third, to identify possible alternative forms of governance for these schools and make recommendations for changes deemed to be appropriate.

Finally, I would like to take this opportunity to address briefly our responsibility in funding education generally. The current formula for calculating general legislative grants has been in place since 1969. There is also the public concern about the costs of education and the ability of our school boards to contain such costs.

Given these considerations, along with the statement of policy I referred to at the beginning of my statement, the government intends to set up a commission to inquire into the financing of elementary and secondary education in Ontario. This examination is appropriate in order to ensure efficiency, economy, effectiveness and equity. It is also timely as the province moves to extend support for the Roman Catholic school system.
Both the commission on independent schools and the commission on the financing of elementary and secondary education will report in May 1985, and responses to their recommendations will be concluded by January 1986.

Before I close, may I return for a moment to the basic decision upon which we seek the understanding and acceptance of the community at large — the extension of public funding for our Roman Catholic secondary school system. Of course, there will be difficulties and, clearly, as with all changes in the order of things, some advantages that may seem to be found in the status quo will be given up in securing new benefits. I am convinced, however, that our secure and vibrant school system is not threatened and the majority of our citizens who support our nonsectarian school system will not be hurt.

As Sir John A. Macdonald explained the accommodations of his time to the majority over a century ago: “We do not want to stand on the extreme limits of our rights. We are ready to give and take. We can afford to be just, we can afford to be generous, because we are strong.”

It is neither my hope nor my expectation to settle all differences today. No one enjoys the last word in any democracy. However, as has been the case in nation building and constitutional reform, it is my strong conviction that the path we have chosen is worthy of broad agreement and will serve our common interests.

It is time to put behind us any lingering doubts about our regard for one another and to rededicate ourselves to the bright hopes of our future.

[Mr. Bob Rae, leader of the New Democratic Party, stands on a point of order.]

Mr. Rae: Mr. Speaker, on a point of order: In the light of the historic statement the Premier has just made, I wonder if it would be appropriate for the leaders of other parties to be allowed to respond to a statement I think is one that does a great deal to unite this province. It is certainly one I would like to respond to on behalf of my party.

Mr. Speaker: I ask the direction of the House.

Honourable Mr. Davis: Mr. Speaker, can I suggest because I go back in history a little, that there have been three occasions in my time as a member of the House when statements were made by the then Premier, at which time the leaders of the opposition parties made some observations. I appreciate the suggestion from the member for York South [Bob Rae].

I recall it at the time Mr. [Leslie] Frost made certain observations and I recall it at the introduction of the foundation tax plan when [Liberal leader]
Mr. [John] Wintemeyer — I think I am correct in this and the member for Brant-Oxford-Norfolk [Mr. Robert Nixon] can correct me — and the then leader of the New Democratic Party, made certain observations. On an issue of this nature, I would have no objection to accepting that as precedent.

[Mr. David Peterson, leader of the official opposition, responds for the Liberal Party of Ontario.]

Mr. Peterson: Mr. Speaker, this is indeed a historic day and I think all members of this Legislature recognize it as such.

When the Premier's assistant phoned my office at roughly one minute to two this afternoon to say there would be a major announcement, knowing the Premier as we do I must confess we thought it would be about the dome and not about so significant an issue in the history of this province.

We unreservedly support this statement. I am sure the Premier is aware of that. With the Premier's strong sense of history, which he revealed today in his statement, and his acute memory for what has transpired in this province, I am sure he would be the first to stand with me in applauding the member for Brant-Oxford-Norfolk for the strong stand he took on this issue when he was leader of the Liberal Party.

It is no secret that in the history of this province many people have given blood — some real and some symbolic — over this issue. On behalf of my party, I am proud today to identify myself and my colleagues with the statement of the Premier on this major advance in position. I am not one of those who is going to ask why. I am only going to say "hurrah." It is long overdue. It has been too divisive an issue for too many years in the past.

I take this occasion to celebrate the Road-to-Damascus conversion of the government on this issue. We are committed to trying to work with the government in any way we can to bring forward a successful, speedy and easy facilitation of these policies. We will work through a select committee, if that is one of the ways chosen. We will use our good offices to make sure these historical injustices are rectified as quickly and expeditiously as possible.

[Mr. Bob Rae, leader of the New Democratic Party, responds for the NDP.]

Mr. Rae: Mr. Speaker, few issues in our public life are as difficult or as divisive as issues surrounding religion and language. It is a curiosity to me that this is true. Ever since I went into politics, I have been surprised by it struck by it, and sometimes appalled by it. Anything any government can do to bring the people of this
province together on an issue that has proved to be as difficult and as divisive as this particular one is a tremendous contribution to decency and to our sense of civility as a province.

I would be wrong not to be generous today to the Premier, as he has, I think been generous to the people of this province in making this policy clear today. It would also be wrong if I did not pay tribute to the courage of many members of my own party who made this case and, indeed, made several parts of the Premier's speech before it became popular or before it became easier to do so. I pay tribute to some members of my own party who, at considerable personal cost, have participated in various election campaigns on this particular issue.

I say this not in a spirit of partisanship but simply in the sense that sometimes those who are prepared to say things 10 or 20 years in advance do pay a certain price. I think it would be wrong for us not to pay tribute to members in all parties who have taken the position that it was time — I believe some time ago, but certainly today — to recognize that we have fundamentally two public systems at work in the province, that they have to be funded fairly and equally and that we have to recognize the claim of a very substantial minority to genuine equality in educational funding.

It is going to take a great deal of goodwill, it is going to take a great deal of give and take and it is going to take a great deal of understanding to make this policy work.

When I raised this matter with the Premier in his estimates six months ago, I was hoping for an answer. I am very pleased with the answer we have received. I did not receive one at the time I asked for it. I am delighted to have received it today.

We will be coming back with some questions about implementation, some questions about how the policy can be made to work and some questions about overcrowding still in the elementary system; there are a number of problems that are still outstanding. But I want to say the Premier has made a very important contribution to a sense of fairness in this province by making this statement today. We congratulate him for it. We look forward to working with his government in seeing that it can work on a nonpartisan basis. All of us in this House have an obligation to make it work. The Premier has my personal commitment and the commitment of our party that we will make it work.

The time was right. We are delighted the move has been made. Equality has made an important advance in Ontario today.
January 9, 2017

TO: Directors of Education

FROM: Don Drone
Executive Director, Ontario Education Services Corporation

RE: Centre for Governance Excellence: Training Modules

Happy New Year!

On February 9, 2016, the Ministry of Education and OESC presented a Provincial Roundtable on Governance. Participants were Directors of Education, and Board Chairs and Vice Chairs. With 90% of Ontario’s 72 District School Boards in attendance, it was, by all accounts, time well spent.

This brief note is to remind you of the nineteen modules on governance that are available to Directors of Education and Board Chairs. The modules are available online at http://modules.ontarioschooltrustees.org. In addition to this content, a cadre of facilitators with experience in the education sector are available upon request. The facilitators can provide customized professional development to suit the requirements of any interested Board. The five most recent modules are:

- What Makes a Great Board Chair?
- First Nation Trustees: Leading in Two Worlds
- Developing a Code of Conduct for Trustees
- Social Media
- Internal Audit and the Role of Audit Committees

We believe that this reminder may be timely with newly elected Chairs and Vice Chairs at the beginning of another challenging calendar year for you and your Board.

Please contact OESC, ddrone@oesc-cseo.org, should you have any interest and best wishes for the coming year ahead.

Sincerely,

Don Drone
Executive Director
416-340-2540 (Toronto office) or 519-837-7719 (Mobile)
ddrone@oesc-cseo.org
December Newsletter

Dear Colleagues,

Click here to read the CCSTA December 2016 Newsletter.

Please forward this email to anyone who you think would have an interest in our publication.

Merry Christmas / Joyeux Noël,

Julian Hanlon
Executive Director / Directeur général
CCSTA / ACCEC

May His love, His joy, and His peace continue to fill your heart with wonder. Blessings to you this Christmas.
Toonies for Tuition Campaign Charges On

Cross-Country Initiatives Set to Support Tuition Payments

Schools and school boards from across Canada have carried out plans to support the Toonies for Tuition initiative.

For the past three years, the Conseil scolaire catholique du Nouvel-Ontario (CSCNO) holds a one-day blitz for the Toonies for Tuition campaign during the Catholic Education Week, specifically on World Catholic Education Day.

The school board works hard to ensure all levels are involved including the schools, parents and staff.

A poster (pictured on next page) is sent out to the school board’s 36 schools across its large territory of 19,226 square kilometres in Northern Ontario, which includes the counties of Chapleau, Dubreuilville, Espanola, Greater Sudbury, Homepayne, Michipicoten, North Shore, Sault Ste. Marie and a portion of West Nipissing.

They also send a letter to parents asking for a $2 donation towards the CSCSTA’s Endowment Fund, which supports Catholic students in provinces that have no public funding for Catholic schools. An e-mail is sent to all staff on the Monday of the Catholic Education Week also asking for their support.

This year, the CSCNO plans to engage its Student Senate in promoting the 2017 campaign. The Student Senate is composed of the President of the Parliament of each of the school board’s nine high schools as well as their two Student Trustees (pictured). At its next Student Senate meeting in mid-December, CSCNO’s Director of Education, Mrs. Lyse-Anne Papineau, will call upon their leadership to identify strategies for the Toonies campaign. They have expressed a keen interest in being part of the 2017 campaign « Solidarité pour la scolarité » at the CSCNO!

Meanwhile, at St. John Elementary School in Perth, Ontario, staff and students donned sports jerseys and hats in late November in order to support a Toonies for Tuition fundraiser. Each participating student was asked to donate $2 and the school raised $300. Principal Deanne Strong, along with students Hudson and Hannah Borrowman and Alex James collected the toonies from the students (pictured).

The Victoria Northumberland and Clarington Catholic District School Board in the Peterborough region hosted a Toonies for Tuition fundraising day on Dec. 2. Student trustee Zachary Smith has been corresponding with CCSTA on their plans to support Toonies for Tuition. For instance, Holy Cross Catholic Secondary School students in Peterborough hosted a dress-down day in exchange for a toonie.

Turning Toonies into Tuition

The money raised by these fundraisers go directly to the CCSTA Endowment Fund. Each year, the Endowment Fund provides funding support to families living in provinces in which Catholic schools receive limited or no funding from the government.

Families are then left to cover tuition costs if they wish to send their children to Catholic schools. The Endowment Fund receives applications annually to help cover some of those tuition fees.

Newfoundland Catholic schools receive no government funding. As a result, the Endowment Fund has a deep connection with the families in Newfoundland to help make their children’s Catholic education dreams a reality. Here are some testimonials from parents and students who benefited from the Endowment Fund.

“Financially, I could not afford tuition. But I clearly could see that this was a chance to be academically educated and for me to succeed in the future. Because I came to St. Bon’s at almost the end of September I could not apply to get bursary support. So in order to be able to attend this school, I had to work 5 days a week, and honestly it was tough to study every day in the morning and go to work in the restaurant as a cook and dishwasher and at the same time, catch up with my homework. Obviously that affected how often I passed in my academic education and for me to succeed in the future of those people who support the bursary program, it’s something that opens the door to a brighter life in the future of many people.”

-Student, St. Bonaventure’s School, Newfoundland

“I came to Canada with my mother and my four brothers in October 2006 [from South Sudan], when I was only 11 years old. The Basilica Parish sponsored us into Canada after my uncle had asked for their help. St. Bonaventure’s College agreed to take us as students even though we could not afford to pay the tuition fees and spoke no English. I wish to thank my uncle and The Basilica for bringing us to this place and most of all I would like to thank the Bursary Program for giving my brothers and me the opportunity to be able to go to this wonderful school where everyone welcomed us with open arms.”

- 2012 St. Bon’s Graduate, now attending Memorial University
John Schewchuk  
PO Box 91116  
Kitchener, ON,  
Canada N2G 4G2

December 16, 2016

Dear Mr. Schewchuk:

On behalf of The Region of Waterloo Community Services Department I would like to take this opportunity to thank you, your staff and volunteers for your continued service, professionalism and commitment to community emergency preparedness.

As a partner of the Region and its Emergency Social Services network, your contributions are appreciated and your partnership valued.

Please accept this letter as an acknowledgement of your dedication towards ensuring our community is prepared to respond to emergencies.

Finally, I wish you a Merry Christmas and the best of this holiday season.

Sincerely,

Douglas Bartholomew-Saunders  
Commissioner, Community Services

copy: Ryan Maeck, Emergency Management Office