Committee of the Whole Meeting

Date: April 10, 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, David DeSantis, John Klein, Shesh Maharaj, Richard Olson, Laura Shoemaker
Special Resource: Barb Pilsner

Recording Secretary: Barb Pilsner

ITEM | Who | Agenda Section | Method & Outcome
--- | --- | --- | ---
1. Call to Order | Board Chair | | |
1.1 Opening Prayer & Memorials | Pastoral Team | -- | --
1.2 Approval of Agenda | Board of Trustees | -- | Approval
1.3 Declaration of Pecuniary Interest | Individual Trustees
1.3.1 From the current meeting
1.3.2 From a previous public or in-camera meeting
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) | | |
3. Consent Agenda: Board (Minutes of meetings) | Trustees | pp. 1-3 | Approval
3.1 Minutes of March 6, 2017 Committee of the Whole Meeting | | | |
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Delegations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Advice from the CEO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 One by One: Student Service Trips to Guatemala</td>
<td>Richard Olson/ John Schneider Loretta Notten</td>
<td>pp. 4-7</td>
<td>Information</td>
</tr>
<tr>
<td>5.2 Renewing the Promise Symposium</td>
<td></td>
<td>pp. 8-33</td>
<td>Information</td>
</tr>
<tr>
<td>6. Ownership Linkage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Communication with the External Environment related to Board’s Annual Agenda; ownership communication)</td>
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<td></td>
<td></td>
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<tr>
<td>6.1 Linkages Activity</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
</tr>
<tr>
<td>6.2 Pastoral Care Activity</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
</tr>
<tr>
<td>7. Reports from Board Committees/Task Forces</td>
<td></td>
<td></td>
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<tr>
<td>8. Board Education</td>
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<td></td>
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<td>(at the request of the Board)</td>
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<td></td>
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<tr>
<td>8.1 OCSTA Communication</td>
<td>Joyce Anderson</td>
<td>pp.34-60</td>
<td>Information</td>
</tr>
<tr>
<td>9. Policy Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Based on Annual Plan of Board Work)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10. Assurance of Successful Board Performance</td>
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<tr>
<td>(monitoring)</td>
<td></td>
<td></td>
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<tr>
<td>11. Assurance of Successful Director of Education Performance (monitoring)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11.1 Monitoring Reports &amp; Vote on Compliance</td>
<td></td>
<td></td>
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<tr>
<td>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. Announcements</td>
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<tr>
<td>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
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<tr>
<td>14. Items for the Next Meeting Agenda</td>
<td>Trustees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Adjournment</td>
<td>Director of Education</td>
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<td>Confirm decisions made tonight</td>
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<td></td>
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<td>16. Closing Prayer</td>
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<tr>
<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</td>
<td>Approval</td>
</tr>
</tbody>
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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
A public meeting of the Committee of the Whole was held Monday, March 6, 2017 at Waterloo Region Catholic Education Centre, Kitchener

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

**Student Trustees Present:**
Joseph De Sousa, Samantha Lim

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

Special Resources For The Meeting:

Regrets:

Absent:

**Recorder:**
Barb Pilsner, Executive Administrative Assistant

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

1. **Call to Order:**
The Chair called the meeting to order at 6:00 p.m.

1.1 **Opening Prayer & Memorials**
The opening prayer was led by J. Gravelle, Pastoral Team. Intentions were offered for a student who was diagnosed with leukemia. Please keep the family in your prayers.

1.2 **Approval of Agenda**
2017-36 -- It was moved by M. da Silva and seconded by A. Fee:
THAT the agenda for March 6, 2017 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 February 13, 2017 Committee of the Whole Meeting
2017-37 -- It was moved by M. Van Alphen and seconded by B. Schmalz:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---
Carried by consensus

4. Delegations
4.1 St. Agatha ARC Delegations

4.1.1 Tessa Jagiellowicz
Tessa Jagiellowicz is a student at St. Agatha and wanted the board to apply for funding for a new school in Wilmot Township as directed from the 2014 ARC and to keep the school open until the new one is built.

4.1.2 Zoe McCabe
Zoe McCabe is a student at St. Agatha who feels the board does not treat rural schools as they do those in the city. She wants the board to apply for funding for a new school in Wilmot and not close St. Agatha.

4.1.3 Ron McCormick
Ron McCormick is a parent of three children who are still in St. Agatha and he sat on the Accommodation Review Committee. He said there was no discussion on keeping the school open only where to change the boundaries and which schools the students would attend. He spoke of the school/church connection. He wants staff to find a way to present a case to the Ministry to keep St. Agatha open until a new school can be built.

4.1.4 Michael Harris
Michael Harris, MPP advised they have called for a moratorium on rural school closures and action on funding through a motion in the Legislature. He is asking that the accommodation review be suspended and work together to call on the provincial government to find real solutions to keep schools open.

5. Advice From the CEO
5.1 St. Agatha ARC Review – Questions of Clarification
Tim Robins reviewed a synopsis of the eight key sections of the final staff report presented at the Feb 27th Board of Trustees meeting.

5.2 Renewing the Promise Symposium 2017
L. Notten reported on an initiative that is being undertaken by the Catholic Education community in Ontario. The provincial symposium will focus on the theme "Renewing the Promise: Exploring the Critical Role of Catholic Education in Contemporary Society". The symposium will be held in partnership with the French Catholic education community in Toronto on November 14 and 15, 2017.

From the Ontario Bishops’ Pastoral Letter Fulfilling the Promise” – The heart and soul of Catholic education is Jesus Christ, and our school system finds its very reason for existence in its communication of the Christian message. The goal of Catholic education is nothing less than a truly holistic formation of persons who will be living witnesses to the faith. We are needed as a full partner in the human question for greater justice.

1. What are some of the ways that Catholic education in Ontario supports students to be living witnesses to their faith?
2. What are some of the current challenges facing Catholic Education in Ontario?
3. What are some of the current opportunities for Catholic Education in Ontario that will help shape a positive future?

We look forward to facilitating local conversations in Waterloo Catholic, focused on those three critical questions offered for our consideration.

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 on appreciation letters that have been sent and the gathering with Clergy which is still in the development stage. Invitations have been sent to the community partners inviting them to one of the Beacons of Hope breakfasts. Reminders for Community Leaders breakfast will be sent after the Apr 3rd. Parish priests will be invited to attend the Community Leaders breakfast.

6.2 Pastoral Care Activity
B. Schmalz advised April 3rd at 5:15 pm was chosen as for the Great Escape a team building evening. Two teams will be chosen on March 27th. B. Schmalz will arrange mass on May 7th at Blessed Sacrament for the trustees/families.
7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)
8.2 OCSTA Communications
J. Anderson asked trustees if there were any comments on the attached OCSTA communications.

8.2 Motion to Move In-camera
2017-38 -- It was moved by M. da Silva and seconded by M. Van Alphen:
THAT the Board of Trustees moved to an in-camera session. --- Carried by consensus

The public meeting moved to private, private at 8:05 p.m.

The public meeting resumed at 8:47 pm.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements
13.1 Upcoming Meetings/Events (ass scheduled for the Catholic Education Centre unless otherwise indicated):

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

2017-39-- It was moved by B. Conway and seconded by M. da Silva:
THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 8:48 p.m.

Chair of the Board

Secretary
Date: Monday April 10, 2017
To: Board of Trustees
From: Director of Education
Subject: One By One: Student Service Trips to Guatemala

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:
Ontario Catholic Graduate Expectations

Alignment to the MYSP:
In the priority area of Nurturing our Catholic Community . . .

Strategic direction: Faith is lived and witnessed in community

- To fulfill a three-year pastoral plan that places a lived witness of faith and gospel values at its core.
- To strengthen and cultivate school, parish and home relationships

In the priority area of Student Engagement, Achievement & Innovation . . .

Strategic direction: Parents, parishes, community partners and student engagement are nurtured and valued
Students are achieving at their highest potential in a 21st century world

- To engage students in authentic learning experiences that reflect real-life application and engagement
- To strengthen our partnerships among colleges, universities, employers and community partners
To support our students in meeting the Ontario Catholic Graduate Expectations

In the priority area of Building Capacity to Lead, Learn & Live Authentically . . .

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

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

**Background/Comments:**

For the past number of years, Waterloo Catholic DSB has given high schools students the opportunity to have an experience in the global south, specifically in the Dominican Republic. The purpose of the trip is to seed students for service in the context of international and intercultural dialogue. The overall impact for students and staff who have had this experience has been consistently positive. The central contact person for this experience is a former brother with Scarboro Foreign Missions who is now coming to the end of his active ministry. This situation introduces the question of what experiences Waterloo Catholic DSB will offer students when the Dominican Republic opportunity is no longer available?

To address this question, an opportunity arose recently with a local not-for-profit organization who offers service experiences for high school students and adults in the central American country of Guatemala. To this end, John Schneider, elementary chaplain, was able to travel to Guatemala on behalf of the WCDSB with the organization One By One to assess whether future possibilities might exist for our students there.

**Exploring Possibilities**

In our multi-year strategic plan, we have committed to a three-year pastoral plan with an intentional successive focus on love, hope and faith. Additionally, we are committed to provide opportunities for students to actively live their faith and successfully meet the Ontario Catholic Graduate Expectations. When placed side by side, the deep congruency is obvious between our Catholic graduate expectations and the six global competencies [see appendix]. Finally, we are committed to maintaining strong relationships with our partners in Catholic Education: families, parishes and other stakeholders like St. Jerome’s University.

One By One is a newer organization operated by experienced Catholic educators who also have extensive experience leading and organizing service trips in central and southern America, especially Guatemala. The recent service learning excursion to Guatemala was comprised of participants from other Catholic school districts, St. Jerome’s University and Waterloo Catholic. The shared collective endeavour was to discern the value of offering this learning experience for young adults.

One By One is a small organization with community connections on the ground in Guatemala. They are small enough to be nimble in tailoring learning experiences to the needs of the groups of students attending. Because they are an organization comprised of experienced Catholic educators, they have woven the OCSGEs into the learning experience [see appendix]. Additionally, the experience is designed to be hands-on, engaged learning. There are work projects and ample opportunities to connect with local community members and hear their stories first-hand. In terms of community partners, the model that One By One has employed over time involves families, parishes, and our post-secondary educational colleagues. The Partners in Catholic Education for the Diocese of Hamilton have been briefed on this initiative and are supportive of it.
Next Steps

Waterloo Catholic DSB, like many other Catholic school districts, has a long tradition of offering international mission trips to high school students. The purpose of these trips is to give students an opportunity to live out their faith convictions in a cultural and socio-economic context different than the one to which most of them were born. International excursions help develop global competencies. More importantly, the work for justice and peace that is a moral imperative flowing from the gospel of Jesus Christ is at the heart of the service learning experience.

With the approaching end of the ministry of service of our main contact in the Dominican Republic, it is prudent to begin the process of identifying our next partner in providing faith-based, service learning experiences for our students that include the active participation of our most important partners in Catholic Education. With a new opportunity also comes the possibility of re-imagining the structure of the experience. With our partners, we can discern the most important goals and aspirations that we have for our students; we can include their voice in making these decisions; and finally, we can create a model of reciprocal learning where we hope that the participants of WCDSB will learn as much from the experience as they will attempt to give, and that the model of service is built in collaboration, honouring the voices of those with whom we are there to journey alongside.

Appendix A: The One by One Advantage

Appendix B: Links to Catholic Graduate Expectations

Appendix C: Congruency between OCSGEs and Global Competencies (attached)

Appendix D: Sample Itinerary – Catholic High School Groups

Appendix E: One By One: The Latin America Project [promotional poster]

Appendix F: Testimonials

Recommendation:
This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Richard Olson
Superintendent of Learning: Faith Development

John Schneider
System Chaplain: Elementary

*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."
Appendix C

Congruity between global competencies & Catholic graduate expectations

- Creativity
- Collaboration
- Critical Thinking
- Communication
- Character
- Citizenship
Date: March 6th, 2017
To: Board of Trustees
From: Director of Education
Subject: Renewing the Promise

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
ACBO Pastoral Letter This Moment of Promise
ACBO Pastoral Letter Fulfilling the Promise

Policy Statement and/or Education Act/other Legislation citation:
Policy IV 011 “Emergency CEO Replacement”

Alignment to the MYSP:
Strategic Priority: Nurturing Our Catholic Community
Strategic Direction: Faith is lived and witnessed in community
Goal: To strengthen and cultivate school, parish and home relationships

Background/Comments:
The report and appendices that follow introduce an important initiative that is being undertaken by the Catholic Education community in Ontario. Specifically it introduces a provincial symposium that will focus on the theme “Renewing the Promise: Exploring the Critical Role of Catholic Education in Contemporary Society”. The symposium will be held in partnership with the French Catholic education community in Toronto on November 14 and 15, 2017.

For an earlier generation of Catholic educators, documents developed by the Bishops of Ontario, “This Moment of Promise” and “Fulfilling the Promise” established a clear and compelling mission and vision for Catholic schools. Today, our mission and vision for Catholic education have not changed, but our context has changed profoundly. It is time for the stakeholders of Catholic Education to renew the conversation and to build consensus about the opportunities that lie ahead for Catholic Education in Ontario in these rapidly evolving times.

The attached overview offers an outline of the process that will be undertaken, the role of the local board in ensuring a fulsome opportunity for consultation and for all voices to be heard, the methodology that will be used and the anticipated end results – namely the provincial symposium in November and ultimately a new letter by the Assembly of Catholic Bishops of Ontario.
We look forward to facilitating local conversations in Waterloo Catholic, focused on the three critical questions offered for our consideration. In this way, we remain confident that we can contribute in a meaningful way to this extremely important conversation about the mission and vision of Catholic Education in the Province of Ontario at this time and for the foreseeable future.

**Recommendation:**

This report is prepared for the information of the Board.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

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

Exploring the Critical Role of Catholic Education in Contemporary Society

We want to hear from you about Catholic education in Ontario! “Renewing the Promise” is a dialogue.

Your input about Catholic education in Ontario – the way it fulfills its mandate as well as the challenges and opportunities of the present moment - will help to guide us for the future.

You can offer your ideas and input on-line through Thought Exchange. Log in to:

http://signup.thotex.com/iceont/Pyv to participate.

Thoughtexchange will provide background information and three open-ended questions that you answer anonymously. When the survey closes, responses will be sorted into themes. You will then be invited to look at emerging themes and prioritize them, locally and provincially.

Your ideas will provide important input for a gathering of the Catholic community later in the year on the theme of Renewing the Promise.

When the process is completed, results and analysis will be available on a designated public website. Catholic Education Week 2018 will be the occasion to celebrate all that we learned. Join the dialogue!

Renewing the Promise Dialogue in Three Phases

1. SHARE - March 1 – May 19 Online dialogue begins with YOUR comments entered electronically into Thoughtexchange.

2. STAR - Late May, Thoughtexchange invites you back online to see YOUR comments and others’. You add virtual “stars” to the ideas generated locally that resonate most with you. Early June you add virtual stars to the ideas generated provincially that resonate most with you.

3. DISCOVER - September and October The results will be shared publicly.

Loretta Notten
Director of Education
Symposium Update
April 3, 2017

By the Numbers....

✓ 100% of boards have communicated their board and IT contact to ICE. Thank you.
✓ 4 Boards have started the dialogue and logged into Thoughtexchange to SHARE their ideas.
✓ As of April 1, 2017 there are 49 days until the first phase of consultation, Step 1 - SHARE through Thoughtexchange closes.
✓ Up to 14 people will comprise your board team.
  • Chair of the Board
  • Director of Education
  • Elementary School Council Parents (2)
  • Secondary School Council Parents (2)
  • System Chaplaincy Leader/Faith Animator
  • Diocesan Representative (to be determined in consultation with Local Bishop)
  • Elementary OECTA Unit President (or Designate)
  • Secondary OECTA Unit President (or Designate)
  • Elementary Principal
  • Secondary Principal
  • Senior Secondary Students (2)

Registration is OPEN!

By now your Board contacts should have received communication from Intelliga and can begin the registration process. Please be advised that Boards are responsible to book accommodations for your team members through the International Plaza Hotel and Conference Centre at 416-244-1711.

Engagement Checklist

☐ Schedule your board's face-to-face meetings for consultation
☐ Invite members of the Board Team and register for the Symposium
☐ Send sample communication to schools to be included in school and board newsletters, website and other social media
☐ Start the dialogue at every opportunity
☐ Engage local parishes to encourage involvement in the online Thoughtexchange consultation for your Board

Engagement Link for Website

ICE has now added a link to the ICE website to encourage participation in the Thoughtexchange process. Similarly, you may wish to add a link to your Board’s website. Logos have been supplied to Boards in a variety of formats to facilitate use on your website, in your social media accounts and in your print publications.
Share your Good News stories!
Do you have best practices/good news to share? Boards are encouraged to share with your provincial colleagues. Send pictures and stories of your engagement activities to us (renewingthepromise@iceont.ca) and we will be pleased to highlight them in this newsletter. As you share your stories through your Board’s social media accounts, please use #Renewingthepromise and #ICEontario.

Invitations to join the conversation
Invitations are being extended to other Catholic partners to include their voices in this provincial conversation:

- Catholic Dioceses of Ontario
- Catholic Women’s League
- Knights of Columbus
- Pre-service instructors who deliver the Teaching in Catholic Schools program to teacher candidates, and Catholic Colleges and Universities, encouraging them to take part in the provincial conversation.
- Catholic Colleges and Universities
- Religious communities

QUESTIONS? Contact: renewingthepromise@iceont.ca
Exploring the Critical Role of Catholic Education in Contemporary Society
Symposium:
November 14 – 15, 2017
ASSEMBLY OF CATHOLIC BISHOPS OF ONTARIO

ASSEMBLÉE DES ÉVÊQUES CATHOLIQUES DE L’ONTARIO
Let us all pray ...

God of wisdom,

inspire us as we reflect together about Catholic Education in Ontario.
Support us to share our best thinking about the gift of Catholic schools.
Help us to recognize both the opportunities and the challenges presented
to us by this moment in our history.
Enable us to listen deeply and respectfully to one another,
and to all members of our Catholic community,
as we seek the way forward together in faith.
We make this prayer in Jesus’ name.
Amen.
Question One

From the Ontario Bishops’ Pastoral Letter “Fulfilling the Promise”. “The heart and soul of Catholic education is Jesus Christ, and our school system finds its very reason for existence in its communication of the Christian message. The goal of Catholic education is nothing less than a truly holistic formation of persons who will be living witnesses to the faith. …We are needed as a full partner in the human quest for greater justice and truer community.”

What are some ways that Catholic education in Ontario supports students to be living witnesses to their faith in Jesus Christ?

Discuss (10-15 minutes)
Question Two

What are some current challenges facing Catholic education in Ontario?

Discuss (10-15 minutes)
Question Three

What are some current opportunities presented for Catholic education in Ontario that will help shape a positive future?

Discuss (10-15 minutes)
Next Steps
Remember!
Taking advantage of matching funds. Any plan that takes advantage of money from other people is a plan we should see. Why spend all your own money when someone else will help you out!

Types of technology for classes. Will the district be able to update all classes at all schools or will there be a lottery system to determine what classes get updated? Will the technology be within bounds or what can...

State matching funds. More money equals more improvements. Being able to have funds for small improvements is critical so all of the funds are going to major projects.

QUESTION 2
What are some positives about Scenario A?

These thoughts were shared by you and other participants. Please click the stars on the thoughts you like. You don’t have to use all these stars.

Prioritization concern: Are we making sure we are working on schools that really need the most work compared to others? Or are we focusing on areas of town more than the schools themselves.

Schools are full - need bigger buildings or more classrooms.

Safety during improvements I have concerns about the safety of both children and staff during any renovation or improvement process, especially when it involves our younger children.

What is the long term vision for managing class size reductions? With the possibility of further legislative action around class size reduction, what is the long term vision for providing classroom space - will it involve...

I do like the Abbi stadium improvements. If Abbi stadium is improved, might it be available to rent? Could the district offset improvements with rental income? Concerts? Other athletic events?

Schools w/o upgrades have 25+ kids in a “resource room” classroom, no space. There is limited room in building, so classroom given is small versus a regular education classrooms. Please ensure that all...
March 28, 2017

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

FROM: Patrick J. Daly, President

SUBJECT: Recent Legislative Updates

Bill 92, School Boards Collective Bargaining Amendment Act

On March 23, the Ministry of Education issued the news release Ontario Strengthens Collective Bargaining in Education Sector after the bill received Third Reading in the legislature. The legislation was supported by the Liberal and PC parties and opposed by the NDP. Before March Break, OCSTA presented to the Standing Committee on General Government along with OPSBA, ACEPO and AFOCSC.


The Ministry of Municipal Affairs introduced this legislation on November 16, 2016 and after several hours of debate it was referred to the Standing Committee on Social Policy. No public hearing dates have been posted. The legislation includes proposed amendments to the Municipal Elections Act that would change the term start date for councillors and school board trustees (from December 1 to November 15). It also contemplates several changes to the Municipal Conflict of Interest Act. On February 9, OCSTA sent a letter to the Ministry of Education outlining our concerns. We have also requested the opportunity to present our concerns to the Standing Committee on Social Policy once hearing dates are established.

Pilot Projects Career Studies

On March 23, 2017, the Ministry of Education announced 29 pilot projects to revise the current career studies course. The career studies pilot projects will include the development of innovative learning opportunities related to financial literacy, entrepreneurship skills, digital literacy and career/life planning.
Construction Lien Act (CLA)

The Ministry of the Attorney General's office issued an update to stakeholders describing recent developments with the Construction Lien Act (“CLA”). New legislation is to be introduced this spring to include recommendations from the Borden Ladner Gervais report and will focus on three areas:

- Modernizing the lien and holdback process;
- Introducing rules around prompt payment; and
- Creating an adjudicative process for resolving disputes.

If you have any questions, please do not hesitate to contact Stephen Andrews at sandrews@ocsta.on.ca or myself at pdaly@ocsta.on.ca

Attachment
News Release

Ontario Strengthens Collective Bargaining in Education Sector

March 23, 2017

ProvinceMakesNegotiationsMoreFlexible, Transparent and Consistent

Ontario has strengthened its successful model for collective bargaining in the education sector by making it more flexible, transparent and consistent.

Today, the province passed amendments to the School Boards Collective Bargaining Act. Changes to the legislation - which governs collective bargaining in the education sector - include:

- Allowing collective agreements to be extended
- Giving students and parents more notice of labour disruptions
- Ensuring all education workers' unions participate in central bargaining.

First introduced in February, amendments to the act were informed by extensive consultations with bargaining partners and recommendations from the Auditor General. They reflect the ongoing commitment from all parties to continue to improve the collective bargaining process in Ontario's education sector.

Supporting positive labour relations in Ontario's publicly funded education system is part of the government's plan to create jobs, grow the economy and help people in their everyday lives.

ADDITIONAL RESOURCES

- Achieving Excellence: A Renewed Vision for Education in Ontario
- Learn more about Ontario's publicly funded education system

QUOTES

"Today, we have strengthened our “made-in-Ontario” approach to collective bargaining. By improving the flexibility, transparency and consistency of the School Boards Collective Bargaining Act, we are promoting positive labour relations and enhancing confidence in our publicly funded education system."

— Mitzie Hunter, Minister of Education

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

QUICK FACTS

- The School Boards Collective Bargaining Act is first-of-its-kind legislation informed by extensive consultations with trustees’ associations, school board staff, teacher federations and education worker unions.
- The first collective agreements under the act were reached in 2015. These agreements ensured students continued to benefit from one of the world’s best publicly funded education systems.
- Recently, the province, trustees’ associations, teacher federations and education worker unions reached tentative agreements to extend the 2014-2017 collective agreements for two more years.
March 29, 2017

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

FROM: Paul Landry, Chair, OCSTA First Nation Trustees Advisory Council
      Dr. Brian O’Sullivan, Director of Catholic Education, OCSTA

SUBJECT: Request for Input on a New Ministry Trustee Committee on Indigenous Education

The Ontario government has funded a new project involving the four provincial trustee associations working with provincial Indigenous organizations from the Metis, Inuit and First Nation communities. OCSTA is represented on this committee by Judy Ellis, First Nation Trustee from the Renfrew County CDSB and myself, Dr. Brian O’Sullivan, Director of Catholic Education, OCSTA.

We would ask that you share this information with your board’s First Nation trustee(s), as well as your FNMI board lead.

This new trustee module and supplementary resources is intended to provide trustees with context and information crucial to the work of leading their boards in shaping positive school climates where students and staff have a deep respect for Indigenous peoples and their history, including the history of residential schools.

This project will include the production of two educational videos for trustees. The first video will focus on the history and context of Indigenous education issues, addressing topics such as myths/stereotypes about Indigenous people, the clan system, Indian policy/legislation, treaties, residential schools, the 60’s scoop, foster care issues, as well as language loss and cultural revitalization.

The second of the two videos will focus on reconciliation and exemplary practices/examples to build relationships with our Indigenous students and their communities in our school boards.

We have been asked by the Committee to research the following questions and to provide them with feedback within the next couple of weeks.
1. Do you have any educational resources that you could list on Indigenous education and Catholic Indigenous education you could add to this project’s resource work?

2. Within the Catholic Indigenous community, do you have anyone you can recommend as an Indigenous Elder who might want to sit on the Steering Committee? If so, can you please send us a brief biography to share with the Committee as it chooses which Elders or Knowledge Keepers to select for the Steering Committee?

3. Can you recommend local Indigenous speakers who would be willing to discuss the historical issues raised in Video #1? If so, can you send us a brief biography and their contact information to share with the Committee?

4. For Video #2, can you recommend Catholic schools, students, teachers, administrators, consultants or trustees who could be video recorded about their work and best practices in Indigenous education and reconciliation? Video recording could begin as early as May, so these contact persons/examples are most important.

We kindly ask that you send your responses to Ashlee Cabral at acabral@ocsta.on.ca by Monday, April 10, 2017.

Many thanks!
March 29, 2017

TO: Chairs and Directors of Education  
   - Catholic District School Boards

FROM: Patrick Daly, President and Kathy Burtnik, Chair, Labour Relations Committee

RE: Principal/Vice-Principal Discussion Table

Further to the negotiation of extension agreements with all of the unionized employee groups, we have been advised by the Crown that they have been contacted by the Principals/Vice-Principals Associations to discuss the possibility of engaging in similar discussions at the central level. OCSTA, and the other Trustee Associations, have indicated that they will participate in any such central discussions in order to ensure that the voice of school boards continues to be present. An initial meeting date of April 25, 2017 has been set. We will keep boards apprised of developments arising from discussions.

Should you have any questions, please do not hesitate to contact us.
From: Sharon McMillan [mailto:smcMillan@ocsta.on.ca]
Sent: Thursday, March 30, 2017 2:10 PM
To: Sharon McMillan <smcMillan@ocsta.on.ca>
Subject: OCSTA Newswire - March 30, 2017
Importance: High

In this Issue:

1. Legislative Update
2. OCSTA visits Nipissing-Parry Sound CDSB
3. AGM and Conference Registration Update
4. Good News from Northeastern CDSB
5. Together in Faith Campaign
6. Catholic Education Week Update

The March 29th OCSTA Newswire can be viewed online via the following link:

http://www.ocsta.on.ca/ocsta-newswire-march-30-2017/

Sharon McMillan
Director of Communications
March 30, 2017

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

FROM: Stephen Andrews, Director, Legislative and Political Affairs

SUBJECT: Bill 114: An Act to provide for Anti-Racism Measures

Introduction:

On Wednesday March 29, 2017, the Minister of Children and Youth Services and the Minister Responsible for Anti-Racism introduced for first reading Bill 114, *An Act to provide for Anti-Racism Measures, 2017* (“Bill 114 or the bill”).

The purpose of the bill is to establish an anti-racism strategy designed to eliminate systemic racism and advance racial equality across the province. The scope of the proposed legislation includes all public sector organizations including school boards, government agencies, municipalities, universities, colleges, health care institutions, children and youth service agencies and organizations that receive more than $1 million in government funding annually.

Summary of Bill 114

Below is a summary of the key features of Bill 114:

- Authorizes the Government of Ontario to maintain an anti-racism strategy that aims to eliminate systemic racism and advance racial equity. The strategy must include initiatives to eliminate systemic racism and advance racial equity, as well as targets and indicators to measure the strategy’s effectiveness.
- Requires the Minister to prepare, at specified times, progress reports on the anti-racism strategy.
- Directs the Government, at least every five years, to review the anti-racism strategy. As part of a review or consultation, the Minister must consult with members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities. Following a review, the Government of Ontario may amend, replace or continue the strategy, and following a consultation the Minister may make more limited amendments to the strategy.
• Directs, with the approval of Cabinet, to establish data standards that provide for the collection, use and management of information, including personal information, to identify and monitor systemic racism and racial disparities. Before the standards are established or amended, the Minister must consult with the Information and Privacy Commissioner and the Chief Commissioner of the Ontario Human Rights Commission.

• Provides the Government the authority to make regulations requiring or authorizing public sector organizations (school boards etc.) to collect specified information, including personal information, in relation to specified programs, services and functions for the purpose of eliminating systemic racism and advancing racial equity. The regulations may provide that the data standards, or some part of them, apply to public sector organizations.

• Provides that no program, service or benefit shall be withheld because a person does not provide, or refuses to provide, information under the data standards or the regulations.

• Sets out rules respecting the collection, use, de-identification, retention, security, accuracy and disclosure of personal information.

• Enables the Information and Privacy Commissioner to review the practices of a public sector organization that has collected or used personal information as required or authorized and may make certain orders if the Commissioner determines that a practice contravenes the Bill. It also makes it an offence to willfully fail to comply with certain orders of the Commissioner. The Commissioner may also make comments or recommendations on the privacy implications of any matter related to the Bill.

• Requires the Minister, with the approval of Cabinet, to establish an anti-racism impact assessment framework to be used in assessing potential racial equity impacts and outcomes of policies and programs and in developing, reviewing and revising policies and programs to mitigate, remedy or prevent inequitable racial impacts and outcomes and to advance racial equity. The Lieutenant Governor in Council may make regulations requiring public sector organizations to use all or part of the anti-racism impact assessment framework.

• Requires the Minister to publish the anti-racism strategy, progress reports, data standards and the anti-racism impact assessment framework.

**Next Steps:**

OCSTA will monitor the progress of the Bill as it moves through the legislative process and provide updates as required.

If you have any questions, please do not hesitate to contact me at sandrews@ocsta.on.ca.

*Attachment*
Bill 114

An Act to provide for Anti-Racism Measures

The Hon. M. Coteau
Minister Responsible for Anti-Racism

Government Bill

1st Reading March 29, 2017
2nd Reading
3rd Reading
Royal Assent
EXPLANATORY NOTE

The Bill provides for various measures related to anti-racism.

Section 2 requires the Government of Ontario to maintain an anti-racism strategy that aims to eliminate systemic racism and advance racial equity. The strategy must include initiatives to eliminate systemic racism and advance racial equity, as well as targets and indicators to measure the strategy’s effectiveness. Section 3 requires the Minister to prepare, at specified times, progress reports on the anti-racism strategy.

Section 4 requires the Government of Ontario, at least every five years, to review the anti-racism strategy. Under section 5, the Government may consult on the strategy in between reviews. As part of a review or consultation, the Minister must consult with members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities. Following a review, the Government of Ontario may amend, replace or continue the strategy, and following a consultation the Minister may make more limited amendments to the strategy.

Section 6 requires the Minister, with the approval of the Lieutenant Governor in Council, to establish data standards that provide for the collection, use and management of information, including personal information, to identify and monitor systemic racism and racial disparities. Before the standards are established or amended, the Minister must consult with the Information and Privacy Commissioner and the Chief Commissioner of the Ontario Human Rights Commission.

Under subsection 6 (5), the Lieutenant Governor in Council may make regulations requiring or authorizing public sector organizations to collect specified information, including personal information, in relation to specified programs, services and functions for the purpose of eliminating systemic racism and advancing racial equity. The regulations may provide that the data standards, or some part of them, apply to public sector organizations. The regulations won’t apply to a public sector organization in relation to a program, service or function if the organization, in providing that program or service, or carrying out that function, is a health information custodian as defined in the Personal Health Information Protection Act, 2004.

Subsection 6 (8) provides that no program, service or benefit shall be withheld because a person does not provide, or refuses to provide, information under the data standards or the regulations. Sections 7, 8 and 9 set out rules respecting the collection, use, de-identification, retention, security, accuracy and disclosure of personal information, with section 8 providing for particular rules related to the disclosure of personal information for a research purpose.

Under section 10, the Information and Privacy Commissioner may review the practices of a public sector organization that has collected or used personal information as required or authorized and may make certain orders if the Commissioner determines that a practice contravenes the Bill. Subsection 10 (7) makes it an offence to willfully fail to comply with certain orders of the Commissioner. Under section 11, the Commissioner may make comments or recommendations on the privacy implications of any matter related to the Bill.

Section 13 requires the Minister, with the approval of the Lieutenant Governor in Council, to establish an anti-racism impact assessment framework to be used in assessing potential racial equity impacts and outcomes of policies and programs and in developing, reviewing and revising policies and programs to mitigate, remedy or prevent inequitable racial impacts and outcomes and to advance racial equity. The Lieutenant Governor in Council may make regulations requiring public sector organizations to use all or part of the anti-racism impact assessment framework.

Section 14 requires the Minister to publish the anti-racism strategy, progress reports, data standards and the anti-racism impact assessment framework. Section 15 provides for the Anti-Racism Directorate to assist the Minister in carrying out the Minister’s duties under the Bill.
An Act to provide for Anti-Racism Measures

CONTENTS

Preamble

1. Definitions
2. Anti-racism strategy
3. Progress reports on anti-racism strategy
4. Review of anti-racism strategy
5. Consultation on anti-racism strategy
6. Data standards
7. Personal information collected under regulations
8. Disclosure for research
9. Other collected personal information
10. Information and Privacy Commissioner’s review of practices
11. Information and Privacy Commissioner recommendations, etc.
12. Information and Privacy Commissioner’s annual report
13. Anti-racism impact assessment framework
14. Publication
15. Anti-Racism Directorate
16. Amendment, definition of “public sector organization”
17. Commencement
18. Short title

Preamble

Everyone deserves to be treated with fairness, respect and dignity, and the Government of Ontario is committed to eliminating systemic racism and advancing racial equity.

Systemic racism is a persistent reality in Ontario, preventing many from fully participating in society and denying them equal rights, freedoms, respect and dignity.

Systemic racism is often caused by policies, practices and procedures that appear neutral but have the effect of disadvantaging racialized groups. It can be perpetuated by a failure to identify and monitor racial disparities and inequities and to take remedial action.

Systemic racism is experienced in different ways by different racialized groups. For example, anti-Indigenous racism and anti-Black racism reflect the long histories of systemic exclusion, displacement and marginalization of Indigenous and Black communities.

Eliminating systemic racism and advancing racial equity supports the social, economic and cultural development of society as a whole, and everyone benefits when individuals and communities are no longer marginalized.

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Definitions

1 In this Act,

“applicable data standards” means, in relation to a public sector organization, the part of the data standards that apply with respect to the organization under regulations made under clause 6 (5) (c); (“normes applicables relatives aux données”)

“de-identify”, in relation to the personal information of an individual, means to remove any information that identifies the individual or for which it is reasonably foreseeable in the circumstances that it could be utilized, either alone or with other information, to identify the individual; (“anonymiser”)
“Minister” means the Minister Responsible for Anti-Racism or such other member of the Executive Council as may be assigned the administration of this Act under the Executive Council Act; (“ministre”)

“personal information” means personal information as defined in the Freedom of Information and Protection of Privacy Act; (“renseignements personnels”)

“public funds” means funds provided by the Government of Ontario or a public body designated in regulations made under the Public Service of Ontario Act, 2006 but does not include any funds that are,

(a) paid in exchange for the provision of goods or services to the Government of Ontario or public body, or

(b) provided by the Government of Ontario or public body by way of a loan or loan guarantee; (“fonds publics”)

“public sector organization” means,

(a) a ministry of the Government of Ontario,

(b) a public body designated in regulations made under the Public Service of Ontario Act, 2006,

(c) a municipality,

(d) a local board as defined in subsection 1 (1) of the Municipal Act, 2001 or subsection 3 (1) of the City of Toronto Act, 2006,

(e) a board as defined in subsection 1 (1) of the Education Act,

(f) a university or college of applied arts and technology,

(g) a local health integration network as defined in subsection 2 (1) of the Local Health System Integration Act, 2006,

(h) a health service provider within the meaning of the Local Health System Integration Act, 2006 other than a person that operates a private hospital within the meaning of the Private Hospitals Act, unless the person received public funds for the operation of the hospital in the previous fiscal year of the Government of Ontario,

(i) a person described in clause (b), (c) or (d) of the definition of “service provider” in subsection 3 (1) of the Child and Family Services Act,

(j) a district social services administration board established under the District Social Services Administration Boards Act,

(k) a person who operates or maintains a correctional institution within the meaning of the Ministry of Correctional Services Act, and

(l) an organization that received $1,000,000 or more in public funds in the previous fiscal year of the Government of Ontario, other than,

(i) the Office of the Lieutenant Governor, or

(ii) the Office of the Assembly or the office of an officer of the Assembly; (“organisation du secteur public”)

“research ethics board” means a board of persons that is established for the purpose of approving research plans under section 8 and that meets the requirements prescribed by regulation for the purposes of this definition. (“commission d’éthique de la recherche”)

Anti-racism strategy

2 (1) The Government of Ontario shall maintain an anti-racism strategy that aims to eliminate systemic racism and advance racial equity.

Contents of strategy

(2) The strategy shall include the following:

1. Initiatives to eliminate systemic racism, including initiatives to identify and remove systemic barriers that contribute to inequitable racial outcomes.

2. Initiatives to advance racial equity.

3. Targets and indicators to measure the strategy’s effectiveness.
Same
(3) The initiatives referred to in paragraph 1 of subsection (2) shall include initiatives to assist racialized groups that are most adversely impacted by systemic racism, including Indigenous and Black communities.

Strategy continued
(4) The document entitled “A Better Way Forward: Ontario’s 3-Year Anti-Racism Strategic Plan” published on March 7, 2017 is continued as the anti-racism strategy under subsection (1).

Transition — targets and indicators
(5) The Government of Ontario shall establish and publish the first targets and indicators required under paragraph 3 of subsection (2) on a Government of Ontario website within 12 months after the coming into force of this section.

Same
(6) The targets and indicators published in accordance with subsection (5) are deemed to form part of the anti-racism strategy.

Progress reports on anti-racism strategy
3 (1) The Minister shall prepare progress reports on the anti-racism strategy which shall include information on the strategy’s initiatives, targets and indicators.

Deadline for reports
(2) The first report shall be prepared within 12 months after the day on which the targets and indicators are published in accordance with subsection 2 (5), and subsequent reports shall be prepared on or before the anniversary of the day that the first report was prepared in each subsequent year.

Review of anti-racism strategy
4 (1) At least every five years, the Government of Ontario shall review the anti-racism strategy.

Consultation
(2) As part of the review, the Minister,
(a) shall inform the public that the strategy is being reviewed and solicit the views of the public with respect to the strategy; and
(b) shall consult, in the manner the Minister considers appropriate, with such community organizations, individuals, other levels of government and stakeholders, as the Minister considers appropriate.

Same
(3) The Minister shall ensure that members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities, are consulted with under clause (2) (b).

Amendment of the strategy
(4) After a review is completed, the Government of Ontario shall do one of the following:
1. Amend the strategy.
2. Replace the strategy with a new one.
3. Continue the existing strategy.

Same
(5) A strategy that has been amended, replaced or continued under subsection (4) shall set out the date on which it was amended, replaced or continued.

Consultation on anti-racism strategy
5 (1) The Minister may, before the first review or in between subsequent reviews under section 4, consult on the anti-racism strategy in the manner and at such times as the Minister considers appropriate with such community organizations, individuals, other levels of government and stakeholders, as the Minister considers appropriate.

Same
(2) The Minister shall ensure that members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities, are consulted with under subsection (1).
Amendment of the strategy

(3) After the consultation, the Minister may amend the strategy, but the Minister may not amend any of its targets or indicators.

Data standards

6 (1) The Minister, with the approval of the Lieutenant Governor in Council, shall establish data standards for the collection, use and management of information, including personal information, to identify and monitor systemic racism and racial disparities for the purpose of eliminating systemic racism and advancing racial equity.

Required content

(2) The data standards shall provide for,

(a) the collection of information, including personal information and any circumstances in which personal information may be collected other than directly from the individual to whom the information relates;

(b) the use, including the analysis, of information, including personal information;

(c) the de-identification of personal information and the disclosure of de-identified information;

(d) reporting on the use, including the analysis, of information, including personal information; and

(e) the retention, security and secure disposal of personal information.

Amendments

(3) The Minister, with the approval of the Lieutenant Governor in Council, may amend the data standards.

Consultation

(4) The Minister shall consult with the Information and Privacy Commissioner and the Chief Commissioner of the Ontario Human Rights Commission before establishing or amending the data standards.

Regulations

(5) The Lieutenant Governor in Council may make regulations,

(a) requiring public sector organizations to collect specified information, including personal information, in relation to specified programs, services and functions;

(b) authorizing public sector organizations to collect specified personal information in relation to specified programs, services and functions;

(c) providing for all or part of the data standards to apply with respect to personal information a public sector organization is required or authorized to collect under a regulation made under clause (a) or (b), including requiring the organization to comply with all or part of the data standards.

Limitation

(6) Personal information may not be specified under a regulation made under clause (5) (a) or (b) unless it is listed in the data standards.

Exclusion relating to health information custodians

(7) A regulation made under clause (5) (a) or (b) does not apply to a public sector organization in relation to a program, service or function if the organization, in providing that program or service, or carrying out that function, is a health information custodian, as defined in the Personal Health Information Protection Act, 2004.

No withholding of services, etc. if information not provided

(8) No program, service or benefit shall be withheld because a person does not provide, or refuses to provide, information under the data standards or the regulations made under subsection (5).

Authority in addition to other authority

(9) Authority to collect personal information under a regulation made under clause (5) (b) is in addition to, and does not derogate from, any other authority a public sector organization may have to collect personal information for the purpose specified in subsection 7 (2).

Personal information collected under regulations

7 (1) This section applies with respect to the collection of personal information as required or authorized under a regulation made under clause 6 (5) (a) or (b).
Purpose of collection

(2) The purpose for collecting the personal information under this Act is to eliminate systemic racism and advance racial equity.

Manner of collection

(3) The personal information shall be collected directly from the individual to whom the information relates unless another manner of collection is authorized by the applicable data standards.

Notice to individual — direct collection

(4) If the personal information is collected directly from the individual to whom the information relates, the public sector organization shall inform the individual that the collection is authorized under this Act and shall also inform the individual of,

(a) the purpose for which the personal information is intended to be used;

(b) the fact that, under subsection 6 (8), no program, service or benefit may be withheld because the individual does not provide, or refuses to provide, the personal information; and

(c) the title and contact information, including an email address, of an employee who can answer the individual’s questions about the collection.

Notice — indirect collection

(5) If personal information is collected other than directly from the individual to whom the information relates, the public sector organization shall, before collecting information in that manner, ensure that a notice is published on a website that the collection is authorized or required under this Act and also stating,

(a) the types of personal information that may be collected in that manner and the circumstances in which personal information may be collected in that manner;

(b) the purpose for which the personal information collected in that manner is intended to be used; and

(c) the title and contact information, including an email address, of an employee who can answer an individual’s questions about the collection.

Limit on use

(6) The public sector organization shall not use the collected personal information for a purpose other than the purpose specified in subsection (2).

Exceptions to limit on use

(7) Subsection (6) does not apply to personal information lawfully collected by a public sector organization for another purpose in addition to the purpose specified in subsection (2).

Limits if collection is authorized under cl. 6 (5) (b)

(8) A public sector organization shall not use personal information collected as authorized under a regulation made under clause 6 (5) (b) if the use of other information will meet the purpose specified in subsection (2) and shall not use more of such personal information than is reasonably necessary to meet that purpose.

De-identification

(9) The public sector organization shall de-identify the collected personal information as required under the applicable data standards.

Retention

(10) The public sector organization shall retain the collected personal information for the period specified in the applicable data standards or, if there is no such specified period, for at least one year after the collection.

Security

(11) The public sector organization shall take reasonable measures to secure the collected personal information.

Accuracy

(12) Before using the collected personal information for the purpose specified in subsection (2), the public sector organization shall take reasonable steps to ensure that the information is as accurate as is necessary for that purpose.

Limits on access

(13) The public sector organization shall limit access to the collected personal information to officers, employees, consultants and agents of the organization who need access to the information in the performance of their duties in
connection with anything the organization is required to do, or may do, under this Act, the regulations or the applicable data standards.

**Limit on disclosure**

(14) The public sector organization may disclose the collected personal information only if,

(a) the person to whom the information relates has identified that information in particular and consented to its disclosure;

(b) the disclosure is required by law;

(c) the disclosure is for the purpose of a proceeding or contemplated proceeding and the information relates to or is a matter in issue in the proceeding or contemplated proceeding and,
   (i) the public sector organization is, or is expected to be, a party, or
   (ii) a current or former employee, consultant or agent of the public sector organization is, or is expected to be, a witness;

(d) the disclosure is for a research purpose in accordance with section 8; or

(e) the disclosure is to the Information and Privacy Commissioner.

**Exceptions to limit on disclosure**

(15) Subsection (14) does not apply to personal information lawfully collected by a public sector organization for another purpose in addition to the purpose specified in subsection (2).

**Other Acts**

(16) Subsection (14) prevails over the Freedom of Information and Protection of Privacy Act and the Municipal Freedom of Information and Protection of Privacy Act but the authority to disclose under that subsection is subject to any limits on disclosure under any other law.

**Rights of access and correction**

(17) Nothing in this section limits the right of an individual under any Act to access and correct personal information about the individual.

**Disclosure for research**

8 (1) This section applies with respect to the disclosure, under clause 7 (14) (d), for a research purpose, of personal information collected as required or authorized under a regulation made under clause 6 (5) (a) or (b).

**Circumstances for disclosing personal information**

(2) The public sector organization may disclose collected personal information to a researcher for a research purpose if the researcher,

(a) submits to the public sector organization,
   (i) an application in writing,
   (ii) a research plan that meets the requirements of subsection (3), and
   (iii) a copy of the decision of a research ethics board that approves the research plan; and

(b) enters into an agreement with the public sector organization that complies with the requirements prescribed by regulation for the purposes of this clause.

**Research plan**

(3) A research plan must be in writing and must set out,

(a) the affiliation of each person involved in the research;

(b) the nature and objectives of the research and the public or scientific benefit of the research that the researcher anticipates; and

(c) all other matters related to the research that are prescribed by regulation for the purposes of this clause.

**Limit on approving research plan**

(4) A research ethics board shall not approve a research plan if the research purpose for which the disclosure is to be made can be reasonably accomplished without the information being provided in individually identifiable form.
Conditions on approval

(5) A research ethics board may specify, in its approval of a research plan, conditions to which the approval is subject.

Requirements on researcher

(6) A researcher who receives personal information about an individual under clause 7 (14) (d),

(a) shall comply with the conditions, if any, specified by the research ethics board under subsection (5);

(b) shall not publish the information in a form that could reasonably enable a person to ascertain the identity of the individual;

(c) shall comply with the agreement referred to in clause (2) (b); and

(d) shall comply with the requirements prescribed by regulation for the purposes of this clause.

Regulations relating to research

(7) The Lieutenant Governor in Council may make regulations prescribing anything described as being prescribed by regulation in this section or in the definition of “research ethics board” in section 1.

Other collected personal information

9 (1) If a public sector organization is required or authorized to collect personal information under a regulation made under clause 6 (5) (a) or (b), the organization may use, for the purpose specified in subsection 7 (2), other personal information it has lawfully collected.

Limit on use

(2) The public sector organization shall use personal information as allowed under subsection (1) only in accordance with the applicable data standards.

Further limits on use

(3) The public sector organization shall not use personal information as allowed under subsection (1) if the use of other information will meet the purpose specified in subsection 7 (2) and shall not use more of such personal information than is reasonably necessary to meet that purpose.

Use deemed to comply with other Acts

(4) The use of personal information as allowed under subsection (1) is deemed to comply with section 41 of the Freedom of Information and Protection of Privacy Act and section 31 of the Municipal Freedom of Information and Protection of Privacy Act.

Notice

(5) Before using personal information as allowed under subsection (1), the public sector organization shall ensure that a notice is published on a website stating that the use is authorized under this Act and also stating,

(a) the types of personal information that may be used under subsection (1) and the circumstances in which such personal information may be used in that way;

(b) the purpose for which the personal information may be used under subsection (1); and

(c) the title and contact information, including an email address, of an employee who can answer an individual’s questions about the use of the personal information under subsection (1).

Information and Privacy Commissioner’s review of practices

10 (1) The Information and Privacy Commissioner may, from time to time, review the practices of a public sector organization that has collected or used personal information as required or authorized under this Act to determine whether,

(a) there has been an unauthorized collection, retention, use, disclosure, access to or modification of personal information in the custody or control of the public sector organization in connection with this Act; and

(b) the requirements under this Act relating to personal information, including the requirements with respect to notice, de-identification, retention, security and secure disposal, have been met.

Duty to assist

(2) The public sector organization shall co-operate with and assist the Commissioner in the conduct of the review under subsection (1).
Powers of Commissioner

(3) The Commissioner may require the production of such information and records under the custody or control of the public sector organization as are relevant to the subject matter of the review.

Obligation to assist

(4) If the Commissioner requires production of information or a record under subsection (3), the person having custody or control of the information or record shall produce it to the Commissioner and, at the request of the Commissioner, shall provide whatever assistance is reasonably necessary, including using any data storage, processing or retrieval device or system to produce a record in readable form.

Orders

(5) If, after giving the public sector organization an opportunity to be heard, the Commissioner determines that a practice contravenes this Act or the regulations, including a requirement under the regulations made under clause 6 (5) (c) that a public sector organization comply with a part of the data standards, the Commissioner may order the organization to do any of the following:

1. Discontinue the practice.
2. Change the practice as specified by the Commissioner.
3. Destroy personal information collected or retained under the practice.
4. Implement a new practice as specified by the Commissioner.

Limit on certain orders

(6) The Commissioner may order, under paragraph 2 or 4 of subsection (5), no more than what is reasonably necessary to achieve compliance with this Act and the regulations.

Offence

(7) A person who wilfully fails to comply with an order made under paragraph 1 or 3 of subsection (5) is guilty of an offence and on conviction is liable to a fine not exceeding $100,000.

Consent of Attorney General

(8) A prosecution for an offence under subsection (7) shall not be commenced without the consent of the Attorney General or his or her agent.

Protection of information

(9) In a prosecution for an offence under subsection (7) for wilfully failing to comply with an order, the court may take precautions to avoid the disclosure by the court or any person of any personal information to which the order relates, including, where appropriate, conducting hearings or parts of hearings in private or sealing all or part of the court files.

Information and Privacy Commissioner recommendations, etc.

11 The Information and Privacy Commissioner may make comments or recommendations on the privacy implications of any matter related to this Act, including any matter related to the data standards established under section 6 or any regulations made under this Act.

Information and Privacy Commissioner’s annual report

12 The Information and Privacy Commissioner may include information relating to this Act in the Commissioner’s annual report under section 58 of the Freedom of Information and Protection of Privacy Act.

Anti-racism impact assessment framework

13 (1) The Minister, with the approval of the Lieutenant Governor in Council, shall establish an anti-racism impact assessment framework to be used,

(a) in assessing potential racial equity impacts and outcomes of policies and programs; and
(b) in developing, reviewing and revising policies and programs to mitigate, remedy or prevent inequitable racial impacts and outcomes and to advance racial equity.

Required content

(2) The anti-racism impact assessment framework shall provide for,

(a) research and analysis to be used in the assessment described in clause (1) (a) and in the development, review and revision described in clause (1) (b);
(b) stakeholder consultations to be used in the assessment described in clause (1) (a) and in the development, review and revision described in clause (1) (b); and

(c) public notice and public reporting.

Amendments

(3) The Minister, with the approval of the Lieutenant Governor in Council, may amend the anti-racism impact assessment framework.

Regulations to require use

(4) The Lieutenant Governor in Council may make regulations requiring public sector organizations to use all or part of the anti-racism impact assessment framework in relation to specified policies and programs.

Publication

14 The Minister shall publish on a Government of Ontario website,

(a) the anti-racism strategy, as amended, replaced or continued;

(b) each progress report required under section 3;

(c) the data standards established under section 6, as amended; and

(d) the anti-racism impact assessment framework established under section 13, as amended.

Anti-Racism Directorate

15 (1) The Directorate known in English as the Anti-Racism Directorate and in French as Direction générale de l’action contre le racisme is continued.

Functions of Directorate

(2) The Directorate shall assist the Minister in carrying out the Minister’s duties under this Act.

Employees

(3) Such employees as are necessary for the proper conduct of the Directorate’s work may be appointed under Part III of the Public Service of Ontario Act, 2006.

Amendment, definition of “public sector organization”

16 (1) Subsections (2) and (3) only apply if Bill 89 (Supporting Children, Youth and Families Act, 2016), introduced on December 8, 2016, receives Royal Assent.

(2) References in subsection (3) to provisions of Bill 89 are references to those provisions as they were numbered in the first reading version of the Bill.

(3) On the later of the day section 1 of this Act comes into force and the day section 327 of Schedule 1 to Bill 89 comes into force, clause (i) of the definition of “public sector organization” in section 1 of this Act is repealed and the following substituted:

(i) a person described in clause (b), (c) or (d) of the definition of “service provider” in subsection 2 (1) of the Child, Youth and Family Services Act, 2016,

Commencement

17 This Act comes into force on the day it receives Royal Assent.

Short title

18 The short title of this Act is the Anti-Racism Act, 2017.
Memo

To: Provincial Executive Directors
From: Julian Hanlon, Executive Director
Date: April 4, 2017
Re: Trophy Challenge / World Catholic Education Day

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Toonies for Tuition: Trophy Challenge

Once again this year, Saskatchewan trustees have donated a trophy to be awarded to the individual school board or division in the fully-funded provinces that raise the most money per capita based on FTE enrolment for the Toonies for Tuition fund.

A second trophy will be awarded to the province that raises the most money based on provincial FTE enrolment.

As you know, requests for tuition assistance from Catholic Schools from the non-publicly funded provinces exceed the amount received in donations. To help us in assisting parents across Canada in providing a Catholic education for our children, please promote this activity with your member boards or school divisions.

May 15, 2017 is the deadline for submitting contributions. The award will be presented at the Niagara Falls AGM/Convention in June.

World Catholic Education Day (WCED)

Every year, 40 days after Easter on Ascension Thursday, Catholics around the globe give thanks for the gift that is Catholic education through the celebration of World Catholic Education Day. This year WCED will be held on May 25, 2017 and the theme is “And you will see me” A bilingual poster is available on the CCSTA website, and The Ontario Catholic School Trustees’ Association has once again generously offered the use of their Catholic Education Week resources to help celebrate. Visit OCSTA’s website to view these resources. We ask that you join us on May 25th in prayer and thanksgiving.

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As in the past, your help is requested by forwarding this information to your school boards for distribution to their schools.

God Bless!

[Signature]
April 4, 2017

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

FROM: Patrick J. Daly, President

SUBJECT: Policy Statement from the Ontario Human Rights Commission on Religious Accommodation in Schools

The Ontario Human Rights Commission has sent the attached policy statement on religious accommodation in schools to all Trustee Associations with the request that the statement be distributed to member boards.

This memo and the attached policy statement are provided for your information.

Attachment
Policy statement on religious accommodation in schools

Education providers are responsible for many things, including delivering a curriculum, managing the various other aspects of educational services, ensuring student safety, fostering pluralistic environments that respect human rights, and managing tension and conflict as they arise in the school setting. Schools ought to be a place for healthy discussions about acceptance and where a diversity of views can co-exist. Educators should communicate messages about difference in a fair and respectful manner and be sensitive to the views of everyone protected by the Ontario Human Rights Code. Students, staff and parents should realize that they cannot reasonably expect their own views and beliefs to be respected if they are not willing to respect the views and beliefs of others.

The Ontario Human Rights Code (Code) has always recognized the importance of protecting religious freedom. Under the Code, organizations, including education providers, have a duty to maintain environments free from discrimination and harassment based on creed. Education providers are responsible for accommodating creed-related needs to the point of undue hardship. However, some degree of hardship is acceptable.

The Code lists only three considerations when assessing whether an accommodation would cause undue hardship:

- Cost;
- Outside sources of funding, if any; and/or
- Health and safety requirements, if any.

No other factors can be properly considered. For example, business inconvenience, employee morale, third-party preferences, etc. are not valid factors in assessing whether an accommodation causes undue hardship.

The duty to accommodate requires that the most appropriate accommodation be determined and provided, again, to the point of undue hardship. Accommodation is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's creed-related needs. The most appropriate accommodation is the one that:

- Respects dignity (including autonomy, comfort and confidentiality);
- Responds to a person’s individualized needs; and
- Allows for integration and full participation.

In 2015, the Ontario Human Rights Commission (OHRC) published its Policy on preventing discrimination based on creed (Creed Policy). The Creed Policy is the OHRC’s official interpretation of what the rights and responsibilities set out in the Code mean as they relate to the ground of creed. The OHRC’s policies set standards for how organizations should act to ensure compliance with the Code. They are frequently cited and applied by the Human Rights Tribunal of Ontario and other legal decision-makers.

The OHRC’s Creed Policy provides practical examples of how the creed-based protections under the Code operate in everyday life. For example, it looks at how the duty to accommodate applies in situations where a person is adversely affected and prevented from observing a creed belief as a result of an organizational rule, practice, standard or requirement. In such situations, an education provider has a duty to accommodate the observance short of undue hardship.
The duty to accommodate creed beliefs extends to situations where prayer observances conflict with regular daily routines or school hours. Our policy provides the following example:

**Example:** A school board advises school administrators to accommodate students and staff who need to observe time-specific prayers, including when these occur during class time. Teachers are advised to keep in mind such prayer observances when scheduling exams, tests, class outings and overnight trips. Sample accommodations include designating private areas or a room for prayer observances; permitting use of a private washroom; or, if not possible, identifying a washroom within the school for washing before prayers; not requiring participation in school activities during obligatory congregational prayer observances; and allowing students and staff enough preparation time to observe Sabbath, especially during days when the sun sets early.

Religious and creed observances sometimes take communal forms. An education provider may consider offering on-site space to observe congregational forms of worship, as an inclusive design approach, where people require accommodation during normal school hours to fulfill congregational worship needs.

**Example:** A high school permits the use of a designated private space to accommodate the weekly Friday congregational prayer observances of its large Muslim student population.

An inclusive design approach that accommodates the needs of the group is generally preferred to removing barriers after they become apparent, or making "one-off" accommodations. This is because it enables accessibility and inclusivity from the start, proactively meets the needs of many people, and minimizes the need for people to ask for individual accommodations.

Occasionally, different creed adherents or persons with other human rights-related needs may have competing demands for spaces designated for creed observances. In these cases, the OHRC recommends that organizations apply the OHRC's framework for reconciling competing rights set out in its 2012 *Policy on competing human rights*.

When accommodating or inclusively designing to meet the "needs of the group," education providers must:

- Make clear to all involved or affected that this is not an organizationally sponsored activity or endorsement of a particular creed, but rather a way of meeting individuals' religious accommodation needs.
- Be aware of how the participation of persons in positions of power or authority may be received, avoiding exerting indirect pressure, or appearing partisan.
- Be as inclusive as possible in developing and providing the accommodation, by consulting with as many directly affected parties as possible, and being attentive to internal group dynamics and differences in accommodation needs.
- Treat members of all creed groups requiring accommodation equally, including minorities within creed groups, neither privileging nor disadvantaging, endorsing nor condoning any one over another.
- Maintain an environment that is free of pressure or compulsion in matters of religion and belief.
- Not interfere in, or become entangled in, what are purely religious or creed matters.

The OHRC will continue to use the full breadth of its mandate to ensure that Ontario is a place where everyone is valued and treated with equal dignity and respect. We call on all Ontarians, and the institutions representing them at the local, municipal and provincial levels, to work towards this vision of a society where everyone can fully participate, no matter what their race, ancestry or religious beliefs or practices.

For more information, see the OHRC's *Policy on preventing discrimination based on creed* (2015) and its *Policy on competing human rights* (2012).
April 4, 2017

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

FROM: Patrick Daly, President

SUBJECT: AGM Resolutions Procedures

With our Annual General Meeting fast approaching, we would like to draw your attention to the procedures to be followed for the Resolutions Session.

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

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

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

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

Resolutions cannot be considered at the AGM without 60 days prior notice.

Please ensure that your delegates are fully apprised of this information, in particular boards that have submitted resolutions for consideration.

Our Past President, Kathy Burtnik will chair the resolutions session and Nadya Tymochenko of Miller Thomson LLP will be the parliamentarian.

We look forward to seeing you all at our 87th Annual General Meeting and Conference on April 27-29 at the International Plaza Hotel & Conference Centre, 655 Dixon Rd, Toronto.
CCSTA Welcomes Adriana LaGrange as Vice President

Alberta's Adriana LaGrange has been elected as the CCSTA Vice President and it couldn't be a more fitting role.

She has filled the position most recently held by the late Tony Sykora, and her connection to the Catholic education community is a valued asset.

Learn more about Adriana's story and her new position.

Online Catholic School offered by Kamloops Catholic Schools sees growth

Since it first launched six years ago, an online Catholic Schools run out of BC has garnered province-wide - and international - attention.

Meeting a large demand, especially for home-schooling families, ASCEND Online is bringing Catholic education opportunities via the computer screen.

Find out how the school has grown in popularity and why.

Listen Up: CCSTA Featured on U.S. Podcast
CCSTA Executive Director Julian Hanlon was recently featured on Timothy Uhl's Catholic education podcast, Catholic School Matters.

The U.S.-based podcast welcomed Hanlon to the show so he could outline how Catholic education works in Canada and comparing it to the American platform.

Find out how to listen to the podcast!

Get Inspired: How Red Deer Catholic Regional Schools Celebrated Catholic Education Week

This year, Catholic Education Week runs the first week of May, and schools within the Red Deer Catholic Regional Schools in Alberta ironed out plans last year that honoured and celebrated the Catholic education spirit.

Get inspired by their activities and how you could implement them into your own school board plans. Read the story here.

There's Still Time to Register for the CCSTA 2017 AGM!

We've officially launched registration for the 2017 CCSTA AGM! Set to take place in Niagara Falls, Ontario, this year’s AGM will be led by wonderful hosts from the AFOCSC, CSDCCS and NCDSB.

Get the AGM Details Here.