Committee of the Whole Meeting

Date: Monday, May 14, 2018
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, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

**Student Representatives:**
Kate Jamieson, Meghan Nemeth

**Senior Administration:**
Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

**Special Resource:**

**Recording Secretary:**
Alice Figueiredo, Executive Administrative Assistant

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<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<tbody>
<tr>
<td>1. Call to Order</td>
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<tr>
<td>1.1 Opening Prayer &amp; Memorials</td>
<td>Board Chair</td>
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<td>1.2 Territorial Acknowledgement</td>
<td>Pastoral Team</td>
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<td>Chair</td>
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<td>I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.</td>
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<td>1.3 Approval of Agenda</td>
<td>Board of Trustees</td>
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<td>Approval</td>
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<td>1.4 Declaration of Pecuniary Interest</td>
<td>Individual Trustees</td>
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<td>1.3.1 From the current meeting</td>
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<td>1.3.2 From a previous public or in-camera meeting</td>
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| 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)
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<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<tr>
<td>3. Consent Agenda: Board (Minutes of meetings)</td>
<td>Trustees pp. 4-8</td>
<td>Approval</td>
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<tr>
<td>3.1 Minutes of April 9, 2018 Committee of the Whole Meeting</td>
<td>Trustees pp. 9-13 pp. 14-18</td>
<td>Information</td>
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<td>3.2 Minutes of March 7, 2018 and April 4, 2018 SEAC</td>
<td>Trustees</td>
<td>Information</td>
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<td>3.3 Minutes of February 14, 2018 CPIC</td>
<td>Trustees</td>
<td>Information</td>
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<td>4. Delegations</td>
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<td>5. Advice from the CEO</td>
<td>J. Klein &amp; R. Olson pp. 19-26</td>
<td>Information</td>
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<td>5.1 Update on the Renewed Math Strategy (RMS) at the WCDSB</td>
<td>S. Maharaj pp. 27-28</td>
<td>Information</td>
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<td>5.2 School Travel Planner Update</td>
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<td>6. Ownership Linkage (Communication with the External Environment related to Board’s Annual Agenda; ownership communication)</td>
<td>Trustees --</td>
<td>Discussion</td>
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<td>6.1 Linkages Activity Trustees</td>
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<td>Discussion</td>
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<td>6.2 Pastoral Care Activity Trustees</td>
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<td>Discussion</td>
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<td>7. Reports from Board Committees/Task Forces</td>
<td>Linda Gregorio pp. 29-34</td>
<td>Information</td>
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<td>7.1 CPIC Committee Update Irene Holdbrook</td>
<td>W. Price pp. 35-103</td>
<td>Information</td>
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<td>7.2 SEAC Committee Update Philip Silveira</td>
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<td>7.3 Audit Committee Update</td>
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<td>8. Board Education (at the request of the Board)</td>
<td>W. Price pp. 35-103</td>
<td>Information</td>
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<td>8.1 OCSTA Communication</td>
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<td>9. Policy Discussion (Based on Annual Plan of Board Work)</td>
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<td>10. Assurance of Successful Board Performance (monitoring)</td>
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<td>11. Assurance of Successful Director of Education Performance (monitoring)</td>
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<td>11.1 Monitoring Reports &amp; Vote on Compliance</td>
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<td>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</td>
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<td>13. Announcements</td>
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### Upcoming Meetings/Events

(all scheduled for the Catholic Education Centre unless otherwise indicated):

- May 23: City of Cambridge Annual Meeting
- May 24-27: OSTA-AECO AGM
- June 6-10: The CCSTA Conference & Annual General Meeting
- June 13: Resurrection Graduation
- June 26: St. Mary's Graduation
- June 27: St. David's Graduation
- June 27: St. Benedict Graduation
- June 28: Monsignor Doyle Graduation

### Items for the Next Meeting Agenda

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<th>Item</th>
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<td>14.</td>
<td>Trustees</td>
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<td>15.</td>
<td>Director of Education</td>
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<td>16.</td>
<td>Board of Trustees</td>
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<td>17.</td>
<td>Motion to Adjourn</td>
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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_
Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 9, 2018 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:
Joyce Anderson, Bill Conway (Vice-Chair), Manuel da Silva, **Amy Fee, *Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz,
*via Skype
** left at 7:45 pm

Student Trustees Present:
Kate Jamieson, Meghan Nemeth

Administrative Officials Present:
Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker, Melanie Van Alphen

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:
Alice Figueiredo, Executive Administrative Assistant

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

1. **Call to Order:**
The Chair called the meeting to order at 6:07 p.m.

1.1 **Opening Prayer & Memorials**
The opening prayer was led by Trustee da Silva.

1.2 **Approval of Agenda**
6.1 will become 8.2

2018-10 -- It was moved by Trustee da Silva and seconded by Trustee Fee:
THAT the agenda for Monday, April 9, 2018 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

3.1.1 Minutes of February 12, 2018 Committee of the Whole Meeting

2018-11 -- It was moved by Trustee Fee seconded by Trustee Conway:
THAT the Minutes of March 5, 2018 Committee of the Whole Meeting and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 French Immersion Program Review

Superintendent Klein along with Lindsay Ford, Manager of Planning, and Jennifer Kruithof, FSL Consultant presented to the Board of Trustee a review on the French Immersion Program with the purpose of developing proactive plan to set the Board up for Success and to set a framework for future accommodation decisions. The Problem Statement of the review was reconfirmed “How should the French Immersion program grow and be accommodated over the long term, while ensuring that all students have access to quality programming?

The Scope of the Review was discussed, including:
- School organization (grade structure, single track, dual track)
- Entry point
- French Immersion boundaries (and registration priorities)
- Transportation (as it relates to school organization)
- Criteria for selecting new FI sites.

The process included the following:

- November – School council presentations
- Committee (including parents & principals)
- Provided recommendations to Board staff
- November – Public Survey – 388 Responses
- March – Public open houses – 71 Families attended

From the process a number of decisions were made based on the results from research and data:
- Entry Point: Entry point for French Immersion to remain as Grade 1
- Accommodation: The Board will prioritize offering French Immersion at the same school for Grades 1 to 8
- Accommodation Strategies: To address enrolment pressure, portables, boundary changes, and opening new FI sites should be contemplated before any other accommodation solution.
- Expansion: The following criteria should be prioritized when selecting schools for French Immersion: Empty/underutilized space, Traffic impacts on the school, Easily accessible location (close to highway/major roads).
- Expansion sites: 2019 St. Luke (Waterloo) & Holy Rosary (Kitchener-Waterloo). 2020 St. Peter (Cambridge) & Huron-Brigadoon (Kitchener) and TBD Southeast Galt (Cambridge)

Concerns were raised by the Board of Trustees that St. Peter was initially considered for French Immersion, however, it was not successful due to the location. The Board of Trustee questioned why it was reconsidered. It was noted that St. Peter is an ideal location as it is an easily accessible location and it has underutilized space.
- Registration: The registration process remains the same until additional sites make prioritizing in-boundary students more practical.
- Transportation: Parents/guardians will continue to be responsible for providing transportation if they live outside of the school’s English boundary. Also, The Board will work with municipalities to identify alternate drop-off/pick-up points to alleviate traffic congestion.
- Staffing:
Use the two-teacher model wherever possible for straight grade classes and the one-teacher model for split grade classes.

- Postings for French Immersion will be included in the first round of postings.
- French Immersion assessments will continue to be done centrally, will be kept on file, and the DELF B1 level certification will be accepted in lieu of the French assessment.

A question arose as to which level of certification is more difficult to attain, and it was confirmed that DELF B1 is.

5.2 Multi-Year ITS Plan

Chris Demers, Chief Information Officer, presented on the Multi-Year ITS Plan. In 2017, the ITS Multi-Year Plan was revamped and updated to reflect current conditions in IT in relation to hardware refresh requirements, software, and various initiatives that support student learning. The information in the plan was used to guide budget preparations for 2018-2019. IT resources are aligned with the academic and administrative objectives of the WCDSB which are outlined in the Board’s multi-Year Strategic Plan. In order for these objectives to be met, The IT Governance structure ensures that the needs of stakeholders across the system are considered and guide the development of IT system priorities and budget. IT Governance also ensures accountability to ensure that critical standards such as privacy and security are met. The Information Technology Strategic Plan for 2018-2023 will guide the work.

The IT five-year plan was discussed including:

- Community Engagement
- Infrastructure
- Pedagogy
- Process Optimization
- School Technology Refresh
- Staff Development

Concerns were raised that the Chromebook seems like a short life. It was noted that Chromebooks are an inexpensive technology but are tough but breakable. The newer generation Chromebooks have a bit more life.

5.3 Well Being Update – Safe Schools

Superintendent Merkel presented on Safe and Accepting Schools. Superintendent Merkel discussed the four key components at the foundation of Ontario’s well-being strategy:

- Positive Mental Health
- Safe and Accepting Schools
- Healthy Schools
- Equity and Inclusive Education

Suspension and trends were discussed along with supports, interventions and strategies. The promotion of a positive and safe school climate is effective at preventing student suspensions and expulsions. Mental health and wellness presentations was launched throughout the Board. Equity and Inclusive Education used the principle of “Reaching Every Student” and the Board has implemented many plans such as “Supervised Alternative Learning Program” which meet the students’ individual needs to help obtain the Ontario Secondary School Diploma.

5.4 Long Term Accommodation Plan

Superintendent Maharaj along with Lindsay Ford, Manager of Planning, Terri Pickett, Senior Manager of Facility Services and Manpreet Sian, Capacity Planning Analyst presented on the Board’s Long Term Accommodation Plan (LTAP).

LTAP has a new look and feel to it, two main changes include:

- In addition to the planning area summaries, we’ve added an individual page for each school; and
- The Multi Year Renewal Plan has been integrated into the LTAP this year.

The LTAP is a comprehensive document that outlines the board’s accommodation strategy to respond to enrolment changes. (boundary reviews, capital projects, partnerships, etc.) and proposed capital expenditures (new schools, additions, major renewal projects). The plan is intended to be a flexible document and it is revised annually based on updated information. It also fulfills our requirements to provide an annual report to the Board on enrolment, demographic trends, and potential boundary changes or school closures (no school closures are planned within this document).

Background and information was discussed along with enrolment trends. Accommodation Strategies & Capital Projects were outlined to the planning areas in our Board.
As school buildings age, major repairs and renovations are required to ensure students are safe and buildings continue to be welcoming, attractive and efficient spaces which support the communities in where they are located. The Multi-Year Renewal Plan was developed using Facility Condition Information date (FCI), building condition assessments, site visits and feedback from Facility Services Staff.

The Ministry of Education provides two sources of funding to support the major repairs and renovations required in our buildings. School Renewal Funding and School Condition Funding. Both sources can be used for similar work but there are important differences.

Facility Condition Index (FCI) is a ratio used to measure the relative condition of a building. It is calculated by dividing the cost of repairs for the building within a specific time period by the cost to replace the building. A higher FCI indicates a higher cost to repair the facility.

5.5 **Continuing and Adult Education Update**
Superintendent Clifford provided an updated on Continuing and Adult Education and noted highlights of the St. Louis Programs including:

- Secondary School Credits (SSC)
- Core Essentials – Literacy and Basic Skills (LBS)
- Personal Support Worker (PSW)
- Hairstyling / Barbering
- Culinary Arts
- English Language Programs (Language Instruction for Newcomers to Canada – LINC and English as a Second Language - ESL)
- International Languages – Elementary (IL)
- Literacy & Numeracy, Continuing Education
- Childminding (Care for Newcomer Children – CNC) and Licensed Child Care

As St. Louis continues to grow, they will respond and reflect the needs and interests of the community based on the Board’s MYSP. With St. Louis relocating in 2020, a plan is being developed to ensure a transition that is seamless for both students and staff.

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

6.1 **OCSTA 2018 AGM & Conference Preparations/ Discussions**
Board of Trustee discussed PowerPoint presentation for the upcoming OCSTA AGM & Conference.

2018-012-- It was moved by Trustee da Silva and seconded by Trustee Reitzel: THAT the meeting be extended to 9:30 p.m.

6.2 **Correspondence from St. Jerome’s University & University of Waterloo**
Director Notten shared responses from St. Jerome’s University and University of Waterloo in relation to a personal tweet from the university’s communication officer.

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

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

8.1 OCSTA Communication

9. **Policy Discussion**

10. **Assurance of Successful Board Performance**

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

11.1 Monitoring Reports & Vote on Compliance
12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):
- Apr. 11 Mayor Dave Jaworsky’s 2018 State of the City
- Apr. 12 Beacons of Hope – St. Louis
- Apr. 17: 2018 City of Kitchener State of the City Address
- Apr 26-28: OCSTA AGM & Conference
- May 1: Bishop’s Banquet
- May 3: St. Mary’s FOS Beacons of Hope
- May 7-11: Catholic Education Week

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2018-013-- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:10 p.m.

Chair of the Board

Secretary
# SEAC Committee Meeting Minutes

**Date & Time:** Wednesday, March 7, 2018 6:30 pm  
**Location:** Waterloo Regional Police Services, Columbia St, Waterloo  
**Next Meeting:** Wednesday, April 4, 2018  
**Committee Members:** Bill Conway, Kim Murphy, Zina Bartolotta, Irene Holdbrook, Frank Thoms, Christine Zaza, Melanie Van Alphen, Stuart Cross, Sue Simpson, John Gilbert  
**Administrative Officials:** Laura Shoemaker, Gerald Foran  
**Regrets:** 

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<th>Point</th>
<th>Details</th>
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<tr>
<td><strong>Opening Prayer</strong></td>
<td>Welcome &lt;br&gt; Intentions were said for a young member of the Waterloo Regional Down Syndrome Society who passed away recently.</td>
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<td><strong>Approval of Agenda</strong></td>
<td>Motion by: Kim Murphy &lt;br&gt; Seconded: Bill Conway</td>
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<td><strong>3. Declared Pecuniary Interest</strong></td>
<td>Nil</td>
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<td><strong>4. Approval of the Minutes</strong></td>
<td>January 10, 2018 Minutes &lt;br&gt; Motion by: Bill Conway &lt;br&gt; Seconded: Kim Murphy &lt;br&gt; February 7, 2018 Minutes &lt;br&gt; Motion by: Bill Conway &lt;br&gt; Seconded: Kim Murphy</td>
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<td><strong>5. School System Operational Business</strong></td>
<td>5.1 Coding</td>
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G. Foran
R. Eckert

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35 Weber Street West • P.O. Box 91116 • Kitchener Ontario Canada • N2G 4G2
Telephone: 519.578.3660
Rod Eckert, Principal, St John Paul II Catholic Elementary School, Kitchener presented to SEAC what his school is doing with Coding and its importance in schools to all students from JK to grade 12. The presentation demonstrated how coding can be used with all students and how it links to the curriculum in different aspects.

5.2 Building Independence in Students with Special Education Needs
Laura viewed Shelley Moore: Transforming Inclusive Education on YouTube to SEAC. Committee members broke into small group discussions and then had a question and answer period on the topic.

6. Ministry Updates (10 min)
6.1 Conseil scolaire catholique Franco-Nord letter
Deferred to the April meeting.

L. Shoemaker

7. SEAC Committee Functions
7.1 PAaC – Membership Recruitment
Deferred

7.2 Pro Grant Application for 2018-2019
Deferred

SEAC

8. Policy Advice to the Board
Nil

9. Association Concerns/Association Updates
(20 minutes)
9.1 Trustee Update
Bill Conway along with Melanie Van Alphen gave brief updates to SEAC members on the highlights of January and February board meetings regarding:
- Links to the January and February Board Meeting Bulletin by trustees were sent previously to SEAC members to review.
- Bill and Melanie mentioned that trustees are going out to the community to make deeper connections with community members and also hosted a dinner for the clergy to build relationships.

WCDSB Board bulletin for January and February attached.

Association Update
Kim Murphy introduced Roberta Thompson who will be her Alternate representative; World Down Syndrome Day is on March 21st, flyer attached.

Christine Zaza informed SEAC of the opportunity to attend a Developmental Services Sector meeting on April 26, 2018, flyer attached. Fundraiser on April 13th flyer attached.

Autism Community Fun Fair on March 29th, flyer attached.

B. Conway
M. Van Alphen

10. Pending Items

11. Adjournment

Motion to end meeting:
- Motion by: Stuart Cross
- Seconded: Kim Murphy

12. Action Items Place Holder
SEAC Committee Meeting Minutes

Date & Time:  Wednesday, April 4, 2018 6:30 pm
Location:  Boardroom, C.E.C.
Next Meeting:  Wednesday, May 2, 2018
Committee Members:  Bill Conway, Kim Murphy, Zina Bartolotta, Irene Holdbrook, Frank Thoms, Christine Zaza, Jeanne Gravelle, Stuart Cross
Administrative Officials:  Laura Shoemaker, Gerald Foran
Regrets:  Laura Shoemaker, John Gilbert

- Opening Prayer
  Welcome

- Approval of Agenda
  Motion by:  Bill Conway
  Seconded:  Jeanne Gravelle

3. Declared Pecuniary Interest
   Nil

4. Approval of the Minutes
   March 7, 2018 Minutes
   Motion by:  Jeanne Gravelle
   Seconded:  Christine Zaza
   Minutes deferred to next month.

5. School System Operational Business
   Chair Zina Bartolotta informed SEAC that she is stepping down as of today and thanked members for their support. Vice Chair Irene Holdbrook will fill the spot temporarily till September.

5. Young Carers Project
   Gerald Foran introduced Krista from Young Carers and also WRFN.

Krista McCann
Krista presented part of a video which showed comments from families who deal with family members with exceptional needs and the impact it has on them.

Krista walked through her PowerPoint presentation discussing various aspect of it. Young Carers have created a documentary film, a website and a guidebook which is in three languages. Krista mentioned Young Carers are available to come out to staff meetings at schools to make presentations and inform staff.

6. Ministry Updates (10 min)
   6.1 Conseil scolaire catholique Franco-Nord letter
       Deferred

   L. Shoemaker

7. SEAC Committee Functions
   7.1 PAAC – Membership Recruitment
       Waiting to hear back from a few associations to see they may have a member who is interested in being a member of SEAC. Further investigation into this is necessary.

   7.2 Pro Grant Application for 2018-2019
       Vice Chair will follow up with the Chair to find out where we are in the process. Discussion centered around various aspects of the application in preparation for the next application.

   SEAC

8. Policy Advice to the Board
   Nil

9. Association Concerns/Association Updates
   (20 minutes)
   9.1 Trustee Update

   Bill Conway along with Jeanne Gravelle gave brief updates to SEAC members on the highlights of March board meeting regarding:

   - 21st Century Learning & Engagement
   - Assessment and Evaluation Practice in Schools
   - School Year Calendar 2018-2019
   - Student Success Update
   - French Immersion Review Update
   - 2018 Municipal Election

   Jeanne inquired if an update from the S.E.L.s regarding the professional development topics for next year is possible.

   WCDSB Board bulletin for March attached.

   Association Update

   WRFN election reminder for April 26th and registration date has been extended. May 7th Housing Event is on.

   B. Conway
   J. Gravelle

10. Pending Items

11. Adjournment

   Motion to end meeting:
Motion by: Christine Zaza
Seconded: Stuart Cross

12. Action Items Place Holder
# Catholic Parent Involvement Committee Minutes

**Date:**
Wednesday, February 14, 2018

**Time:**
6:00 pm (Dinner @ 5:30 pm)

**Location:**
Catholic Education Centre – Board Room

## Next Meetings:
- Wednesday, March 21, 2018 – 5:30 pm (CEC- Board Room)
- Wednesday, May 9, 2018 – 5:30 pm (CEC- Board Room)
- Wednesday, June 13, 2018 – 5:30 pm (CEC – Board Room)

## Attendees:

**Committee Members:**
- Judy Merkel (Administrative Official)
- Linda Gregorio (Co-Chair & Member at large)
- Chris Spere (Co-Chair and St. Mary Elementary)
- Manuel da Silva (Trustee)
- Amy Fee (Trustee)
- Brian Schmalz (Trustee-alternate)
- *Vacant (Elementary Principal Rep.)*
- Julie Hofstetter (Kitchener Secondary)
- Miranda Jensen (Member at large)
- David Perlaky (St. Benedict Elementary)
- Denise Porter (Waterloo Secondary)
- Gorette Varao-Woodman (Monsignor Doyle Elementary)
- Andrea Visneskie (St. David Elementary)

**Regrets:**
- Deacon Ed MacIntosh (Diocesan Rep.)
- Simone Beaucage (Secondary Principal Rep.)
- Eric Vaz (Cambridge Secondary)
- Kimberly Snage (Resurrection-Elementary)

*Green text indicates action item*
### 4. Approval of the Minutes:
- Jan. 10, 2018 minutes approved with the quorum to do so

### 6. Other Correspondence/ Other Business:

**Did you Know? CPIC Mandate and Current Members**
(Current Mandate & Education Act as found on WCDSB site. (example: [https://www.wcdsb.ca/our-schools/catholic-parent-involvement-committee/](https://www.wcdsb.ca/our-schools/catholic-parent-involvement-committee/))

- Linda provided a reminder that of keeping the CPIC mandate top of mind in all we do, while also supporting the WCDSB Multi-Year Strategic Plan.
- CPIC’s Mandate was last updated around 2016
- Chris and Linda are going to do a first pass at the mandate and bring it to the next meeting
- Linda also mentioned looking at the by-laws; in the past CPIC had a community member; he resigned but this is something that could be reviewed – maybe a representative from the mental health sector could attend?
- This topic will be brought forward to the next meeting – please give consideration to who might be a community member next year.
- Linda mentioned that other school boards are moving to spending money on updating the by-laws. She has seen Durham District School Board’s and it is very thorough. Linda is seeing if it might be possible to duplicate it if appropriate.
- There was some discussion of updating to comprehensive by-laws next year

**Did you Know? Recent 2017-2018 Mental Health & Wellness Goals.**
- WCDSB’s 2017-18 Mental Health & Wellness Goals sheet ties objectives, timelines, and resources with goals
- Moving forward CPIC could tie agendas similarly closer to the CPIC mandate
- In this way it will be easier to see where our impact is strong and perhaps needs improvement
- This might help school councils as well
- Linda will set out an example agenda

### Financial Update
- Judy will bring a full budget update to the next meeting.
- Question was raised of what schools are spending their $500 on

### 7. Trustee Update:
- Amy mentioned that she has received a few calls recently asking, “what does it mean if I join parent council”
- Amy also mentioned the region is low on drivers and therefore the Board is looking to give drivers a pay raise to become equal with the

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WCDSB, 35 Weber Street West, P.O. Box 91116, Kitchener, Ontario, N2G 4G2
519-578-3660
next region over and allow the Board to keep quality bus drivers
- The annual report notes we are working toward Stop Arm cameras for buses as a high number of cars are not stopping
- March is the clergy dinner. It is an opportunity to build relationships and talk about the home, school, parish triad
- Manuel mentioned the Renewed Math Strategy report was provided as was the French Immersion review update at the recent Board meeting
- In January the Catholic School Foundation provided their report; their three priorities are mind, body and spirit. They provide sacramental programs, retreat programs etc.
- A Leadership Strategy update was also provided to the Board. The number of aspiring leaders participating in relevant programming has increased greatly since 2012. The overall goal of our leadership strategy is to increase leadership capacity. The three sub goals are to strengthen staff capacity/ support succession, appropriately respond to learners’ needs and provide enhancement for leadership capacity while in the community
- The Dominican report came in. Students said it was a “life changing experience”
- In the future Diana will attach the Board monthly report summary to the CPIC minutes or agenda.
- Diana will also ask John Shewchuk (who sends this update) if he can possibly also send it to various communities
- WCDSB embraced the Foundations for a Healthy School Framework as there is a direct connection between achievement and positive well-being. The board has six schools operating on this framework currently and the goal is for all to do so
- CPIC asked if PIC can impact this work? Judy said that being a Healthy School is a principal decision and School councils can make the inquiry of their school – is our school doing something in the framework, what can we do, etc.? This might be something to bring up at Family of School council meetings.
- Trustees sent out an invitation to Linda and Chris to attend a future Board meeting, May 14th might be appropriate as the SEAC Chair will be attending as well. Meetings are the second Monday of the month. RSVP attendance to Melanie Van Alpen, the Chair of the Linkages committee.

8. Discussion Items:

8.1 OAPCE Update: From January 2018 OAPCE Board Meetings

- Linda provided an update on OAPCE elections: Annalisa Crudo-Perri is the new OAPCE President and Chair. Linda herself is the new Vice President, Chuck Farmer is the Treasurer and Linda Dodson Trchala is the Secretary.
- Linda said the next OAPCE conference will be smaller as OAPCE heads into their 80th anniversary. OAPCE is looking for volunteers to participate on the 80th Committee
- 2019 is their 80th anniversary
8.2.1 Recent ‘All Chairs Meeting’
- Denise said about 38 Council Chairs attended plus guests (trustees, etc.)
- Dr. Forristal’s speaking fee is $400, and she will be speaking on Feb. 27th at 6 p.m. at St. Agnes giving a fuller presentation of the Umbrella Project
- The breakout session feedback was distributed
- The next step is deciding where we go from here
- It seemed like two meetings per year was preferred by attendees
- Chair meeting attendee feedback suggested holding the meeting earlier in the year. Judy mentioned it would likely have to be in October due to commissioning of Chairs and OAPCE reps
- A roadshow was suggested as another option instead of two meetings, or maybe a webinar?
- It was also mentioned that many Chairs don’t know who their PIC rep is. Diana can tell Chairs who their rep is
- Next year when Chairs send in their names CPIC can inform them who their rep is
- Parents who are not on PIC can volunteer on a subcommittee. Julie mentioned that everyone at her table wanted to help. Julie also mentioned that some parents didn’t know what CPIC was.

8.2.2 Pro-Grant Committee – Set date for planning session / Assign Chair of Committee / Confirm Members
- The Pro Grant Regional event is set for May 15th, a Tuesday night, 6-9 p.m.
- The subject is Fostering Healthy Minds, Healthy Children and Vibrant Connected Communities
- Ideas included 1 or 2 keynotes, one likely Loretta and another fairly high profile keynote
- There could be breakout sessions or a panel with pre-planned questions
- Focus on elementary and high school
- St. Mary’s is the possible venue
- The WCDSB mental health lead will attend
- Vendor fair to start
- Judy will chat with the staff Mental Health lead about options
- The panel could outline the number of resources there are available and different points of view; could reach out to the School Council Chairs – Julie, Andrea and Denise volunteered – Linda said she has the list
- We have $7500 in the grant; some will go to childcare, food
- The Pro Grant committee will take a look at that and bring it back to the full committee

8.2.3 Communication Committee - Set date for planning session / Confirm Chair Simone / Confirm Members
- Manuel mentioned that the Commissioning of Chairs is an opportunity to highlight CPIC – provide a simple explanation of what CPIC is and its members and their availability as a resource; perhaps include a
welcoming letter from CPIC to the Chairs
- For instance, the Linkages committee of the Board sent out letters of welcome, and appreciation to new members (CPIC, SEAC, etc.)
- Chris reinforced the idea of giving schools enough information that it is helpful and yet not overwhelming to the parent volunteers.
- The sub-committee will determine what the key messages are that we want to send out. Manuel mentioned there some reciprocity in messaging might be helpful.
- These ideas are parked with the Communication sub-committee
- Volunteers include Denise, Simone, Linda and Andrea

9. Miscellaneous
- Members said the later meeting time worked better
- Dave mentioned he has no issue with going ‘on a roadshow’ to visit his schools
- Diana will see what communication can occur with Chairs – as some Chairs do not want to receive Ministry/external emails

10. Gratitude and Closing Prayer:
Date: May 14th, 2018
To: Board of Trustees
From: Director of Education
Subject: Update on the Renewed Math Strategy (RMS) at the WCDSB

Type of Report: ☒ Incidental Information concerning day-to-day operations

Type of Information: ☒ Information only of day-to-day operational matters delegated to the CEO

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

Education Quality and Accountability Office Act, 1996

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:
Students are Achieving at their highest potential in a 21st Century world

Goals:
To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration
To support our students in meeting the Ontario Catholic Graduate Expectations

Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Staff are engaged in cultivating collaborative learning communities

Goal:
To improve student learning and achievement in mathematics
To improve student learning and achievement in Applied Level classrooms
To improve student learning and achievement for those students who have an IEP
Priority Area: 
Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction:
Leadership & succession planning is intentional and nurtured

Goal:
To improve and to build collaborative ownership of system goals and priorities so they are owned by all
To support Principals and educators in maintaining high levels of professional judgement and assessment

In a previous report, trustees were made aware of the capacity-building priorities for 2017-2018, rooted in Ontario’s Renewed Mathematics Strategy (RMS). This report will update trustees on the implementation of the RMS at the Waterloo Catholic District School Board (WCDSB) since January.

Trustees will recall that the RMS aligns with key components of the Board Improvement Plan for Student Achievement (BIPSA) and numerous board priorities articulated in the Multi-Year Strategic Plan.

The collaborative efforts of educators in the WCDSB ensure the six components of Ontario’s Renewed Mathematics Strategy are fully realized, and continue to show growth in measurable ways. Some highlights include:

- A grade 3 class saw a significant increase as educators engaged in a collaborative inquiry focusing on Number Sense and Numeration (i.e. iterating unit fractions). The numeracy support teacher and classroom teacher used assessment ‘for’ learning data to drive responsive instruction, leading to an increase of 80% of the class achieving at or above provincial standard (i.e. B grade or higher) from 20% at the beginning of the learning cycle.
- A junior class at one of our Intensive Support Schools focused on ordering and comparing decimals through collaborative spaced learning between the numeracy support teacher and classroom teacher. The pre-inquiry data collection revealed that 50% of the class were “not yet” there with skill attainment. The “post” inquiry data indicated a progression to 88% of student thinking was focused on “got it” which is aligned with “at or above provincial standard.”
- At one of our Secondary Increased Support Schools, Gr. 9 students enrolled in Applied level mathematics have reached impressive levels of success over all strands. The number of students attaining the provincial standard more than doubled between initial and mid-term assessments: 26% to 60%.
- Another Secondary Increased Support School with a high number of Gr. 9 Applied students identified ‘in risk’, have had exceptional results to date: 3% performed at provincial standard on the initial semester diagnostic, with 58% performing at provincial standard at mid-term.
- 78 of 79 Gr. 9 Applied students who were surveyed (from 3 'Increased' schools) said the collaboration between their classroom teacher and Gap Closing teacher has helped them improve their confidence and performance in math.
**IMPLEMENTATION PROGRESS of WCDSB NUMERACY INITIATIVES 2017-18, as it aligns to the RMS:**

Note: A CI session refers to job-embedded PD which often includes classroom observation

<table>
<thead>
<tr>
<th>RMS HIGHLIGHTS</th>
<th>NUMERACY INITIATIVES 2017-18</th>
<th>PROGRESS (from January-April 2018)</th>
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</thead>
</table>
| Tiered & differentiated system of support | All elementary and secondary schools have been identified by the Ministry as receiving numeracy support at one of these levels: “Intense”, “Increased” & “All” Support. | Elementary Intense support schools (3 schools):  
- K-1: 1 half day CI session focusing on quantity and magnitude  
- Gr. 2-6: 1 supply teacher was provided to release a teacher to collaborate with the Numeracy support teacher and their grade level partner as a means to provide precise support  
- Gr. 7-8: Teachers used 0.5 days’ supply for precise professional learning aligned with student need |
| All elementary schools deemed “Intense” or “Increased” support are networked K-8 co-facilitated by numeracy consultants. An intentional focus of greater support is provided to the grade 2-6 group. Numeracy support teachers assist with “in-between” sessions, based on school-site SIPSA identified numeracy focus area. | Elementary Increased support schools (6 schools):  
- K-1: 1 half day CI sessions focusing on quantity and magnitude  
- Gr. 2-6: 1 full day CI session based on Number Sense & SIPSA numeracy focus area for networked schools (3 schools in Yr. 1 network & 3 schools in Yr. 2 network)  
- Gr. 7-8: Teachers used 0.5 days’ supply for precise professional learning aligned with student need |
| All secondary schools deemed “Increased” support (4 of 5) receive additional funding to engage in grade 9 professional learning networks to close gaps in achievement supported by the numeracy consultant. | Elementary Board-Identified Increased support schools (4 schools):  
- 1 half day for K-2 teachers with a focus on counting principles  
- 1 half day for gr. 3-5 teachers with a focus on fractional sense  
- 1 half day for gr. 6-8 teachers with a focus on fractional sense |
| Focus on learner with LD and diverse profile | Multiple numeracy initiatives invite participation from Spec. Ed. Teachers to join classroom teachers to address learning needs of the student | Secondary Increased support schools (4 schools):  
- All schools engage in various learning and CI sessions (details included below) |
| All SETs, administrators and numeracy consultants attended two half-day sessions led by:  
- SELs who led an IEP audit self-assessment and informed participants of key resources | |
Collaborative professional learning between stakeholders for the purpose of supporting classroom teachers and SETs with diverse learners.

- a provincial math lead, focusing on supporting students with diverse profiles across a continuum of mathematics, with special attention on being precise with the strategies we use

Numeracy consultants joined SELs at a professional learning session at Amethyst Demonstration School in TVDSB for students with learning disabilities

**Elementary:**
- SETs invited to attend Intense and Increase support CI sessions
- SETs engaging in learning from Special Education Liaisons on supporting students within the different cognitive domains

**Secondary:**
- Continued focus within Gr. 9 Applied to support learners of diverse profiles through intentional instructional and assessment for learning strategies
- Special Education teachers assist with supporting identified students
- Gap Closing teachers at 4 of 5 secondary schools support identified students

**ALL Numeracy Initiatives focus on specific content within proportional, spatial, and/or algebraic reasoning with fractional sense embedded.**

Numeracy networks are all rooted in collaboration with colleagues, including the administrator and numeracy consultants as co-learners (i.e. Elementary Math Lead Teacher, "Intense" and "Increased" support schools, Secondary Math Lead Teacher Team, Grade 9 Applied/Academic Learning Networks, Whole-dept. learning).

Numeracy support teachers engage in daily job-embedded professional collaboration.

**Elementary:**
- Elementary Math Lead Teacher (EMLT):
  - Areas of focus for the 91 EMLTs, and their administrators, has been: leveraging technology, pedagogical moves, assessment ‘for’ and ‘as’ learning, math content (increased time spent on content over 3 sessions), current research, and Vision for the Math Learner
  - 3 full day sessions (out of 5 full days) have taken place
- 3 Part Learning Series:
  - After-school sessions focus on deepening understanding of fractional sense based on current research.
  - 58 teachers from grades 3-8 are participating from April-May
  - upon completion, teachers will receive a personal, professional Chromebook
- Numeracy Support teachers continue to engage in their CIs with various classroom teachers at 29 of the elementary schools based on the RMS tiers of support differentiation

**Secondary Grade 9:**

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**Increasing math content knowledge - whole school/whole dept. collaborative professional learning**
| Building Leadership Capacity | Engaging administrators as co-learners | Numeral consultants led co-learning sessions at administrator meetings:  
- Big ideas in math  
- EQAO focus  
- Precision around effective Learning Goals  
This 2 day conference featured Peter Liljedahl and his research around “building a thinking classroom”. Information was shared via:  
- Consultants infusing this learning into EMLT sessions  
- Numeracy teachers and consultants engaging in this learning through their collaboration with classroom teachers  
- St. Benedict Math Program Head sharing with the Math Dept. (in addition to your TLLP work)  
Elementary Math Lead Teacher:  
- Each school has 2-3 lead teachers involved in this co-learning  
- 3 of 5 full day sessions (2 completed prior to this)  
- Areas of focus for the 91 EMLTs, and their administrators, has been: leveraging technology, pedagogical moves, assessment ‘for’ and ‘as’ learning, math content (increased time spent on content over 3 sessions), current research, and *Vision for the Math Learner*

| New Teacher Induction Program (NTIP) |  
- Semester Two teachers refine their math knowledge for teaching through independent and co-analysis of student work, assessment for learning data, and co-planning sessions  
- Daily collaboration with Gap-Closing teacher to inform instruction (4 of 5 schools)  
- Moderation of mock EQAO  
Secondary Whole Math Dept. Professional Learning  
- Within monthly department meetings and school learning teams  
- Schools continue their work within identified focus areas  
NTIP:  
- A feedback survey was created for elementary NTIP teachers, asking for input about priorities for focused professional learning:  
  - 1 after school session was provided to deepening their learning related to number sense routines  
- Secondary NTIP teachers, new for semester two, supported by consultant, math program head, and collaborate with experienced colleagues  

| Numeracy support teachers, consultants and the St. Benedict Math Program Head attended the OMCA conference |  
Elementary Math Lead Teachers will attend 5 full day co-learning sessions and will co-facilitate professional learning back at their school sites. |  
| Numeracy support teachers, consultants and the St. Benedict Math Program Head attended the OMCA conference |  
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| Secondary Leading Math Success Team members will co-facilitate professional learning within their departments. | • Differentiation:
  o Schools break into their SIPSA numeracy focus area of either proportional, spatial or algebraic reasoning
  o Each session is led by a Numeracy consultant
| Secondary Math Lead Teacher Team (SMLT):
  • In lieu of team sessions, numeracy consultant has provided on-site job-embedded support
  • Continued focus on using research to build capacity for effective pedagogical moves and knowing our impact (e.g. *Visible Learning for Mathematics*, *Innovators Mindset*, *Building Thinking Classrooms*)
  • Gap Closing Teachers beginning to implement and document assessment for/as learning using observations & conversations |
| Transitions Planning | Cross-panel opportunities for individual teachers | • Some intermediate teachers have visited grade 9 classrooms and debriefed with secondary math teachers
  • SMLT members refined the transitions and pathways information developed last year, and shared this directly with each family of schools intermediate teachers, grade 9 teachers, and all administrators |
| Technology-enabled learning | *MathUP* teacher professional learning tool. | *MathUP* resource:
  • 10 schools will have 1 licence from the pilot that took place this year
  • 10+ schools have purchased additional licences for teachers from gr. 1-6
  • Licences for Intensive French (gr.5) and French Immersion teachers have been purchased by our French Language consultant
  • SELs, Gifted Itinerant, Assistant Technology Co-ordinator attended information sessions to consider
| Board-wide licence to *Knowledgehook* as an instructional guidance tool | *Knowledgehook* Training:
  • 2 teachers/elementary school, numeracy team, all SELs, Gifted Itinerant, Assistant Technology Co-ordinator, and our FSL Consultant participated in a half-day session
  • 10 secondary teachers participated in an after-school session
  • Initial trainees have committed to supporting staff implementation
  • Multiple schools hosted a *Knowledgehook* training session on the April 13th OECTA half PD Day |
Leveraging digital tools to enhance student engagement and deepen students' understanding of math concepts (e.g. EduGains, mathies, mPower, D2L, Google Classroom, online graphing software, Knowledgehook, etc.).

<table>
<thead>
<tr>
<th>Elementary:</th>
<th>Secondary:</th>
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<tr>
<td>● Twitter continues to be used to connect digitally with one another for various networked learning</td>
<td>● Continued differentiated use of the following to support learning:</td>
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<tr>
<td>● EMLT sessions have focused on the TPACK (i.e. technological pedagogical content knowledge) framework to deepen conversations around the intentional use of supporting student learning through technology</td>
<td>o Knowledgehook in grade 9 and some intermediate classes to support instruction</td>
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<td></td>
<td>o online graphing software (e.g. Desmos and GeoGebra)</td>
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<td></td>
<td>● Some Secondary SLTs focus on effective use of technology and interactive learning</td>
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Ontario’s Renewed Mathematics Strategy (RMS) is outlined in the [April 2016 Memorandum to Directors of Education](http://example.com). Further information can be found on the Ministry site or by clicking here.

The collaborative efforts of educators in the WCDSB to ensure that the six components of Ontario’s Renewed Mathematics Strategy are fully realized, continue to bear fruit in measurable ways. Some highlights are:

- Number of students attaining the provincial standard more than doubled between initial assessment and mid-term in Grade 9 Applied Mathematics (26% to 60%)
- One school with a high number of Applied level students identifies as “in risk” have shown exceptional results (i.e. initial semester diagnostic assessment revealed that 3% attained the provincial standard while, at mid-term, 58% attained this level
- A Gr. 3 class of students, in “pre-learning” measurement, achieved 20% at or above the provincial standard; subsequent to instruction, 80% achieved the standard
- A junior class focused on ordering and comparing decimals, in “pre-learning” measurement, 50% were “not there yet” with skill attainment. Subsequent to instruction, 88% achieved the standard
Moving forward, the WCDSB’s Renewed Math Strategy will support staff to:

- Continue to build capacity with Elementary Math Lead Teachers and leverage this learning to support whole school capacity in mathematics.
- Deepen an understanding of the intentional intersection of content knowledge, pedagogical knowledge and technological knowledge to maximize student learning and achievement.
- Continue to seek opportunities for Elementary Math Lead Teachers to build whole school capacity at their school sites.
- At secondary, continue to explore how observations and conversations can be used to triangulate student achievement data.
- Continue our intentional attention to building cross-panel professional relationships and improving our understanding of big ideas within the continuum.

**Recommendation:**
This report is for the Information of the Board.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Richard Olson  
Superintendent of Learning

John Klein  
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.”*
Report

Date: May 14, 2018
To: Committee of the Whole Board
From: Director of Education
Subject: School Travel Planner Update

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
This report and presentation will serve to provide an update to Trustees on the School Travel Planning initiative. An update will be provided annually each May.

Policy Statement and/or Education Act/other Legislation citation:
WCDSB Active Transportation Charter

Alignment to the MYSP:
Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive
  Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions
  Goal: To continue implementation of emerging technologies that enable forward thinking, global education
  Goal: To increase system efficiencies and reduce workloads through process improvements

Strategic Priority: Nurturing our Catholic Community
Strategic Direction: Students and staff are healthy in mind, body and spirit
  Goal: To strengthen system-wide commitment to WCDSB’s vision for mental health and wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities
  Goal: To strengthen system commitment to Physical Health and its importance to mental and spiritual health

Background/Comments:
Local governments including school boards have identified traffic flows around school sites to be problematic in the areas of congestion, parking, and pedestrian safety. Practices to manage traffic flows vary by school and by school board. It was agreed that a plan to address these issues was important, and that all stakeholders held some responsibility in this area.

The School Travel Planner has been in place now for two years and has been a very welcomed addition and support to all participating partners in the Region. The partners are:
The Province, through Green Communities Canada, has taken great interest in the way Student Transportation Services of Waterloo Region (STSWR) has rolled out the school travel planning program. Green Communities Canada has agreed to fund additional positions at STSWR in hopes of identifying a sustainable and effective model for other school boards and municipalities to follow as they embark up on active school travel programs.

Another exciting initiative being undertaken by the Waterloo Catholic District School Board is a system-wide refresh of bike racks, scooter racks, and storage for skateboards. It is hoped that these types of initiatives will remove barriers for active travel to school. More details will follow on this initiative as the project unfolds in the coming months.

Leslie Maxwell will attend the Committee of the Whole Board meeting to provide highlights of her work over the past year, and will also provide information on the Green Communities initiative.

Recommendation:
This information is being presented for information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Leslie Maxwell
School Travel Planner, STSWR

*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.”
Audit Committee Updates
Agenda

- Accomplishments
- Challenges
- Ways to better support and promote audit work
- Questions
Accomplishments

- 2018 Enrolment & Attendance audit
- Internal audit teamed up with the Regional audit team
- School Generated Funds (Improvements)
- Improved communication between the schools and the internal audit officer
Challenges

- School Generated funds (Tone at the top)
- Resource constraints
Ways to better support and promote audit work

- School principal training to promote better processes within the region
- MKI audit program
- Work together with other school boards to learn accomplishments and areas for improvement
Questions
April 30, 2018

Mrs. Wendy Price, Chairperson  
Mrs. Loretta Notten, Director of Education  
Waterloo Catholic District School Board  
35 Weber St W—Unit A  
Kitchener, ON N2H 3Z1

Dear Wendy and Loretta:

I would like to congratulate and thank you, the trustees, staff and students of the Waterloo Catholic District School Board. As a result of your excellent planning and tireless work, the OCSTA 88th Annual AGM was a complete success.

The opening reception, liturgies throughout the AGM and student and staff performances were outstanding. Each gave witness to the goodness and excellence which so obviously exists within the Waterloo Catholic School system.

I would as well like to commend you for the workshop you presented with regard to School Board Governance. Beyond good governance practices, it highlighted for me the critical importance of strong and respectful relationships between the trustees and senior staff. It was a wonderful example of how effective governance can contribute to the nurturing of Catholic Christian community within our entire system.

I pray that our Lord Jesus Christ showers each of you and the trustees, staff and students of the Waterloo Catholic District School Board with all of His blessings.

Yours very truly,

Patrick J. Daly  
Chairperson of the Board
From: Sharon McMillan  
Sent: Monday, April 30, 2018 4:49 PM  
To: Subject: Our gratitude  
Importance: High  

Dear Wendy, Loretta and Alice:

I join with other staff here at OCSTA in expressing our sincere appreciation to each of you and your entire planning committee for all you did to make this year’s Conference so special. We are sincerely appreciative of the time commitment and other sacrifices you made to make this event as memorable as possible for delegates and guests.

This was a special Conference because of the heart felt contributions, leadership and support of the staff, students and trustees of the Waterloo Catholic District School Board!

I hope you each had some time to rest on the weekend, but I know the demands your vibrant board will continue to keep you busy!

Once again thank you for all your hard work and commitment to making OCSTA’s 88th AGM and Conference so very special.

God Bless,

Sharon

Sharon McMillan  
DIRECTOR OF COMMUNICATIONS  
Ontario Catholic School Trustees’ Association  
www.ocsta.on.ca  
T: 416.932.9460 ext 232  
Follow us on Twitter | Friend us on Facebook | Watch us on YouTube  

Join our Together in Faith initiative! Sign up to receive news about Ontario’s Catholic schools.

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal
April 19, 2018

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Letter to Nancy Kennedy, CEO Ontario Cannabis Retail Corporation

Further to our memorandum of April 17 regarding the siting of cannabis retail outlets across Ontario and the consultation process of the Ontario Cannabis Retail Corporation and local municipalities, we have attached a letter sent to Nancy Kennedy, CEO of the Ontario Cannabis Retail Corporation on April 18th. In the letter, we ask Ms. Kennedy to consult with Catholic school boards in advance of announcing possible store locations to avoid any misunderstanding and to site these stores at the appropriate distance from our schools.

If you have any questions please contact me or Steve Andrews at sandrews@ocsta.on.ca.

Attachment
April 18, 2018

Ms. Nancy Kennedy
Chief Executive Officer
Ontario Cannabis Corporation
55 Lake Shore Blvd. E.
Toronto ON, M5E 1A4

Sent by Email: cannabisbusiness@lcbo.com

Dear Ms. Kennedy:

On behalf of the Ontario Catholic School Trustees’ Association (OCSTA), I am writing to you in respect of the siting of cannabis retail stores in Ontario. We would respectfully request that the Ontario Cannabis Corporation contact local Catholic district school boards in those communities considering establishing cannabis retail outlets prior to announcing potential store locations. We have encouraged our Catholic school boards to contact their local municipalities in this regard as well.

OCSTA would also welcome involvement in any consultation process on siting cannabis store locations in Ontario. If you require any assistance in contacting our Catholic boards, please let us know.

If you have any questions or concerns, please contact me or Steve Andrews, Director of Legislative and Political Affairs at sandrews@ocsta.on.ca.

Yours Very Truly,

Patrick J. Daly
President
MEMORANDUM

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

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Political Party Responses to Election Survey 2018

As you are aware, in early March OCSTA sent a survey to the Ontario Liberal Party, the Ontario NDP and the PC Party of Ontario. In that survey we asked the leaders of the parties to provide their policy positions on a number of education funding and policy issues reflected in our 2017 Finance Brief and OCSTA’s Pre-Budget submission. These included:

- School board autonomy and flexibility
- Student transportation costs
- Student mental health support
- Special education funding.

To date both the Liberals and the NDP have responded. In summary, the Liberals provided detailed comments on each section of the survey outlining their investments and policy initiatives over the past several years. The NDP committed to an “overhaul” of the education funding formula.

The PC Party is still in the process of developing their policy platform under the new leader and will respond to us in early May once their election platform is completed. In a recent meeting with Mr. Ford attended by Pat Daly, Nick Milanetti and I, he stated his firm commitment to public funding for Catholic education.

For your information and reference, attached are copies of the responses received from the Liberal Party and the New Democratic Party.

If you have any questions please contact Steve Andrews at sandrews@ocsta.on.ca.

Attachments
Dear Mr. Daly,

Thank you for your letter and for sharing OCSTA’s important recommendations for further improving our education system. I am pleased to provide the enclosed response.

Ontario’s publicly funded Catholic schools are examples of excellence in our education system. I appreciate that Catholic boards, and OCSTA as their advocate, have committed themselves wholeheartedly to improving student achievement, promoting well-being, ensuring equity and increasing public confidence in our schools.

Our government remains firmly committed to publicly funded Catholic education, and it is our ongoing pleasure to work with you toward reaching our shared goals in education.

Sincerely,

Kathleen Wynne

Responses to be embedded in the survey or provided separately

1. Autonomy and Flexibility

After inheriting an education system that was severely underfunded and in complete disrepair, our government has made historic investments in our publicly funded education system. This has enabled hiring more than 40,000 additional teachers and education workers into the system to support student success during a period of declining enrolment. It has also contributed to caps on K-3 class size, reduced average class size and the complete roll-out of full-day kindergarten for every four and five year old in Ontario.

These investments are contributing to the high school graduation rate reaching an all-time high of 86.5 per cent – and 91% in the English Catholic system – up more than 18 percentage points compared to the rate when we took office. Today, Ontario’s students consistently rank amongst the highest in national and international student achievement results in reading, math and science. Now 71% of elementary students meet the standard in literacy and numeracy, up from 56% when we took office and have narrowed the achievement gaps significantly for English language learners, students with special needs and Indigenous students.

But we also know that there is more to do. Next year, the Grants for Student Needs will be increasing by another $625 million to $24.5 billion, further increasing per-student funding to $12,300 – that’s 9.4 per cent more than in 2012-13. This will support 2,000 additional teachers and education workers to advance student achievement and well-being.

In addition to providing greater funding to school boards and advancing provincial priorities for publicly funded education, the Ontario Liberal Party is committed to supporting local school
board autonomy and flexibility. In fact, the proportion of the Grants for Student Needs that is enveloped has decreased since our government took office in 2003. We work with our partners each year to review the education funding formula and make necessary changes that enable boards to respond effectively and efficiently to the unique challenges faced by communities across the province.

Examples of how our government invested in increased board autonomy and flexibility include:

- **Rural and Northern Funding**: We recognize the distinct challenges facing remote and rural schools. Our Plan to Strengthen Rural and Northern Education invested an additional $20 million in flexible ongoing funding through the GSN to support the local distinct needs of rural and northern students across the province.

- **Learning Opportunities Grant**: This year, we are providing over $350 million through the Demographic Allocation of the Learning Opportunities Grant (LOG) where its intended purpose is to support school boards in offering locally-determined programs to improve the educational outcomes of students at greater risk of low academic achievement.

- **Local Priorities Fund**: This fund is providing approximately $230 million for boards to address a range of local priorities needs. This may include more special education staffing to support children in need and students at risk of poor academic achievement.

- **Community Use of Schools Funding**: Approximately $29 million is provided in flexible funding to support boards in reducing the rates for school space open after hours used by the community according to local priorities.

- **Well-Being Funding**: This year, flexible funding was doubled from $6 million to $12 million to support school boards in local needs and priorities to enhance well-being in the classroom and across the school, including safe, healthy, inclusive and accepting learning environments.

2. Transportation

More than two out of five Ontario students rely on student transportation services each day to get them to and from school safely and on-time. We recognize that this system is facing challenges, including the challenges that bus operators are facing in retaining qualified drivers.

That’s why we took immediate action to provide $60 million over the next two years to support the recruitment and retention of school bus drivers. Our government also provided additional assistance through the 2018-19 Grants for Student Needs to manage increased transportation costs by doubling our annual increase in transportation funding to 4 per cent next year. We also continue to work with school boards to move forward on the opportunities outlined in the Student Transportation Competitive Procurement Review (Campbell Report) when procuring student transportation services.

In addition, to support longer-term solutions, we began a broad engagement to develop a new vision for student transportation in Ontario. This engagement will provide advice on how transportation services can be improved to best support the goals of the education system now
and in the future, including a new transportation funding formula that reflects the needs of today’s students.

3. Student Mental Health

We care deeply about student mental health and well-being, because we know how many of our young people are facing mental health challenges and need support both in their schools and broader communities. In fact, up to 70 per cent of mental health and addictions challenges begin in childhood or adolescence.

That’s why we recently announced we are supporting quicker access to better care for mental health and addiction services for people of all ages through a historic $2.1 billion investment over the next four years.

This is the largest provincial investment in Canadian history in mental health and addictions care. On top of the Mental Health Leads that we created in every school board, this investment means an additional 400 mental health workers to support every high school across the province dedicated to supporting continued and expanded mental health awareness and education, earlier identification and assessment, and improved timely referrals to community mental health services. This investment will also support enhanced mental health literacy for our educators and school staff, and social emotional learning skills embedded in the curriculum.

This is all in addition to our government’s investment of $49 million over the next three years to promote and support the well-being of Ontario’s students, which includes doubling funding to school boards for locally-determined priorities including mental health.

4. Special Education

We believe that every student must have access to the supports they need to reach their full potential, including students with special needs. We continue to show our commitment to these students by investing in special education.

We recently announced we will add another $300 million over the next three years, bringing special education funding to $3 billion next year. This funding will help to eliminate the waitlists for special education assessments and means 600 additional staff forming multidisciplinary teams of social workers, psychologists, behavioural specialists and speech-language pathologists to build board capacity and help teachers, education assistants and other staff better understand and adapt to the unique needs of their students. It also includes an additional $30 million per year through the Special Incidence Portion for up to 500 more Education Assistants who will support our highest needs students.

By adding more staff in classrooms and clearing special education assessment backlogs, this investment will support our school boards in providing much-needed additional support to our
students with special needs. We are committed to engaging with our education partners to continue reviewing the funding model for special education to ensure it is responsive to the needs of school boards, educators and students with special needs.

5. Sick Leave Costs

While each school board is responsible for managing and encouraging consistent staff attendance, we are committed to supporting school boards to adopt practices that support staff attendance and well-being.

Many boards have developed a number of strategies tailored to their individual needs, but we know there is still more to be done.

We will continue to promote a culture of safety and well-being in Ontario’s schools. We are committed to working with all of our education partners to address our shared challenges, including ensuring provincial funding reflects school boards’ costs.
Dear Patrick Daly,

Thank you for reaching out to us on behalf of the Ontario Catholic Trustees' Association, and by extension, the over 545,000 students that you serve.

Frankly, decades of cuts, freezes, and underfunding by consecutive Liberal and Conservative governments has left our education system in crisis. Ontario's education funding formula, developed by the Harris Conservatives and left in place by the Liberals, has failed to strengthen publicly-funded education and has instead led the system to the breaking point. Too many students are going to school in buildings without proper heating or cooling, with leaky roofs or broken staircases, and the backlog of needed repairs has reached $15 billion. Some schools boards are using special-education money just to keep schools safe and functioning, while children with special needs often have to cope with limited resources. Chronic underfunding has also led to increased classroom violence, putting teachers, students and education workers at risk. We also know that our kindergarten classes are often over-full and understaffed.

The underfunding has so been widespread that since 2011, the Liberal government has closed 270 schools and put another 300 schools on the chopping block — schools that were an essential part of their communities.

But the good news is, we know that it doesn't have to be this way. We don't have to settle for cuts and freezes, for underfunding and neglect, in our publicly-funded education system.

The NDP is committed to funding our schools — including publicly-funded Catholic schools — properly. An NDP government will work with parents, front-line educators, students, and educational experts to overhaul the education funding formula starting with a comprehensive public review based on two key principles: equity and quality. We know that a new funding formula will allow us to curb class sizes, and address issues of classroom violence. It will mean boards, teachers, and education workers will have the resources they need to ensure the well-being and safety of all learners, and all educators. We will also invest $16 billion in a 10-year capital plan to specifically tackle the repair backlog in our schools. For our students will special needs, we commit to basing special education funding on actual needs, not overall populations, with timely needs assessments.

We know that with these critical changes and investments, Ontario's education system will be one that students, education workers, boards, parents and caregivers can all be proud of.

Sincerely,

Ontario's New Democrats
In response to an article by Ken Durkacz (a retired public school teacher) that was published in the April 21st edition of The Spectator (see article below) and that called into question the “value” of having a publicly funded Catholic school system, OCSTA President, Patrick Daly released the following response that is expected to be published in The Spectator this week:

April 22, 2018

To: The Hamilton Spectator

I am writing in response to an April 21, 2018 article in which the writer recommends a seriously damaging move to monopolize the education of our children. I do so as well to correct a number of myths or obvious inaccurate statements.

It is unfortunate that in a lack of commitment to transparency, the writer fails to acknowledge his many years of involvement in the public schools teacher’s union, whose long standing goal has been to create such a monopoly in education there by increasing their membership and decreasing accountability.

Publicly funded Catholic schools in Ontario are cause for celebration and one of the four pillars upon which the outstanding structure of education in our province has been built. For well over 150 years, the distinct missions of each of the systems and the choice provided to parents within this structure, has led to Ontario being recognized as one of the best places for education in the world.
The writer fails to recognize the high level of diversity that thrives and excels within the halls and classrooms of Ontario’s Catholic schools. Like our public school counterparts, Catholic school boards fully comply with all regulations and requirements of the Education Act. Rather than actively recruit non-Catholic students subject to their locally developed student admission policies and the availability of space, Catholic school boards have responded to the hopes and desires of parents of the over 550,000 young people who attend their schools. For a number of reasons including their commitment to faith formation and academic/co-curriculum excellence, these parents choose to enroll their children in our schools.

The percentage (proportion) of non-Catholic elementary students enrolled in the schools of the Hamilton-Wentworth Catholic District School Board has remained consistent and unchanged for a number of years. The writer knows that fluctuations in a school board’s enrolment is related to a number of factors most significantly community demographics. The percentages he cites of decline in one board and increase in another, is in no way impacted by the number of or percentage of non-Catholic students attending Catholic elementary schools.

Rather than “not something the separate system wants people to know about”, Catholic school boards and the Ontario Catholic School Trustees’ Association (OCSTA) on their behalf, proudly celebrate their high student retention rates. The OCSTA sought legal advice and shared information with member boards so as to assist them in more effectively and efficiently responding to Freedom of Information Requests rather than “in an attempt to keep information private”. The reference to being “cautious and discrete” came from the minutes of an OCSTA meeting and not a memo from a Catholic school board. The statement was made out of our understanding that policies with regard to student admissions vary and are a local School board matter.

The most egregious statement in the article is reference to “presents a ripe opportunity to select ‘strong’ candidates and reject those who may have learning disabilities or behavioural issues”. This is wrong, unfounded and hurtful. Catholic school boards across Ontario have been rightly recognized as leaders in inclusive education. I am proud to be part of a Catholic school system who for over four decades has been both committed to and guided by a philosophy of “Each Belongs”. Flowing from our Catholic Christian vision of every child created in the image of our loving God, all young people are welcome (together with their brothers and sisters) into their neighbourhood schools.

In response to his question, “How do non-Catholic students fit in the immersive religious environment”, I invite the reader to visit any Catholic School or ask the parents, “how their children are fitting in”.

Like their public school supporter neighbours, Catholic school taxpayers and parents know through past experience, that rather than save money school board amalgamation (similar to municipal amalgamation) has increased costs significantly. They know as well that a move to one school system would cause massive disruptions and chaos, negatively impact quality and significantly reduce choice.
The four school systems in Ontario work well together out of a shared commitment to the cognitive, social, physical and spiritual well-being of the students entrusted to their care. This spirit of co-operation and the structure of publicly funded education in Ontario are to be strengthened and celebrated.

Patrick J. Daly
Chair, Hamilton-Wentworth Catholic District School Board and,
President, Ontario Catholic School Trustees' Association

OCSTA President’s letter responded to the following article by retired public school teacher, Ken Durkacz:

Why are more non-Catholic students going separate?; Some separate boards are enrolling non-Catholic students to bolster numbers
April 21st, 2018 • The Hamilton Spectator
Author: Ken Durkacz

In this time of declining student numbers due to demographics, there exists a real but little discussed competition for students between public and separate school boards in Ontario. Student numbers go a long way to determining overall budget allotments from the Ministry of Education and the viability of individual schools. So maintaining healthy populations is crucial for all schools.

A troubling trend in Ontario shows that many separate boards are enrolling non-Catholic students in an attempt to bolster overall numbers. Recently released documents show that enrolment of students in separate schools without a baptismal certificate has increased by 18 per cent over the past four years. There are approximately 11,000 non-Catholic students in separate schools across the province.

This calls into question the purpose of the existence of a separate school system. If it exists to educate students in an immersive Catholic environment, why does it admit non-Catholics in significant numbers? Separate boards are clear in their mission statements. For example, the HWCDSB states the learning process should be "nurtured in the parish … anchored in the Catholic faith" and should take place "within the context of worship, sacraments, and the life of the Church is enhanced by the school community." How do the non-Catholic students fit in the immersive religious environment?

Pat Daly, chair of the HWDCSB, had acknowledged that approximately 10 per cent of elementary students in the board are non-Catholic. Information I obtained from the ministry with regard to overall student population illustrates the increased enrolment of students without a baptismal certificate in this board. Between 2011 and 2016, the HWDSB experienced an overall decline of 4.8 per cent. Meanwhile, the HWDCSB experienced only a 2 per cent over this same period. Clearly, demographics alone cannot explain this discrepancy. It's certainly not something the separate system wants people to know about. The Ontario Catholic School Trustees' Association, led by Patrick Daly, sought legal advice in an attempt to keep this information private. One board issued an internal memo to staff indicating that they be "cautious and discrete" about the recruitment of non-Catholic students.

Clearly the separate system recognized the unseemly nature of recruiting students who do not adhere to the religious tenets upon which the system is founded. The separate system usually does everything it can to avoid the kind of spotlight that calls into question the existence of a school board based on religion. The Minister of Education has also refused to offer any comment on this
contentious issue.

It is worth noting that the Ministry Of Education does not monitor this situation, so there is no oversight on the process of admitting non-Catholic students. The system admits non-Catholic students based, at least in part, on an interview process. It presents a ripe opportunity to select 'strong' candidates and reject those who may have learning disabilities or behavioural issues. This significant increase in enrolment of non-Catholics becomes even more troubling when one considers that the separate system operates as a 'closed shop' when it comes to hiring. You must be a Catholic in order to teach in the system, with a baptismal certificate and a letter from a parish priest. Non-Catholics need not apply.

It seems remarkable that in this day and age a publicly funded education system can have discriminatory hiring practices while at the same time it uses non-Catholic students to bolster overall student population. The debate over the value of having a publicly funded religious system is not going away. Armed with the knowledge that separate schools are recruiting non-Catholics while employing Catholic teachers only, people should be asking politicians on the election trail where they stand on this issue of a single publicly funded system of education.

Ken Durkacz is a retired educator living in Hamilton

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MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Rowan’s Law 2018: Development of Regulations Consultation

As you know, On March 6, 2018, Ontario passed new legislation, Rowan's Law (Concussion Safety), 2018, as well as amendments to the Education Act. This new legislation will protect amateur athletes by improving concussion safety on the field and at school. Rowan's Law (Concussion Safety) Act, 2018, establishes mandatory requirements for:

- Annual review of concussion awareness resources that athletes, coaches, educators and parents would be required to review before registering in a sport;
- Removal-from-sport and return-to-sport protocols, to ensure that an athlete is immediately removed from sport if they are suspected of having sustained a concussion; and
- A concussion code of conduct that would set out rules of behaviour to minimize concussions while playing sport.
- When Rowan's Law received Royal Assent on March 7, 2018, the one section that was proclaimed was an annual "Rowan's Law Day". That means that the first Rowan's Law Day will take place on September 28, 2018.

All of the other parts of the Act will come into effect after the government consults with the impacted stakeholders to determine the specific details of future regulations.

The consultation survey can be found at the following link: http://rowanslaw.hostedincanadasurveys.ca/index.php/616355?lang=en

Next Steps

OCSTA will review the consultation document and draft a submission for input into the regulation making process. For your reference, we have attached a copy of Rowan’s Law.

We would also encourage boards to review the survey and provide feedback as well. The due date for feedback is May 7, 2018.

If you have any questions please contact me or Steve Andrews at sandrews@ocsta.on.ca.

Attachment
Bill 193

(Chapter 1 of the Statutes of Ontario, 2018)

An Act to enact Rowan’s Law (Concussion Safety), 2018 and to amend the Education Act

The Hon. D. Vernile
Minister of Tourism, Culture and Sport

1st Reading December 14, 2017
2nd Reading February 21, 2018
3rd Reading March 6, 2018
Royal Assent March 7, 2018
EXPLANATORY NOTE

This Explanatory Note was written as a reader’s aid to Bill 193 and does not form part of the law.

Bill 193 has been enacted as Chapter 1 of the Statutes of Ontario, 2018.

The Bill enacts Rowan’s Law (Concussion Safety), 2018. The Act imposes various requirements on sport organizations, which are defined as persons or entities that carry out, for profit or otherwise, a prescribed activity in connection with an amateur competitive sport and that satisfy such other criteria as may be prescribed. Here are highlights of those requirements:

1. A sport organization must not register an individual who is under the prescribed age in a sports activity unless the individual confirms that they have reviewed the concussion awareness resources approved by the Minister of Tourism, Culture and Sport. The regulations may provide for other circumstances where a sport organization must require individuals to confirm that they have reviewed the resources. For individuals under 18 years of age or such other prescribed age, the parent or guardian of the individual must also confirm that they have reviewed the resources. Individuals who serve as a coach or in other prescribed positions for a sport organization must also confirm that they have reviewed the resources.

2. A sport organization must establish a concussion code of conduct. Similar to the rules described above, various individuals must confirm that they have reviewed a sport organization’s concussion code of conduct.

3. A sport organization must establish a removal-from-sport protocol for athletes who are suspected of having sustained a concussion. The protocol must, among other things, establish a specific process to implement the immediate removal of an athlete and must designate persons who are responsible for ensuring the removal of the athlete and ensuring that they do not return to training, practice or competition, except in accordance with the sport organization’s return-to-sport protocol.

4. A sport organization is required to establish a return-to-sport protocol that applies with respect to athletes who have sustained a concussion or are suspected of having sustained a concussion. The protocol must, among other things, establish a specific process to implement the return of an athlete to training, practice or competition and must designate persons who are responsible for ensuring that an athlete does not return until permitted to do so in accordance with the protocol.

The Act also proclaims the last Wednesday in September as Rowan’s Law Day. The Minister may, however, declare that Rowan’s Law Day is on another day for any particular year.

The Act requires the Minister to prepare and publish reports on the progress made in implementing all or some of the recommendations set out in the report of the Rowan’s Law Advisory Committee. Deadlines for the first and subsequent reports are specified.

The Act permits the Lieutenant Governor in Council to make regulations under the Act, including regulations that exempt persons or entities from any provision of the Act or regulations. In addition, the regulations may apply differently to different sport organizations and to different sports or classes of sports.

The Bill also amends the Education Act. Part XIII.1 of the Act is renamed “Pupil Health” and a new section is added to it. The new section authorizes the Minister to establish and require boards to comply with policies and guidelines respecting concussions in pupils. The Minister is also given authority to make regulations prescribing requirements respecting concussions in pupils of private schools and to require private schools to comply with the requirements. The policies, guidelines or regulations must be consistent with Rowan’s Law (Concussion Safety), 2018.
An Act to enact Rowan’s Law (Concussion Safety), 2018 and to amend the Education Act

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,

“concussion awareness resources” means the information or materials approved by the Minister respecting concussion prevention, detection and management; (“ressources de sensibilisation aux commotions cérébrales”)

“Minister” means the Minister of Tourism, Culture and Sport or such other member of the Executive Council as may be assigned the administration of this Act under the Executive Council Act; (“ministre”)

“prescribed” means prescribed by the regulations; (“prescrit”)

“sport organization” means a person or entity that carries out, for profit or otherwise, a prescribed activity in connection with an amateur competitive sport and that satisfies such other criteria as may be prescribed. (“organisation sportive”)

Concussion awareness resources

2 (1) A sport organization shall not register an individual who is under the prescribed age in a sports activity unless the individual gives the sport organization confirmation that they have, within 12 months before the registration or within such other period as may be prescribed, reviewed the concussion awareness resources.

Requirement, other prescribed circumstances

(2) A sport organization shall, in the prescribed circumstances and in accordance with the prescribed requirements, require an individual who is under the prescribed age to give the sport organization confirmation that they have reviewed the concussion awareness resources.

Requirement, individuals under 18

(3) If the individual referred to in subsection (1) or (2) is under 18 years of age or such other age as may be prescribed, the individual’s parent or guardian must also give the sport organization confirmation that they have reviewed the concussion awareness resources.

Requirement, coaches, etc.

(4) A sport organization shall not permit an individual to serve as a coach for the sport organization or to serve in any other prescribed position, such as an official, in respect of the sport organization unless the individual gives the sport organization confirmation that they have reviewed the concussion awareness resources at the prescribed times and in accordance with the prescribed requirements.

Additional resources, etc., from sport organization

(5) Nothing in this section prevents a sport organization from offering additional resources or information relating to concussions to any individuals.

Materials to be publicly available

(6) The Government of Ontario shall ensure that the concussion awareness resources are made available to the public.

Concussion code of conduct

3 (1) A sport organization shall establish a concussion code of conduct that satisfies the requirements set out in the regulations.

Requirement on registration

(2) A sport organization shall not register an individual who is under the prescribed age in a sports activity unless the individual gives the sport organization confirmation that they have, within 12 months before the registration or within such other period as may be prescribed, reviewed the sport organization’s concussion code of conduct.
Requirement, other prescribed circumstances

(3) A sport organization shall, in the prescribed circumstances and in accordance with the prescribed requirements, require an individual who is under the prescribed age to give the sport organization confirmation that they have reviewed the sport organization’s concussion code of conduct.

Requirement, individuals under 18

(4) If the individual referred to in subsection (2) or (3) is under 18 years of age or such other age as may be prescribed, the individual’s parent or guardian must also give the sport organization confirmation that they have reviewed the sport organization’s concussion code of conduct.

Requirement, coaches, etc.

(5) A sport organization shall not permit an individual to serve as a coach for the sport organization or to serve in any other prescribed position, such as an official, in respect of the sport organization unless the individual gives the sport organization confirmation that they have reviewed the sport organization’s concussion code of conduct at the prescribed times and in accordance with the prescribed requirements.

Code of conduct to be made available

(6) A sport organization shall, in accordance with the regulations, ensure that its concussion code of conduct is made available to individuals referred to in subsections (2) to (5) and to other persons as may be prescribed.

Protocols

Removal-from-sport protocol

4 (1) Every sport organization shall establish a removal-from-sport protocol for its athletes that,

(a) establishes, in accordance with such requirements as may be prescribed, a specific process to implement the immediate removal of an athlete who is suspected of having sustained a concussion;

(b) designates persons who are responsible for ensuring that,

(i) an athlete is immediately removed from further training, practice or competition if the athlete is suspected of having sustained a concussion,

(ii) if the athlete is under 18 years of age or such other age as may be prescribed, the parent or guardian is informed of the removal,

(iii) such persons or entities as may be prescribed are informed of the removal, and

(iv) once removed, the athlete is not permitted to return to training, practice or competition, except in accordance with the sport organization’s return-to-sport protocol;

(c) sets out the responsibilities of other prescribed persons if they suspect that an athlete has sustained a concussion during training, practice or competition; and

(d) satisfies such other requirements as may be prescribed.

Return-to-sport protocol

(2) Every sport organization shall establish a return-to-sport protocol for its athletes that,

(a) applies in circumstances where the sport organization becomes aware that one of its athletes has sustained a concussion or is suspected of having sustained a concussion, regardless of whether or not the concussion was sustained or is suspected of having been sustained during a sport activity associated with the sport organization;

(b) establishes, in accordance with such requirements as may be prescribed, a specific process to implement the return of an athlete to training, practice or competition after the athlete has sustained a concussion or is suspected of having sustained a concussion;

(c) designates persons who are responsible for ensuring that,

(i) an athlete who has sustained a concussion or is suspected of having sustained a concussion does not return to training, practice or competition until permitted to do so in accordance with the return-to-sport protocol, and

(ii) such persons or entities as may be prescribed are informed that an athlete is permitted to return to training, practice or competition;

(d) sets out the responsibilities of other prescribed persons; and

(e) satisfies such other requirements as may be prescribed.
Protocols to be made available
(3) A sport organization shall, in accordance with the regulations, ensure that its removal-from-sport protocol and return-to-sport protocol are made available to the prescribed persons.

Rowan’s Law Day
5 (1) Subject to subsection (2), the last Wednesday in September in each year is proclaimed as Rowan’s Law Day.

Minister may declare a different day
(2) For any particular year, the Minister may declare that Rowan’s Law Day is on any day of the year other than the day referred to in subsection (1).

Progress reports re recommendations
6 (1) The Minister shall prepare reports about the progress made in implementing all or some of the recommendations set out in “Creating Rowan’s Law: Report of the Rowan’s Law Advisory Committee”, dated September 2017, which is available on a Government of Ontario website.

Public access to reports
(2) The Minister shall publish the reports required under this section on a Government of Ontario website.

First report
(3) A first report shall be published on the day this section comes into force.

Subsequent reports
(4) Subsequent reports shall be published every year after the day this section comes into force, until such time as the Minister prepares a final progress report.

Regulations
7 (1) The Lieutenant Governor in Council may make regulations providing for any matters which, in the opinion of the Lieutenant Governor in Council, are necessary or advisable for the purposes of this Act, including,

(a) prescribing or otherwise providing for anything that is required or permitted under this Act to be prescribed or otherwise provided for in the regulations, including governing anything required or permitted to be done in accordance with the regulations;

(b) governing the manner in which an individual gives confirmation to a sport organization for the purposes of sections 2 and 3;

(c) governing concussion codes of conduct required under section 3, including,

(i) specifying circumstances in which a sport organization’s concussion code of conduct applies or does not apply, and

(ii) prescribing rules for determining whether a sport organization’s concussion code of conduct applies in specified circumstances;

(d) governing removal-from-sport protocols and return-to-sport protocols, including,

(i) specifying circumstances in which a sport organization’s removal-from-sport protocol or return-to-sport protocol applies or does not apply, and

(ii) prescribing rules for determining whether a sport organization’s removal-from-sport protocol or return-to-sport protocol applies in specified circumstances;

(e) governing how the requirements in this Act or the regulations apply in respect of two or more sport organizations that carry out similar or related activities in connection with the same amateur competitive sport;

(f) exempting any person or entity or class of persons or entities from any provision of this Act or the regulations, subject to such conditions or restrictions as may be prescribed;

(g) defining any word or expression used in this Act that is not already defined and further defining any word or expression used in this Act that is already defined in this Act;

(h) providing for such transitional matters as the Lieutenant Governor in Council considers necessary or advisable in connection with the implementation of this Act or the regulations.

Classes of sport organizations
(2) A regulation may create different classes of sport organizations and may impose different requirements, conditions or restrictions on, or relating to, each class.
Classes of sports

(3) A regulation may apply differently to different sports or classes of sports.

Education Act

8 (1) The heading to Part XIII.1 of the Education Act is repealed and the following substituted:

PART XIII.1
PUPIL HEALTH

(2) The Act is amended by adding the following heading immediately before section 317:

NUTRITIONAL STANDARDS

(3) Part XIII.1 of the Act is amended by adding the following section:

CONCUSSIONS

Minister’s policies and guidelines re concussions

321 (1) The Minister may establish and require boards to comply with policies and guidelines respecting concussions in pupils.

Regulations, private schools

(2) The Minister may make regulations prescribing requirements respecting concussions in pupils of private schools and requiring private schools to comply with the prescribed requirements.

Consistency with Rowan’s Law (Concussion Safety), 2018

(3) Any policies and guidelines established under subsection (1) and any regulations made under subsection (2) shall be consistent with Rowan’s Law (Concussion Safety), 2018.

Commencement

9 (1) Subject to subsection (2), this Act comes into force on the day it receives Royal Assent.

(2) Sections 1, 2, 3, 4, 6, 7 and 8 come into force on a day to be named by proclamation of the Lieutenant Governor.

Short title

10 The short title of this Act is Rowan’s Law (Concussion Safety), 2018.
March 28, 2018

Ms. Loretta Notten  
Director of Education and Secretary of the Board  
Waterloo Catholic District School Board

Dear Loretta,

Terry Fox began his Marathon of Hope 38 years ago with the heroic goal of reaching a finish line, beyond which cancer is no longer a threat. He had a big dream, an iron will and a noble cause. His journey would be a long, difficult one; and one he knew others would have to continue for him.

It is inspiring to see the Waterloo Catholic District School Board school community continue Terry’s legacy. We are proud to report that in 2017, over 4,200 Ontario schools united and raised over $6.9 million for cancer research. Your continued endorsement of The Terry Fox School Run propels us to develop new initiatives to further cancer research. One such initiative is the establishment of The Marathon of Hope Cancer Centre Network, a powerful pan-Canadian collaborative platform that will close the gap between research in the lab and hands-on patient care. This game-changing concept will unite our country coast to coast, working collectively in harnessing new technology to cure cancer, just as Terry wanted.

In order to keep this momentum going, we would greatly appreciate assistance with any of the following:

1. The distribution of an endorsement email message, encouraging schools to participate in the 2018 Terry Fox School Run (Thursday, September 27, 2018). You will receive an email next week with a sample message that you may customize and share.

2. Email us a list of new schools scheduled to open in 2018 so that we may include them in our Terry Fox family of schools.

We look forward to working with you again and we thank you in advance for your support. Your family of schools sets a shining example of what can be accomplished with a focused goal and a collaborative spirit of generosity and determination.

Regards,

Lisa Armstrong  
Ontario School Coordinator  
The Terry Fox Foundation  
Email: lisa@terryfoxrun.org or Toll Free: 1-888-836-9786  
encl. 2017 Donation History Report

P.S. Please accept the enclosed Terry Fox t-shirt and pin as small tokens of our appreciation!
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From: Loretta Notten
Sent: Monday, April 30, 2018 12:58 PM
To: Alice Figueiredo
Subject: FW: OCSTA News Release - Beverley Eckensweiler Acclaimed as President of OCSTA

Follow Up Flag: Follow up
Flag Status: Completed

NEWS RELEASE

Beverley Eckensweiler Acclaimed as President of OCSTA

FOR IMMEDIATE RELEASE

Toronto – April 30, 2018 – The Ontario Catholic School Trustees’ Association (OCSTA) is pleased to announce that Beverley Eckensweiler, Chair of the Bruce-Grey Catholic District School Board, was acclaimed as President of OCSTA at the Association’s Annual General Meeting and Conference on April 27. As the Association’s former Vice President, President Eckensweiler’s experience and knowledge of the priorities of Catholic school boards and the issues and initiatives at the forefront of Ontario’s education system today will contribute to the vitality and progress of Ontario’s Catholic school system.

“I am inspired by the commitment of the men and women who answer the call to serve as Catholic trustees and I am committed to supporting them in their roles as guardians, stewards and advocates for publicly funded Catholic education in Ontario. As OCSTA’s president, I look forward to continuing the tradition of ensuring that the local perspective trustees are elected to represent helps to inform the work to be done by OCSTA at the provincial level,” said President Eckensweiler.

Serving with President Eckensweiler on the OCSTA executive is Peterborough Victoria Northumberland and Clarington CDSB Chair, Michelle Griepsma, who was elected Vice President, and OCSTA’s immediate Past-President, Hamilton-Wentworth CDSB Chair, Patrick J. Daly.

The following trustees were appointed to the OCSTA Board of Directors for the 2018-2020 term:
Region 6 – Toronto CDSB: Trustee Ann Andrachuk and Trustee Michael Del Grande
Region 7 – Dufferin-Peel CDSB: Trustee Mario Pascucci and Trustee Thomas
Region 8 – York CDSB: Trustee Carol Cotton
Region 12 – Ottawa CSB: Trustee Brian Coburn

The complete list of trustees on OCSTA’s Board of Directors can be viewed at [http://www.ocsta.on.ca/ocsta-board-of-directors](http://www.ocsta.on.ca/ocsta-board-of-directors).

Ottawa Catholic School Board Trustee, Mark Mullan was elected by the membership to represent OCSTA on the Board of Directors for the Canadian Catholic School Trustees’ Association.

The Ontario Catholic School Trustees’ Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educates approximately 550,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information, please contact:
Sharon McMillan, Director of Communications
Tel: 416-932-9460, ext. 232 – smcmillan@ocsta.on.ca

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Publicly-funded Catholic schools are cause to celebrate

OPINION 12:00 AM by Patrick J. Daly Hamilton Spectator

I am writing in response to an April 21, 2018 article in which the writer recommends a seriously damaging move to monopolize the education of our children. I do so as well to correct a number of myths or obvious inaccurate statements.

It is unfortunate that in a lack of commitment to transparency, the writer fails to acknowledge his many years of involvement in the public schools teacher’s union, whose long-standing goal has been to create such a monopoly in education there by increasing their membership and decreasing accountability.

Publicly funded Catholic schools in Ontario are cause for celebration and one of the four pillars upon which the outstanding structure of education in our province has been built. For well over 150 years, the distinct missions of each of the systems and the choice provided to parents within this structure, has led to Ontario being recognized as one of the best places for education in the world.
The writer fails to recognize the high level of diversity that thrives and excels within the halls and classrooms of Ontario's Catholic schools. Like our public school counterparts, Catholic school boards fully comply with all regulations and requirements of the Education Act. Rather than actively recruit non-Catholic students subject to their locally developed student admission policies and the availability of space, Catholic School Boards have responded to the hopes and desires of parents of the over 550,000 young people who attend their schools. For a number of reasons including their commitment to faith formation and academic/co-curriculum excellence, these parents choose to enrol their children in our schools.

The percentage (proportion) of non-Catholic elementary students enrolled in the schools of the Hamilton-Wentworth Catholic District School Board has remained consistent and unchanged for a number of years. The writer knows that fluctuations in a school board's enrolment is related to a number of factors most significantly community demographics. The percentages he cites of decline in one board and increase in another, is in no way impacted by the number of or percentage of non-Catholic students attending Catholic elementary schools.

Rather than "not something the separate system wants people to know about", Catholic School Boards and the Ontario Catholic School Trustees' Association (OCSTA) on their behalf, proudly celebrate their high student retention rates. The OCSTA sought legal advice and shared information with member boards so as to assist them in more effectively and efficiently responding to Freedom of Information Requests rather than "in an attempt to keep information private". The reference to being "cautious and discrete" came from the minutes of an OCSTA meeting and not a memo from a Catholic School Board. The statement was made out of our understanding that policies with regard to student admissions vary and are a local school board matter.

The most egregious statement in the article is reference to "presents a ripe opportunity to select 'strong' candidates and reject those who may have learning disabilities or behavioural issues". This is wrong, unfounded and hurtful. Catholic School Boards across Ontario have been rightly recognized as leaders in inclusive education. I am proud to be part of a Catholic school system who for over four decades has been both committed to and guided by a philosophy of "Each Belongs". Flowing from our Catholic Christian vision of every child created in the image of our loving God, all young people are welcome (together with their brothers and sisters) into their neighbourhood schools.

In response to his question, "How do non-Catholic students fit in the immersive religious environment", I invite the reader to visit any Catholic School or ask the parents, "how their children are fitting in".

Like their public school supporter neighbours, Catholic school taxpayers and parents know through past experience, that rather than save money school board amalgamation (similar to municipal amalgamation) has increased costs significantly. They know as well that a move to one school system would cause massive disruptions and chaos, negatively impact quality and significantly reduce choice.
The four school systems in Ontario work well together out of a shared commitment to the cognitive, social, physical and spiritual well-being of the students entrusted to their care. This spirit of co-operation and the structure of publicly funded education in Ontario are to be strengthened and celebrated.

Patrick J. Daly is Chair, Hamilton-Wentworth Catholic District School Board and, President, Ontario Catholic School Trustees’ Association

**Why are more and more non-Catholic students attending separate schools?**

Separate boards are enrolling non-Catholic students in an attempt to bolster overall numbers, writes Ken Durkacz

OPINION Apr 21, 2018 by Ken Durkacz Hamilton Spectator

In this time of declining student numbers due to demographics, there exists a real but little discussed competition for students between public and separate school boards in Ontario. Student numbers go a long way to determining overall budget allotments from the Ministry of Education and the viability of individual schools. So maintaining healthy populations is crucial for all schools.
A troubling trend in Ontario shows that many separate boards are enrolling non-Catholic students in an attempt to bolster overall numbers. Recently released documents show that enrolment of students in separate schools without a baptismal certificate has increased by 18 per cent over the past four years. There are approximately 11,000 non-Catholic students in separate schools across the province.

This calls into question the purpose of the existence of a separate school system. If it exists to educate students in an immersive Catholic environment, why does it admit non-Catholics in significant numbers? Separate boards are clear in their mission statements. For example, the HWCDSB states the learning process should be "nurtured in the parish … anchored in the Catholic faith" and should take place "within the context of worship, sacraments, and the life of the Church is enhanced by the school community." How do the non-Catholic students fit in the immersive religious environment?

Pat Daly, chair of the HWDCSB, had acknowledged that approximately 10 per cent of elementary students in the board are non-Catholic. Information I obtained from the ministry with regard to overall student population illustrates the increased enrolment of students without a baptismal certificate in this board. Between 2011 and 2016, the HWDSB experienced an overall decline of 4.8 per cent. Meanwhile, the HWDCSB experienced only a 2 per cent over this same period. Clearly, demographics alone cannot explain this discrepancy.

It's certainly not something the separate system wants people to know about. The Ontario Catholic School Trustees' Association, led by Patrick Daly, sought legal advice in an attempt to keep this information private. One board issued an internal memo to staff indicating that they be "cautious and discrete" about the recruitment of non-Catholic students.

Clearly the separate system recognized the unseemly nature of recruiting students who do not adhere to the religious tenets upon which the system is founded. The separate system usually does everything it can to avoid the kind of spotlight that calls into question the existence of a school board based on religion. The Minister of Education has also refused to offer any meaningful comment on this contentious issue.

It is worth noting that the Ministry Of Education does not monitor this situation, so there is no oversight on the process of admitting non-Catholic students. The system admits non-Catholic students based, at least in part, on an interview process. It presents a ripe opportunity to select 'strong' candidates and reject those who may have learning disabilities or behavioural issues.

This significant increase in enrolment of non-Catholics becomes even more troubling when one considers that the separate system operates as a 'closed shop' when it comes to hiring. You must be a Catholic in order to teach in the system, with a baptismal certificate and a letter from a parish priest. Non-Catholics need not apply.

It seems remarkable that in this day and age a publicly funded education system can have discriminatory hiring practices while at the same time it uses non-Catholic students to bolster
over-all student population. The debate over the value of having a publicly funded religious system is not going away. Armed with the knowledge that separate schools are recruiting non-Catholics while employing catholic teachers only, people should be asking politicians on the election trail where they stand on this issue of a single publicly funded system of education.

Ken Durkacz is a retired educator living in Hamilton

Ashlee Cabral
Ontario Catholic School Trustees’ Association

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1804-20 Eglinton Avenue West
Box 2064
Toronto, ON M4R 1K8
Phone: 416-932-9460 Ext. 230 Fax: 416-932-9459
Website: www.ocsta.on.ca

CATHOLIC EDUCATION: Renewing the Promise

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NEWS RELEASE

2018 OCSTA Awards Recipients

FOR IMMEDIATE RELEASE

TORONTO – May 1, 2018 – The Ontario Catholic School Trustees’ Association (OCSTA) Awards Program recognizes Catholic Trustees, Student Trustees and other leaders in Catholic education who have demonstrated outstanding commitment and service to others while exemplifying the values that are at the core of Catholic education. The Association announced the recipients of this year’s awards at the April 27 OCSTA Annual Awards Dinner in Kitchener.

This year’s recipient of the Trustee Award of Merit is long-serving trustee, journalist, and inclusionary education advocate John Curry of the Ottawa Catholic School Board. Through his membership on the Special Education Advisory Committee, John is a very vocal supporter of programming for students with special needs. He has been a proponent for French Immersion in rural and small schools and as a result of his advocacy, the Ottawa Catholic School Board offers the French Immersion pathway in all 83 of its schools.
The OCSTA Special Award is presented annually to an individual who has made an outstanding contribution to Catholic education at the provincial level. This year’s recipient is Sr. Joan Cronin, former Executive Director for the Institute for Catholic Education (ICE). During Sr. Joan’s tenure at ICE, she elevated the profile of Catholic education and gained a tremendous level of respect and influence with educators, various Ministers of Education, Premiers and Bishops. As a former instructor in the Supervisory Officers’ Qualifications Program, Sr. Joan played a pivotal role in forming generations of Ontario’s outstanding Catholic school board supervisory officers.

The Student Trustee Alumnus Award is presented annually to Catholic school graduates who served as student trustees at the secondary level and since graduation have demonstrated through their actions the values articulated in the Ontario Catholic Graduate Expectations framework. This year’s recipient is Dr. Anthony Silva. A former student trustee from the Kenora Catholic District School Board, today Dr. Silva is an Orthopaedic Doctor who has committed his life to helping others through medicine. For more than five years, he has focused on palm frond injury research to support workplace Health and Safety initiatives in addition to conducting research focused on the mental well-being of doctors in the medical profession.

The Ontario Catholic School Trustees’ Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educates approximately 550,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information, please contact:
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Tel: 416-932-9460, ext. 232 – smcmillan@ocsta.on.ca

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May 2, 2018

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

FROM: Nick Milanetti, Executive Director

SUBJECT: 2019 - Ministry of Education Program in Human Rights, Ethical Leadership and Good Governance for Ontario School Board Trustees

On February 14-15 of this year, ten Catholic School Trustees participated in the Ministry of Education’s Program in the Human Rights, Ethical Leadership and Good Governance for Ontario School Board Trustees which was held in Toronto.

In 2019 the Ministry will offer the program again in four locations across the province. The dates and locations are as follows:

- Ottawa - March 5, 6
- Toronto - March 27, 28
- Thunder Bay - May 9, 10
- London - May 22, 23

Each session will accommodate up to 30 participants (maximum) – twenty from the Ontario Public School Boards’ Association (OPSBA) and ten from OCSTA. Preference will be given to Chairs and Vice Chairs and we will make every attempt to ensure the attendance of at least one participant from each Catholic school board.

If you would like to attend as Chair, please put a hold on the date in your area or offer the spot to another trustee from your board. The Ministry will cover seminar materials, hotel, meals and will offer a travel subsidy to cover most costs depending on the travel required.

More information will follow in the new school year closer to the dates of each program.
MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Final Revisions to the Pupil Accommodation Review Guideline and Community Planning and Partnership Guideline Consultations

As you are aware, the Ministry of Education has been consulting on the Pupil Accommodation Review (PARG) process and revisions to the Community Planning and Partnership Guideline (CPPG) over the past several months. This has included a discussion paper to solicit feedback from education stakeholders as well as a working group of stakeholders, including OCSTA Past President Pat Daly, to review and discuss potential revisions to the PARG and CPPG.

On Friday April 27, the Ministry released its final PARG along with a memorandum outlining a number of additional initiatives in respect of capital and accommodation planning.

PARG Guidelines

The final PARG includes the following revisions (see attached final PARG)

- A minimum of three public meetings with extended timelines for a standard pupil accommodation review to review the Initial Staff Report;
- Extension of the first public meeting from 30 to 40 days after the announcement of PAR;
- Requiring the municipal or community meeting take place prior to the first public meeting;
- Limits on the use of Modified PAR’s;
- New information requirements for the initial staff report—impact on student programing, well-being, school board resources and the local economy (only if one school that is eligible to receive support from the Rural and Northern Education Fund is included in the PAR);
- Ministry approved template to structure the Initial Staff Report and an economic impact assessment template to measure the local economic impact of a PAR;
- Promotion of community input in the PAR process and the inclusion of student concerns both at the secondary and elementary level;
- Streamlining the administrative review process by allowing e-signatures;
• Development of various ministry supports.
• **Timing:** the ministry intends that these templates and supporting documents will be available before the fall of 2018.

**Integrated Capital and Community Planning**

Responding to the input of the PARG/CPPG working group, the ministry is announcing a new community planning table that reviews additional issues in respect of capital and community planning for boards. The “**Voluntary Integrated Planning and Partnership Initiative**” will provide flexible support to local partners that want to enhance their capacity for integrated capital and community planning. The objective of this initiative is to generate best practices for integrated planning in support of the CCPG process.

The Ministry is also offering additional capital support to boards working with community partners on joint use facilities with $40,000 to assist with project planning.

**Urban Education Support Initiative**

To support boards with specific challenges related to growth and intensification, the Ministry is launching two-year stakeholder processes:

• **Urban Student Accommodation Engagement:** in the fall of 2018 the ministry will move forward on supports for PARs in urban areas experiencing rapid growth and intensification, including a review of education development charges;

• **Land Priorities Enhancement:** the ministry will increase funding in its Land Priorities program from $60 million to $100 million for 2018-2019. This will support land acquisition for boards.

**Next Steps for CPPG**

Over the course of 2018-2019 the ministry will update CPPG to enhance planning and reporting practices. In the interim, boards should continue to use the existing guideline in their annual community planning meetings.

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

*Attachments*
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APPENDIX A – ADMINISTRATIVE REVIEW PETITION TEMPLATE
PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while being cognizant of the impacts of their decisions on student programming and well-being, school board resources and the local community.

One aspect of a school board’s capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board’s student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education’s Community Planning and Partnerships Guideline (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. The Pupil Accommodation Review Guideline (the “Guideline”) builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future disposition (that is, sale or lease) of the property. These dispositions are governed by Ontario Regulation 444/98 – Disposition of Surplus Real Property. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-
term asset of the school board due to a projected need for the facility in the future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board’s needs and considered for a future disposition.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the Guideline is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This Guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This Guideline is effective upon release and replaces the previous Guideline of March 2015.

II. INTRODUCTION

Ontario’s school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the Education Act, the Minister of Education may issue guidelines with respect to school boards’ school closure policies.

III. GUIDING PRINCIPLES

The Guideline has been established to align with the Ministry of Education’s vision and as such, focuses on achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.
All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. School boards are required to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this Guideline is intended as a minimum requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board’s pupil accommodation review policy and the government’s Pupil Accommodation Review Guideline are to be made available to the public as determined in the school board’s policy, and posted on the school board’s website.

The Guideline recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the Community Planning and Partnerships Guideline, school boards must undertake long-term capital and accommodation planning, informed by any relevant information obtained from local municipal governments and other
community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended scenario and at least two alternative scenarios, which could include the status quo, to address the accommodation issue(s). The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

Boards must use the ministry-approved template to write their initial staff reports.

The recommended and alternative accommodation scenarios included in the initial staff report must address the following four impacts:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community.

In addition, if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time, the initial staff report must address the following impact:

- Impact on the local economy.1

1 Boards must use the ministry-approved economic impact assessment template.
Boards should refer to section 5.6 (1) of *Ontario Regulation 193/10 – Restricted Purpose Revenues* (O. Reg. 193/10) for a description of the location of the list of schools eligible for Rural and Northern Education Fund Allocation. The list of RNEF-eligible schools can be found here: [http://edu.gov.on.ca/eng/funding/](http://edu.gov.on.ca/eng/funding/)

If a school board has included a new school on the list through board motion, then the board should confirm that it has been included in the ministry’s list of schools eligible for Rural and Northern Education Fund Allocation (as per O. Reg. 193/10) prior to the initial staff report to the Board of Trustees.

School boards will *have discretion* to undertake economic impact assessments in other communities, if needed, however this will only be *required* if at least one RNEF-eligible school is included in a pupil accommodation review at any time.

To support these impact analyses, the following factors should be included for each accommodation scenario:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the recommended and alternative scenarios;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended and alternative accommodation scenario must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board’s policy, and posted on the school board’s website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

**Role**

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation scenarios than those in the initial staff report; however, it must include supporting rationale for any such scenario.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board’s staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

**Membership**

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board’s pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board’s policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

**Formation**

The ARC should be formed following the Board of Trustees’ consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.
Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC’s mandate. The mandate will refer to the school board’s education and accommodation objectives in undertaking the pupil accommodation review and reflect the school board’s strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board’s expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report recommended and alternative scenarios.

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board’s pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- **Facility Profile:**
  - School name and address.
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- School attendance area (boundary) map.
- Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- Size of the school site (acres or hectares).
- Building area (square feet or square metres).
- Number of portable classrooms.
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
- Ten-year history of major facility improvements (item and cost).
- Projected five-year facility renewal needs of school (item and cost).
- Current Facility Condition Index (FCI) with a definition of what the index represents.
- A measure of proximity of the students to their existing school, and the average distance to the school for students.
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- School utility costs (totals, per square foot, and per student).
- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

- **Instructional Profile:**
  - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
  - Describe the course and program offerings at the school.
  - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
  - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
  - Current grade organization of the school (e.g., number of combined grades, etc.).
  - Number of out of area students.
  - Utilization factor/classroom usage.
  - Summary of five previous years’ enrolment and 10-year enrolment projection by grade and program.
• Current extracurricular activities.

• **Other School Use Profile:**
  - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
  - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
  - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
  - Availability of before and after school programs or services (e.g., childcare) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
  - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
  - Description of the school’s suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board’s ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

**IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS**

Following the Board of Trustees’ approval to undertake a pupil accommodation review, school boards must invite affected single, lower and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended and alternative scenarios in the school board’s initial staff report.

Invitations for this meeting will be sent to the elected Mayor, Chair, Warden, Reeve or equivalent, and to the Chief Administrative Officer, City Manager or equivalent for the affected single, lower and upper-tier municipalities.

If the affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, provide their response on the recommended and alternative accommodation scenarios in the school board’s initial staff report before the final public meeting school boards must include this response in the final staff report. School boards will not be required to include responses received after the final
public meeting. School boards must provide them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of three public meetings for broader community consultation on the initial staff report. School boards are expected to provide facilitated public meetings to solicit broader community feedback on the recommended and alternative scenarios contained in the initial staff report. In addition to the required public meetings, school boards may use other methods to solicit community feedback.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended and alternative accommodation scenarios; and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board’s policy, and posted on the school board’s website.

The final staff report must include:

- A Community Consultation section that contains feedback from the ARC and all public consultations as well as any relevant information obtained
from municipalities and other community partners prior to and during the pupil accommodation review.¹

- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Potential options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback. School boards could also determine whether to include feedback from elementary students in this section.

School board staff may choose to amend their recommended and alternative accommodation scenarios included in the initial staff report. However, if a new school closure² is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

School board staff will compile feedback from this additional public meeting, which will be presented to the Board of Trustees as part of the final staff report.

The recommended and alternative scenarios must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

¹ Community partners may use the ministry-approved template to engage boards with proposed alternatives to closures and proposals for community use of schools.

² Refer to Section XVI. EXEMPTIONS.
**Delegations to the Board of Trustees Meeting**

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

**Decision of the Board of Trustees**

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

**XII. TRANSITION PLANNING**

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

**XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS**

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees’ approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees’ decision within 5 business days to each of the elected Mayors, Chairs, Wardens, Reeves or equivalent and to the Chief Administrative Officers, City Managers, or equivalent of the affected single, lower and upper-tier municipalities, other community partners that expressed an interest prior to the pupil accommodation review; and
include an invitation for a meeting to discuss and comment on the recommended and alternative accommodation scenarios in the school board’s initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

- The meeting between the school board, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.

- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, should provide their response on the recommended and alternative accommodation scenarios in the school board’s initial staff report before the final public meeting, otherwise school boards will not be required to include this response in the final staff report.

- The Accommodation Review Committee (ARC) should be formed following the Board of Trustees’ consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included at the first public meeting.

- Beginning with the date of the Board of Trustees’ approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held.

- There must be a minimum period of 60 business days between the first and final public meetings.

- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

- If a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.

- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

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1 Refer to Section XVI. EXEMPTIONS.
XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex and do not include one or more schools eligible to receive support from the ministry’s Rural and Northern Education Fund (RNEF), school boards may find it appropriate to undertake a modified pupil accommodation review process. The Guideline permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board’s pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process are satisfying condition one and two or more of conditions two to five:

1. exclusion of any RNEF-eligible school in the pupil accommodation review; and, either
2. distance to the nearest available accommodation; or
3. utilization rate of the facility; or
4. number of students enrolled at the school; or
5. when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school’s enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board’s pupil accommodation review policy.

The guiding principles of this Guideline apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.
Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board’s pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board’s policy, and posted on the school board’s website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board’s policy, and posted on the school board’s website. However, if a new school closure¹ is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The final staff report must include:

- A Community Consultation section that contains feedback from all public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback. School boards could also determine whether to include feedback from elementary students in this section.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

¹ Refer to Section XVI. EXEMPTIONS.
After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

**Timelines for the Modified Accommodation Review Process**

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees’ approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees’ decision within 5 business days to each of the elected Mayors, Chairs, Wardens, Reeves or equivalent and to the Chief Administrative Officers, City Managers, or equivalent of the affected single, lower and upper-tier municipalities, other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended and alternative scenarios in the school board’s initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

- The meeting between the school board, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.

- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, should provide their response on the recommended and alternative scenarios in the school board’s initial staff report before the final public meeting, otherwise school boards will not be required to include this response in the final staff report.

- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees’ approval to conduct a modified pupil
accommodation review, there must be no fewer than 40 business days before this public meeting is held.

- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- If a new school closure\(^1\) is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

**XV. ADMINISTRATIVE REVIEW PROCESS**

*What is an Administrative Review?*

The Ministry of Education encourages students, parents and community members to get involved in the accommodation review process.

If during the course of the pupil accommodation review process, an individual or individuals become concerned that the board is not following its pupil accommodation review policy, they may want to consult the board's policy and advise the Accommodation Review Committee (ARC) of their concerns.

A copy of the board's policy can be found on its website, or can be requested from the board.

If at the end of the process, an individual or individuals believe that the board did not follow its pupil accommodation review policy, then they can request an Administrative Review from the ministry.

*Steps to Request an Administrative Review*

Once the trustees have made their final decision, there are 30 calendar days to submit a petition to the ministry. The ministry will notify the contact person when

\(^1\) Refer to Section XVI. EXEMPTIONS.
the petition has been received. Within 60 calendar days, the ministry will decide whether to appoint a facilitator to undertake an Administrative Review.

A review of a school board’s accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

**Step 1**

- Review the board’s policy governing pupil accommodation reviews and identify areas where they believe the board did not follow its policy. A copy of the board’s pupil accommodation review policy must be submitted, highlighting how the pupil accommodation review process was not compliant with the school board’s pupil accommodation review policy. Some examples could include:
  - The board policy may require that public meetings be held over a 90 day period, but the meetings were held over a 70 day period.
  - The board policy may require board staff to analyze a certain number of accommodation scenarios, and the board staff may not have done so.

**Step 2**

- Collect signatures of people who also believe the board did not follow its policy and who support a request for an Administrative Review. Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school’s student headcount (e.g., if the headcount is 150, then 45 signatures would be required). An affected school is one that trustees agreed to close as part of their final decision on the pupil accommodation review. Parents/guardians of students attending the affected school and/or other individuals that formally participated in the accommodation review process are eligible to sign the petition.

- Eligible signatures are from:
  - parents or guardians of students who attend the affected school
  - other individuals who formally participated in the accommodation review process by attending a meeting, presenting a submission in person or in writing (including by email), or as ARC members.
The petition\(^1\) should clearly provide a space for individuals to print and sign their name or provide an e-signature\(^2\); address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has formally participated in the review process.

**Step 3**

- Write a letter or email to the Minister of Education to accompany the petition. Petitioners may want to follow the format provided in Appendix A. The letter or email must explain in detail how petitioners think the board did not follow its accommodation review policy.
- Submit the petition, letter, and justification to the school board and the Minister of Education within thirty (30) calendar days of the board’s closure resolution. The letter or email must identify one person as the contact person. One copy of your letter or email is to be sent to the Ministry and another copy is to be sent to the board.

The school board is then required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who formally participated in the review process.
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board’s response to the Minister of Education and the petitioner within thirty (30) calendar days of receiving the petition.

If the conditions set out above have been met, the Ministry is then required to:

- Undertake a review to determine whether the school board accommodation review process was undertaken in a manner consistent with the board’s accommodation review policy within thirty (30) calendar days of receiving the school board’s response and, if warranted, appoint a facilitator to undertake an Administrative Review.

\(^1\) Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990.*

\(^2\) Petitioners must follow ministry-approved guidelines regarding the use of e-signatures.
If the ministry decides not to appoint a facilitator, the ministry will notify the petitioner and the school board to explain why a facilitator was not appointed. The school board may post this response on its website.

If the ministry decides to appoint a facilitator the ministry will notify the petitioner and the school board. The school board may post this response on its website. The facilitator will consult with the community and the school board to gather information to write the report to the Minister. The facilitator will determine the timing and manner in which the consultations will be conducted. The facilitator will use the information collected to write a report that responds to the question of whether the school board followed its pupil accommodation review policy, and submit the report to the Minister. The Minister will post the report on the ministry’s website.

XVI. EXEMPTIONS

This Guideline applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board’s policy;

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board’s policy;

- when a lease for the school is terminated;

- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school’s enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);

- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;

- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
• where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single, lower and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminal school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Capital and Business Support Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees’ decision to consolidate, close or move a school or students in accordance with this section.

XVII. DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards’ Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.
On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.
APPENDIX A – ADMINISTRATIVE REVIEW PETITION TEMPLATE

Dear Minister,

I am writing to request an Administrative Review of the accommodation review process undertaken by the ___[name of the school board]___ for the following school(s): ___[school name]___, ___[school name]___, ___[school name]___.

On ___[date]___, the Board of Trustees voted to ___[describe board resolution to close school/s, move students, keep school/s open and/or build new school/s]___________.

Attached please find our petition. The petitioners believe that the board did not follow its accommodation review policy in the following ways:

1) The board’s policy states: ___[describe relevant section of the board’s policy]___

   Instead, the board ___[describe how actual events differed]___

2) The board’s policy states: ___[describe relevant section of the board’s policy]___

   Instead, the board ___[describe how actual events differed]___

3) The board’s policy states: ___[describe relevant section of the board’s policy]___

   Instead, the board ___[describe how actual events differed]___
Instead, the board ___[describe how actual events differed]___

[other examples as appropriate]

We believe the board did not follow its accommodation review policy, we hope that you will appoint an independent facilitator to review the board’s accommodation review process.

Sincerely,

[Contact person for the petitioners]

Contact information
April 25, 2018

Ms. Loretta Notten
Waterloo Catholic District School Board
35 Weber Street West, Unit A
PO Box 91116
Kitchener, ON
N2G 4G2

Dear Ms. Notten:

After a fantastic fundraising year in 2017 with Ontario schools raising over $6.9 million for the Terry Fox Foundation, it is with great excitement that we announce the following placement of school(s) in your board on our ‘Top 50 Fundraisers of 2017’ listing!

#16 St. Mark Catholic Elementary School Elementary Division

Terry’s Marathon of Hope began in 1980 with a single step and it continues today with millions of steps from Canadians uniting every part of this country. A passionate Terry once confessed that “I’m going to do my very best to make it, I’m not going to give up. But I might not make it...if I don’t, the Marathon of Hope better continue.” And continue it does thanks to the wonderful schools of Waterloo Catholic District School Board.

Today, Terry’s legacy continues to play an important role in funding innovative cancer research thanks to the generous support of incredible school communities like yours. Your contribution allows the Terry Fox Foundation to support the work of the brightest researchers in Canada who are dedicated to a wide spectrum of projects ranging from lung to brain to pancreatic to children’s cancers and more.

As we embark on the 2018 Terry Fox School Run this Fall, we thank you for your vital support and with great anticipation, look forward to working with your dedicated schools. It is an honour that Terry’s story of courage and determination continues to be taught, shared and used as an example of the best we can be, not only as individuals, but also as Canadians.

With sincere thanks,

Lisa Armstrong, Wendy Fic, Katie Fyfe & Nishi Bansal

Enclosure
### Elementary: $421,920.29

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>City</th>
<th>Amount</th>
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<td>The Sterling Hall School</td>
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<td>RHMS</td>
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<td>Kingsway College School</td>
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<td>Lambton Kingsway Junior Middle School</td>
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<td>5.</td>
<td>Runnymede Junior and Senior Public School</td>
<td>Toronto</td>
<td>$21,677.05</td>
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<td>6.</td>
<td>Rotherglen School</td>
<td>Oakville/Mississauga</td>
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<td>7.</td>
<td>Our Lady of Sorrows School</td>
<td>Etobicoke</td>
<td>$18,646.95</td>
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<td>8.</td>
<td>Upper Canada College</td>
<td>Toronto</td>
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<td>9.</td>
<td>Claude Watson School for the Arts</td>
<td>North York</td>
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<td>10.</td>
<td>Lycée Français de Toronto*</td>
<td>Toronto</td>
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<td>11.</td>
<td>Branksome Hall (Junior School)</td>
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<td>12.</td>
<td>Hazel McCallion Senior Public School</td>
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<td>13.</td>
<td>Royal St. George’s College*</td>
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<td>14.</td>
<td>Children’s Garden School</td>
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<td>15.</td>
<td>TFS Canada’s International School*</td>
<td>Toronto</td>
<td>$13,257.30</td>
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<td>16.</td>
<td>St. Mark Catholic Elementary School</td>
<td>Kitchener</td>
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<td>17.</td>
<td>St. John Paul II Elementary School</td>
<td>Oakville</td>
<td>$12,558.95</td>
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<td>18.</td>
<td>Our Lady of Mount Carmel</td>
<td>Amherstview</td>
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<td>19.</td>
<td>Unionville Montessori School</td>
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<td>Forest Hill Public School</td>
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<td>Sunny View Middle School</td>
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<td>22.</td>
<td>Town Centre Private Schools</td>
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<td>Hilson Avenue Public School</td>
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<td>McKee Public School</td>
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<td>25.</td>
<td>Oscar Peterson Public School</td>
<td>Stouffville</td>
<td>$10,787.25</td>
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*Primarily elementary participation*

### Secondary: $547,480.15

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<td>1.</td>
<td>I. E. Weldon Secondary School</td>
<td>Lindsay</td>
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<td>St. Peter’s Secondary School</td>
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<td>East Northumberland Secondary School</td>
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<td>4.</td>
<td>Holy Trinity Catholic High School</td>
<td>Kanata</td>
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<td>5.</td>
<td>De La Salle College “Oaklands”**</td>
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<td>All Saints Catholic Secondary School</td>
<td>Whitby</td>
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<td>6.</td>
<td>Toronto Prep School</td>
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<td>7.</td>
<td>Immaculata High School</td>
<td>Ottawa</td>
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<td>8.</td>
<td>Our Lady of Mount Carmel Secondary School</td>
<td>Mississauga</td>
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<td>Thomas A. Stewart Secondary School</td>
<td>Peterborough</td>
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<td>St. Robert Catholic High School</td>
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<td>11.</td>
<td>Columbia International College**</td>
<td>Hamilton</td>
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<td>St. Pius X High School</td>
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<td>Vincent Massey Secondary School</td>
<td>Windsor</td>
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<td>St. Joan of Arc Catholic High School</td>
<td>Maple</td>
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<td>Trinity College School</td>
<td>Port Hope</td>
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<td>The Humberview Secondary School</td>
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<td>Cobourg Collegiate Institute</td>
<td>Cobourg</td>
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<td>Sandwich Secondary School</td>
<td>Peterborough</td>
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<td>Greenwood College School**</td>
<td>LaSalle</td>
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<td>Villanova College**</td>
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<td>St. Anne High School</td>
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<td>St. Augustine Catholic High School</td>
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<td>25.</td>
<td>Mississauga</td>
<td>Mississauga</td>
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**Primarily secondary participation**
May 3, 2018

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: School Board Trustee Elections 2018 - Endorsement of Nomination

As you are aware, candidates running for school board trustee in the forthcoming municipal election on October 22, 2018, must file nomination forms with the relevant municipal clerks between May 1 and July 27, 2018. You may be aware that municipalities of greater than 4,000 electors, individuals running for municipal council are required to submit 25 endorsement signatures from people who are eligible to vote in the municipality. Candidates for municipal council in municipalities with fewer than 4,000 electors and those running for School Board Trustee in any size municipality are not required to submit endorsement signatures.

To file your nomination you must give the following to your municipal clerk:

- a completed nomination form (Form 1)
- the nomination fee
- completed endorsement of nomination forms (Form 2).

For further information please see the Ministry of Municipal Affairs link to 2018 Candidates guide for Ontario municipal council and school board elections by clicking here.

If you have any questions, please contact Steve Andrews at sandrews@ocsta.on.ca.
NEWS RELEASE

Catholic Education Week in Ontario Highlights Catholic Youth Day and Service

FOR IMMEDIATE RELEASE

TORONTO – May 7, 2018 – This week students, parents, teachers, staff and communities across Ontario will be celebrating the significant contribution that Catholic education has made to life in this province. New this year will be the launch of Catholic Student Youth Day in Toronto on May 8th at St. Paul’s Basilica and the WE Global Learning Centre at 339 Queen St E.

The 2018 theme for Catholic Education Week is Renewing the Promise and throughout the week publicly funded Catholic schools will be highlighting how the integration of faith into all aspects of learning nourishes the development of the whole child – mind, body and spirit – and brings to light the innate goodness and potential in each person.

Unique and locally themed activities will be happening in the more than 1500 Catholic schools across Ontario. Activities include Indigenous traditional celebrations, community wide prayer services, charitable activities serving the most vulnerable, and elementary school presentations. To locate activities happening at your local Catholic school board please visit OCSTA’S Ontario Catholic school board directory at: http://www.ocsta.on.ca/school-directory-5/
Catholic Student Youth Day
Catholic Student Youth Day, coordinated by provincial student trustee leaders Ben Smith of the York Catholic District School Board and Christina Atrach of the Halton Catholic District School Board, will launch on May 8th with Mass at Toronto’s St. Paul’s Basilica (83 Power St.). The celebrant for Mass will be His Excellency, Bishop Gerard Bergie. Following Mass students will walk to the WE Global Learning Centre to participate in a program celebrating the student fundraising goals achieved for the most vulnerable people locally in our Ontario communities and around the world. To raise funds, students participated in Christian service activities leading up to this event. Featured speakers for the day include: Patrick J. Daly, Past President, OCSTA; Fr. Renatus Karumuna, Spiritan Fathers -Tanzania, Luke Stocking, Canadian Catholic Organization for Development and Peace, and Spencer West, Social Activist and Motivational Speaker. Media interested in attending this event are asked to contact Sharon McMillan – smcmillan@ocsta.on.ca / 416-460-7937.

The Ontario Catholic School Trustees’ Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educates approximately 550,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information, please contact:
Sharon McMillan, Director of Communications
Tel: 416-932-9460, ext. 232 – smcmillan@ocsta.on.ca

Sharon McMillan
DIRECTOR OF COMMUNICATIONS

Ontario Catholic School Trustees’ Association www.ocsta.on.ca
T: 416.932.9460 ext 232

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Join our Together in Faith initiative! Sign up to receive news about Ontario’s Catholic schools.

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May 7, 2018

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Bill 142 Construction Lien Act Implementation

Further to our June 12, 2017 memorandum, Bill 142 amends the Construction Lien Act (“the Act”) in the following manner:

- Modernizes the Act and introduces new rules in respect of holdback rules of payments for contractors;
- Introduce new rules related to prompt payment;
- Establish an adjudication process for various payment disputes.

The amended Act comes into force in two stages: first, on July 1, 2018 the amendments to modernize the construction lien and holdback rules come into force. Second, on October 1, 2019 amendments related to prompt payment, adjudication and liens against municipalities will be in effect.

In order to support the implementation of the changes to the Act, the Attorney General approved the following regulations on April 23, 2018:

- Forms - amending existing forms to update the name of the legislation and prescribes 18 new forms to support the amendments to the Act;
- Procedures for Actions under Part VIII of the Act;
- General - to outline monetary thresholds for surety bonding and holdback and notice requirement rules for public sector construction projects.
- Adjudications under Part II.1 of the Act.
Impact on School Boards

These legislative amendments and their supporting regulations will have significant impacts on how school boards manage their construction practices. School Board construction contracts will need to reflect the following changes by July 1, 2018:

- Addition of capital repairs falling under the Construction Act;
- Substantial performance calculations which allow the contractor to receive earlier approval for completion;
- Extension of lien periods from 45 to 60 days;
- Mandatory lien holdback payments;
- Obligations to have surety bonding in place;
- Use of Regulation forms in dealing with contractual disputes;
- New adjudication process which is a fast-tracked 30-day dispute resolution activity;
- Defined payment terms which include mandatory payment within 28 days following the receipt of the proper invoice.

OCSTA would like to thank Glenn Clarke, Retired Controller of Plant (Simcoe Muskoka Catholic District School Board) for his analysis of the Act and his advocacy on behalf of the school board sector in the policy development process that resulted in these amendments and regulations.

If you have any questions please contact Steve Andrews at sandrews@ocsta.on.ca, or Dan Duszczyszyn at dduszczyszyn@ocsta.on.ca.