

Committee of the Whole Meeting

Date: **Monday, September 10, 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, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Meghan Nemeth, Izabella Tyc

Senior Administration:
Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Pastoral Team	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting	Individual Trustees		
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)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Reports to Board Schedule	L. Notten	pp. 4-7	Information
4. Delegations			
5. Advice from the CEO			
5.1 Appointment of Spiritual Animator	L. Notten	pp. 8-9	Information
5.2 Board Improvement Plan for Student Achievement (BIPSA) 2018-2019	J. Klein	pp. 10-14	Information
5.3 Grade 9 Summer Pilot Credit Course	R. Olson	pp. 15-16	Information
5.4 Changes to HPE/Sex Ed Curriculum	G. Foran & R. Olson	pp. 17-18	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 Questions for Discussion OCSTA Fall Meeting	Trustees	pp. 19-21	Discussion
8.2 OCSTA Communication	W. Price	pp. 22-58	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Sept 12 CPIC Sept 17 OCSTA Regional Mtg – Walkerton Sept 20 - Eleventh Annual Diocesan Celebration of Catholic Education – Halton Sept 24 – Board Sept 26 - Audit Committee Meeting Sept 29 - The Feast St. Jerome Liturgy & Dinner 			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			

ITEM	Who	Agenda Section	Method & Outcome
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

REPORTS TO BOARD SCHEDULE**2018-2019**

DATE	EC	REPORT	Senior Staff	STAFF	TIME (min)	NOTES
09/10	09/04	Summer School Reach Ahead Credit Pilot	Olson		15	
		BIPSA Update	Klein (Olson/Shoemaker)	Program Staff	20	
		Changes to HPE/Sex Ed Curriculum	Olson		20	
09/24	09/18	EQAO (Primary & Junior)	Klein	Roberts	20	
		EQAO (Gr. 9)	Olson	Roberts	20	
		OSSLT	Olson	Roberts	20	
		Enrollment/Staffing Report	Merkel/Maharaj/ Connolly		10	
		Summer Construction Update	Maharaj/Pickett		20	
		CEC Update	Notten/Maharaj			
		Change to Capital Priorities Submission?	Maharaj			
		Sale of 91 Moore Ave, St. Ambrose	Maharaj		10	
10/15	10/09	Appointment of Audit Elections	Maharaj		5	
		Expense Committee Members				
		Reduction of Trustee Honoraria	Maharaj		5	
10/15	10/09	Renewed Math Strategy	Klein/Olson	Rellinger/Snyder	20	
		IT Summer Updates	Demers		20	
10/29	10/22	Well Being Plan – LSA??	Shoemaker/Porty		20	
			Klein		20	
		Learning Commons Update	Maharaj	Wood	20	
		2017-18 Priorities?	Notten		20	

11/12	11/05	TLLP Pastoral Plan Update	Klein Olson	Various teachers	30 20	
11/26	11/19	Autism Support Plan ESL Financial Conditions – IV – 008 Audit Committee Annual Report Financial Statements/Year End Report	Shoemaker Klein Maharaj/Isaac Maharaj Maharaj/Isaac	Mage	20 20 10 0 10	Consent
12/03		INAUGURAL				
12/10	12/03	Well Being Plan – Equity Action Plan FSL Director's Annual Report New MYSP Revised Estimates Report Annual Report on Surpluses	Olson Klein Notten Notten Maharaj/Isaac Maharaj/Isaac	Kruithof	20-30 20 20 30 10 10	
01/14	01/07	Renewed Math Strategy Well Being – Healthy Active Living Waterloo Region CSF Report	Klein Foran Kirvan/Klein/Notten	Rellinger/Snyder Webster Degutis	30 15-20 20	
01/28	01/21	Leadership Strategy Update Monitoring Report IV-13) Dominican Experience? Audit Report on Trustee Expenses Audit Report on Director's Expenses Annual Report on Board Properties (Vacant and Purchases) Approval of Budget Plan Interim Financial Report #1	Merkel Olson Maharaj Maharaj Maharaj Maharaj/Isaac Maharaj/Isaac	 Durham Durham Admans/Ford King	20 20 0 5 10 10 0	To A/C, then Consent To A/C, then In Camera To A/C, then Consent
02/11	02/04	Parent Engagement Update Early Years Report Annual Report on STSWR	Merkel Klein Maharaj	DeGasparis Bourgault	20 20	TO STSWR Board first
02/25	02/19	RMS – Spec Ed Focus Emergency CEO Replacement –	Shoemaker Notten	Lemak	30	

		Monitoring Report IV – 011 Update on Budget Preparation	Maharaj/Isaac	Budget Manager	0	Consent
03/04	02/25	21 st C/Global Learning Update Assessment & Evaluation WR	Merkel/Demers Klein	Smart Wolf	30 20	
03/25	03/18	Student Success Update/Plan School Year Calendar Hiring and Promotions - Monitoring Report IV – 005 Update on Budget Preparation Interim Financial Report #2	Olson Klein Connolly Maharaj/Isaac Maharaj/Isaac	SS Team Budget Manager	30 10 10 0 0	Consent To A/C, then Consent
04/08	04/01	Adult Education Update Well Being Update – Safe Schools Long Term Accommodation Plan Multi-Year ITS Plan	Foran Merkel Maharaj Maharaj/Demers	Cox/Sauve Ford	20 20-30 20 20	Present, approval on 04/29
04/29	04/15	Long Term Accommodation Plan Legal Responsibilities – Monitoring Report IV – 006 Financial Conditions IV-008 Communication & Support to Board – Monitoring Report IV-012 Update on Budget Preparation	Maharaj Maharaj Maharaj/Isaac Notten Maharaj/Isaac	Ford Budget Manager	5 10 10 10 0	Consent
05/13	05/06	Renewed Math Strategy School Travel Planner Update	Klein Maharaj	Rellinger/Snyder Maxwell	30 15	
05/27	05/21	Special Education Update/Plan Treatment of Public – Monitoring Report IV – 002 Treatment of Students - Monitoring Report IV – 003 Treatment of Staff – Monitoring Report IV – 004	Shoemaker Notten Notten Notten/Connolly	Lemak		

		Energy Conservation Plan Asset Protection – Monitoring Report IV – 009 Update on Budget Preparation	Maharaj/Pickett Maharaj Maharaj/Isaac	Energy Cons. Off.	15 10 0	Consent
06/03	05/27	Budget Presentation	Maharaj/Isaac	Budget Manager		
06/17	06/10	Extended Day Update MYSP Report General Exec Limitations – Monitoring Report IV – 1 Financial Planning/Budgeting – Monitoring Report IV – 007 Audit Committee Report to Board Interim Financial Report #3	Foran Notten Notten Maharaj Maharaj Maharaj/Isaac	DaSilva/Horst Durham	10 10 5 0	To A/C, then Board To A/C, then Consent

Other Pending Items to consider:

- Capital Submissions
- Update on new school construction
- Sale/purchase of properties
- Marketing
- CEC Renovation Plan
- Skills Builder/Tutors in the Classroom
- Student Voice



Date: September 10, 2018
To: Board of Trustees
From: Director of Education
Subject: Appointment of Spiritual Animator

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information

Type of Information: ☐ Information for Decision Making
☐ Monitoring Information
☒ Information Only

Origin:

For several decades the Waterloo Catholic District School Board has engaged a local priest to serve students and staff in the important role of Spiritual Animator. In August, 2015 Fr. Joseph de Viveiros, C. R., was appointed to succeed Fr. Fred Scinto, C.R., in that contract position. Fr Joseph informed the Director in the spring of 2016 that his many obligations made it challenging for him to feel fully effective in his new role within Waterloo Catholic, and thus would be respectfully and regretfully stepping away from the position in the fall of 2016. He was followed in the role by Fr Toby Collins who ably and enthusiastically fulfilled the role for the past two years. This past spring (2018) Fr Toby was named as Pastor of St Mary of the Sven Sorrows Parish in Kitchener.

Policy Statement:

- Board Governance I.001: Ends

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Direction: Faith is lived and witnessed in community

Strategic Direction: Students and Staff are healthy in mind body and spirit

Background/Comments:

In June 2016 Fr Joseph de Viveiros, C.R., announced his intention to step away from the role of WCDSB Spiritual Animator in order to more fully concentrate on his parish, congregation and various other obligations.

As most will know, Fr. Joseph's inspiring and faith-filled service to those who work and learn in Waterloo Region's Catholic schools was marked by with energy, grace, good humour, wise counsel and humility. His work was noted by many and he became a beloved member of the Waterloo Catholic Community in his short time in the role. We are extremely grateful for his service to us during the 2015-16 school year.

The Waterloo Catholic District School Board has enjoyed a long and valued relationship with the Congregation of the Resurrection Fathers to support the faith life of staff and students in our care. Waterloo Catholic District School Board is a faith-based education system. Our faith life, witness and celebrations are extremely important to us. The Spiritual

Animator assists, wherever possible, with all Board-wide Eucharistic Celebrations, as well as those for administrators, Senior Admin and Trustees, as well as Catholic Education Centre monthly masses.

Fr. Toby, also a Resurrectionist, stepped into the role from September 2016 through June 2018. He has a professed passion for working with youth and has worked as a youth minister. Fr Toby was also the Vocations Director for the Congregation of the Resurrection for the province of Ontario, and was also responsible for the ministry of “creating a culture of vocation in youth”. Fr Toby also served many of the parishes of the Waterloo region and shared his interest in social media and in video production, gifts that we are grateful he shared with us in his role at WCDSB. He has now been named as pastor at St Mary’s of the Seven Sorrows and we look forward to the evolution of our relationship with him as he transitions into this new responsibility.

Fr. Joseph de Viveiros, C. R., was born in São Miguel, Azores, Portugal and moved with his parents to North Bay, Ontario where he attended St. Mary’s elementary school, Mother St. Bride middle school and Scollard Hall, North Bay College.

He received a Bachelor of Mathematics degree at St. Jerome’s College, (University of Waterloo). He entered the Congregation of the Resurrection, and pronounced his first vows on August 15, 1987. He studied at the University of Toronto, the Toronto School of Theology, St. Michael’s College where he received a Master of Divinity and a Master of Religious Education.

Fr. Joseph professed his perpetual vows in his Community on September 22, 1990. He was ordained to the priesthood on May 1, 1992 and served as the Associate Pastor at St. Louis Parish, Waterloo for two years. From there he went on to obtain a Bachelor of Education degree from the University of Toronto.

He taught mathematics at Assumption College School in Brantford for five years. During that time he obtained an M.A. in Liturgy from the University of Notre Dame, IN.

From 2000-2002 Fr. Joseph served as the Director of Liturgy for World Youth Day 2002 with St. Pope John Paul II. His responsibilities included chairing the WYD liturgical committee, creating and developing the WYD liturgies and working collaboratively with an international team.

From 2002 to 2005, Fr. Joseph served as Consultant at the Catholic Office of Religious Education (and Liturgy) for the Archdiocese of Toronto. There he did remediation, workshops, training and retreats for the Archdiocese.

On March 1, 2005, he was appointed pastor of St. Francis of Assisi Parish in Kitchener, where he remained the pastor until July 2017, on the anniversary of his 25th year in the priesthood. After year on sabbatical we are thrilled to be welcoming Fr Joseph back into his role as Spiritual Animator at WCDSB.

We thank Fr. Joseph – and the Congregation of the Resurrection – for their strong and continuing support of Waterloo Region’s Catholic schools and look forward to working closely with Fr. Joseph for many years.

Recommendation:

For information.

Prepared/Reviewed By: Loretta Notten
Director of Education

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



Date: September 10, 2018
To: Board of Trustees
From: Director of Education
Subject: Board Improvement Plan for Student Achievement (BIPSA) 2018-2019

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)

Education Act Section 169.(1)

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

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)

PPM 159 Collaborative Professionalism (2016)

School Effectiveness Framework (2013)

Alignment to the MYSP:

Priority Area: 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 & wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities

To strengthen system commitment to school, student, and staff spiritual health

Priority Area: Student Engagement, Achievement, & Innovation

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

Goal: To engage students in authentic learning experiences that reflect real-life application and engagement within a global context

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 focus on personalized authentic and (culturally) relevant inquiry

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: Professional learning for ALL staff is timely and responsive

Goal: To foster professional learning that is job-embedded and evidence informed

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

Background/Comments:

The Waterloo Catholic District School Board's Board Improvement Plan for Student Achievement (BIPSA) sets specific operational direction to ensure that the key components outlined in the WCDSB's Multi Year Strategic Plan as well as other relevant initiatives and priorities are addressed. Updated annually and responsive to shifting contexts and needs throughout the year, the BIPSA reflects our system's continued commitment to improved student achievement and well-being. It assures that the board's mission, *"As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world"*, is embedded in all we do. It is rooted in the evangelical vision of Catholic education which is beautifully defined in our Ontario Catholic School Graduate Expectations.

The Board Improvement Plan for Student Achievement provides the framework for each school's School Improvement Plan for Student Achievement (SIPSA). The SIPSA allows for a more nuanced and focused plan that meets the specific needs of our unique and diverse school communities, each of which has its own metrics and targets that are monitored throughout the year and revised annually.

BIPSAs reflect a three-year timeline with each individual year having a more specific plan that responds to the shifting needs of students. It is drawn from a variety of data and ongoing professional discernment. The current BIPSA marks Year III of a three-year (2016-2019) plan.

The WCDSB's Multi Year Strategic Plan (*Living in Faith*) provides a clear articulation of the WCDSB's strategic priorities and the 2018-2019 BIPSA's alignment to the MYSP is both deep and broad.

The BIPSA has been revised through an ongoing and collaborative process involving WCDSB staff.

The WCDSB's professional development model for 2018-2019 has been purposefully designed to support the BIPSA. The WCDSB has added several lead teachers who will act as instructional "coaches" in a variety of pedagogical areas (*i.e.* numeracy, assessment, global competencies, literacy, *etc.*). This model serves to align and balance BIPSA, SIPSA, and personal professional goals. It is based on student and teacher needs and is rooted in a collaborative, research-based model.

The WCDSB BIPSA is a broad document that strives for overall increased student achievement and well-being in four key areas (Catholic Community, Culture, and Caring; Numeracy; Literacy; and Pathways to Success). Of primary importance for 2018-2019, is Numeracy (mathematics). The WCDSB numeracy plan reflects the Ministry of Education's priority, Focusing of the Fundamentals of Math.

The 2018-2019 BIPSA takes the form of a two-sided "placemat". This attention to brevity and clarity is intended to lead to greater engagement by all stakeholders and achievement by our students. The BIPSA can be read or approached in

distinct manners and reflects a core focus, namely that we are committed to a) knowing our learners, b) responding to their needs, and c) monitoring their progress.

Key Revisions to the 2018-2019 BIPSA are:

- A stronger emphasis on student ownership of their learning within a learning environment that is responsive to their learning needs
- A clearer focus on culturally responsive and equitable instructional practices rooted in a bias-aware stance
- A greater emphasis on leveraging digital technology to accelerate learning
- A prioritization of experiential learning opportunities across all Pathways
- A re-emphasis of Global Competencies that connect and align world-wide instructional priorities
- A renewed prioritization of the partnership with parents/guardians in Catholic education
- Greater attention to the application and thinking categories in Junior math
- Greater attention to non-routine and “spiralled” math strategies

Some key components of the 2018-2019 WCDSB BIPSA are:

System Inquiry Question

- At its core, a school is a place of learning – for students *and* staff; this holds true for school *boards* as well. Learning itself, regardless of the learner, starts with a question or problem and the WCDSB’s 2018-2019 BIPSA itself begins with an authentic and engaging inquiry that guides and directs what follows: *What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?*

WCDSB Multi Year Strategic Plan & School Effectiveness Framework (2013)

- The 2018-2019 BIPSA moves from its system inquiry question to a clear reference to these two essential documents. While the MYSP (*Living in Faith*) has been described by our Director as “our compass that lays out our strategic direction”, one might view the *School Effectiveness Framework* (2013) as the impressive array of sails that allows us to catch and employ the wind so that we might reach the distant shores. The 2018-2019 BIPSA identifies nine distinct “indicators” from the *School Effectiveness Framework* (2013) and aligns them with all three of the MYSP’s priorities. These same SEF indicators are then re-articulated and aligned with the BIPSA’s key curriculum areas of Catholic Community, Culture and Caring, Numeracy, Literacy,

Assessment/Instruction

- The interplay of assessment and instruction mark an essential feature of the WCDSB’s 2018-2019 BIPSA. This dynamic invites educators to commit themselves, in a full and ongoing manner, to identify each learner’s strengths and needs through assessment *for* and *as* learning. Then, based on this knowledge, they can respond through effective instruction as well as attention to creating a supportive and responsive learning environment.
- This is set within the Gospel imperative calling committing our learners to transform the world and, in this regard, references the Ontario Catholic Schools’ Graduate Expectations
- It is this “urgent student learning need” that guides the professional development of staff.
- The 2018-2019 BIPSA reflects a greater emphasis on student responsibility for co-designing the learning environment, goals, and norms

Outcomes

- Student achievement outcomes are intended to improve through the consistent and varied use of authentic (via observations, conversations, and products) assessment in *all* curricula. This is intended to emphasize the importance of assessment as a driver of both instruction and educator development. It is hoped all educators will see themselves in this BIPSA. The emphasis is less on assessment *of* learning but, rather, assessment *for* and *as* learning.

- Each “pillar” has identified outcomes expressed as specific and measurable increases in achievement (*i.e.* Gr. 9 Math achievement in EQAO)
- Targets have been broadened
- School Improvement Plans for Student Achievement (SIPSAs) will each have specific targets articulated and monitored

Student Learning Needs

- The needs of our students within each pillar are identified along with some overall needs derived Global competencies, recognized as pivotal for future success. Added to these are such character goals as resiliency and perseverance.
- These needs call upon educators to not only ensure their own dispositions and skills are as refined as possible, but, as well, to utilize as wisely as possible a varied set of instructional strategies in order to respond to student needs
- Catholic Community, Culture and Caring
 - Addresses Religion and Family Life as well as Mental Health and Wellness – and equity.
 - Resiliency survey helps guide the outcome selection and monitoring
- Numeracy
 - Derived from EQAO, CAT4, report card and global trends
 - Focus on curriculum content particularly focusing on the “big ideas” that weave through the curriculum
 - Junior division
 - Applied level
 - Students with a learning disability
- Literacy
 - Derived from EQAO, CAT4, and report card trends
 - Focus on a balanced literacy approach
 - Focus on general vocabulary, sentence structure, and text selection and competence
 - Metacognitive skills
- Pathways to Success
 - Clearly aligns various BIPSA components such as Global competencies, technology, assessment/instruction dynamic

Strategies and Actions for Building Capacity through Collaborative Learning

- Goal is to, “Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies”
- Clear articulation of what staff will do to meet this goal. This is specific to the director, superintendents, principals and vice-principals, teachers and early childhood educators, and support staff
- Collaboration is a significant theme

Monitoring Learning

- Professional Learning Cycles are at the heart of this component and are monitored through a series of clarifying questions
- These questions centre on student learning and staff learning
- The monitoring questions conclude with reflections on next steps and, as such, set the stage for the BIPSAs composition the following year
- At the heart of the monitoring component is the “Instructional Core” a dynamic interweaving of student, teacher, and curriculum reflected in each task that is monitored
- The monitoring is conducted by all stakeholders and is ongoing. Superintendents formally monitor these through school visits, the System Improvement Learning Cycle (SILC), and *School Effectiveness Framework* processes.

- The Professional Learning Cycle and Continuous Assessment Process (Plan, Act, Observe, & Reflect) anchor this component.
- The BIPSA provides of clear articulation of each professional stakeholders actions and responsibility, as we strive to fully implement and monitor our plan.

Next Steps

- The 2018-2019 WCDSB Board Improvement Plan for Student Achievement (BIPSA) reflects current Board and provincial priorities and contexts and helps guide individual school sites as they set targets and priorities reflecting their particular needs. Their (school's) plans are articulated through each site's School Improvement Plan for Student Achievement (SIPSA)
- SIPSAs are to be created collaboratively (School Improvement Team) and are to identify targets within each pillar
- SIPSAs state student learning need, identify a learning outcome, and set out a plan to reach these goals
- The WCDSB BIPSA will be shared with the Ministry of Education in September and will guide ongoing discussions with our partners there throughout the year as we work collaboratively to ensure goals are met.
- SIPSAs are shared with superintendents prior to Thanksgiving and form the basis of year-long conversations regarding and monitoring of student learning.
- The WCDSB will support educators through a responsive and renewed professional capacity-building strategy that leverages instructional coaching in a job-embedded format
- The BIPSA's outcomes and monitoring are strongly supported by the WCDSB's investment in and use of its new electronic student achievement and well-being platform.
- The WCDSB anticipates a renewed BIPSA format for 2019-2022 and will begin the creative process in the course of 2018-2019

Recommendation:

This report is presented for the information of the Board.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning

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Date: September 10, 2018
To: Board of Trustees
From: Director of Education
Subject: Grade 9 Summer Pilot Credit Course

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

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

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

Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]
The Ontario Curriculum, Grades 9 to 12: Social Sciences and Humanities (revised, 2013)

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
Creating Pathways to Success (2013)
Ontario Schools: Kindergarten to Grade 12 (Policy and Program Requirements, 2016)

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*

Background/Comments:

The transition from elementary to secondary school is the most difficult transition our students make during their developmental years in our publicly-funded schools. (B. Ferguson & K. Tilleczeck, 2007).

Our Waterloo Catholic District School Board has been running the summer HeadStart program successfully for a number of years. In this program, incoming Grade 9 students are able to attend a two-day session (formerly four half-day sessions) at their home secondary school shortly before the academic year begins. This is a strategy that allows for a more seamless transition to secondary school: students are able to spend time on site before the school year formally begins; they get to know peers; they meet some teachers and learn more about life in high school. As a strategy for transition from elementary school to secondary school, this program has proved popular.

This past August, there were 865 participants across all 5 Catholic Secondary schools with a student to teacher ratio of 15:1. Here is the break-down by school and session:

Monsignor Doyle Session 1 = 77
 Monsignor Doyle Session 2 = 68
 Resurrection Session 1 = 62
 Resurrection Session 2 = 69

St. Benedict Session 1 = 97
 St. Benedict Session 2 = 115
 St. David (only one session) = 104
 St. Mary Session 1 = 130
 St. Mary Session 2 = 14

This was the largest HeadStart program to date, with over 50% of our incoming Grade 9s participating. While the program is popular and well-attended, as part of our Student Success strategy we sought to augment our offerings to include a more substantial summer school experience. We believe that another program option will positively influence retention rates. A Grade 9 reach-ahead secondary course credit would also allow more dedicated hours for skill building in literacy and numeracy, as well as increased support for students in-risk due to other factors.

New Initiative

On the advice from colleagues in other Catholic school districts with experience in offering Grade 9 credit courses to incoming Grade 8 students, we settled on a social science course: H1F101 (Individual & Family Living). This course was chosen because it came with a Ministry of Education recommendation, it did not conflict with other Grade 9 course selections, and the course content allows for foundational support in meeting the challenges of transitioning from childhood to adulthood: life skills, social skills, literacy and numeracy skill building in an experiential learning environment.

We chose St. Benedict (SB) as the pilot site as a central Cambridge location that had established summer programming in other areas. Student Success consultants (7-10) targeted Grade 8 students in the SB Family of Schools. They shared information about the summer school credit with Grade 8 students and sought input from them on an appealing course title. Results from their consultation and survey favoured the course title, *Bridges to Success – Your Future Begins Now*.

An information flyer was shared with intermediate teachers, school administrators, parents and students. A Google form was developed for registration. We posted for the position and hired an experienced intermediate qualified St. Benedict teacher: Laura Varriano Lane. Twenty-three students registered for the course: nineteen incoming St. Benedict students, two who will attend Monsignor Doyle and one who will attend Resurrection.

The course was designed with high student engagement as a goal and included a number of excursions and other experiential learning activities supported through our WCDSB experiential learning team.

As a result of this initiative, twenty-three incoming Grade 9 students are beginning their high school careers with one credit already secured. Research indicates that credit accumulation in Grades 9 and 10 are important indicators of success for the achievement of the Ontario Secondary School Diploma (OSSD) in four/five years. Failing to achieve even one credit over the first two years of high school can jeopardize successful OSSD completion. Therefore, students who enter high school with one credit earned are at an advantage.

Next Steps

Two next steps have been identified:

- Offer this same program in each of other secondary schools to their respective family of schools as need/interest will indicate.
- Track our twenty-three students from this summer to monitor credit accumulation, student engagement and achievement, and ultimately graduation rates over four and five years.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten, Director of Education
 Richard Olson, Superintendent of Learning

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



Date: September 10, 2018
To: Board of Trustees
From: Director of Education
Subject: Health & Physical Education (HPE) – Sexual Education Curriculum Update

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

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

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

Board Governance Policy I:001 Ends

Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Ontario's Equity and Inclusive Education Strategy (2009)

APC037: Equity and Inclusive Education Policy

The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition
(re-issued 2018)

Alignment to the MYSP:

Nurturing Our Catholic Community:

- *Faith is lived and witnessed in community:*
To strengthen and cultivate school, parish and home relationships.
- *Students and Staff are healthy in mind body and spirit:*
To strengthen system commitment to physical health and its importance to mental and spiritual health.
- *Everyone is included, respected and welcomed:*
To increase improved awareness respect of differences within our school communities.

Background/Comments:

Further to the election promise made by the Ontario Conservative Party under leader, Doug Ford, the provincial government has recently announced their intention to repeal the revised health and physical education curriculum introduced by the previous government in 2015, and this has prompted renewed discussion with and among parents, teachers and those tasked with preparing the curriculum.

Beginning in September 2018, and until the release of a revised elementary curriculum, we will be utilizing the full elementary Health and Physical Education curriculum that was last taught in 2014. This is The Ontario Curriculum, Grades 1–8: Health and Physical Education, Interim Edition, 2010.

This interim edition was originally issued in 2010 and is now being prepared for re-issue. As this is an interim document, only an online version of this curriculum will be produced. Currently there are no training sessions scheduled. There will be no changes to the secondary curriculum.

As with all curriculum, we teach it through a Catholic lens.

Catholic Schools have provided family life curriculum consistent with our faith for more than 30 years. Catholic schools will continue to teach the approved Family Life Curriculum, which is an integral part of the Religious Education program. Issues of human sexuality are addressed within the fullness of this curriculum that teaches the content of our faith, the value of persons, human relationships, commitment and social responsibility. The curriculum is holistic in nature and interdisciplinary in approach, thus it addresses many specific expectations which are part of the Ontario Health and Physical Education curriculum.

Fully Alive is the family life program sponsored and developed with the approval of the Catholic Bishops of Ontario in collaboration with educators and families. The teacher resources were last updated in 2016. The Institute for Catholic Education (ICE) will address any aspects of the Fully Alive program that require updates in response to Ministry directives once ministry expectations have been clarified.

Also worth noting is that the curricular content related to human sexuality is often taught towards the end of the school year, the topics under consideration comprise approximately 3-4 lessons, and so it is possible that consultation and revisions to the HPE curriculum may be concluded by the time educators address these issues in classrooms.

With respect to inclusive classrooms and schools, it is important to note that creating a safe, inclusive, and welcoming school and classroom environment is not only clearly articulated in the Revised 2010, The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, but is also legislated and supported through the following:

- Canadian Charter of Rights and Freedoms
- Ontario Human Rights Code
- Ontario Education Act
- Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2014
- Ontario's Equity and Inclusive Education Strategy
- Waterloo Catholic DSB Equity and Inclusive Education Policy (APC037)

In Summary:

- We have a responsibility to teach the curriculum set out by the Ministry of Education, and we have always done so in a manner that conveys, respects and models our Catholic values to our students.
- As a publicly funded Catholic school system, we teach all curriculum through a Catholic faith lens.
- For more than 30 years, our schools, and all Catholic schools in Ontario, have successfully provided a family life and sex education curriculum within a Catholic framework under the guidance of the Catholic Bishops of Ontario.
- Our classrooms and schools will continue to reflect and support equity and diversity and actively create and provide an inclusive and welcoming environment.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten, Director of Education
Gerald Foran, Superintendent of Learning
Richard Olson, Superintendent of Learning

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



Ontario Catholic School
Trustees' Association

Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

August 16, 2018

TO: Chairpersons, Vice Chairpersons & Directors of Education
- All Catholic District School Boards

FROM: Nick Milanetti, Executive Director

SUBJECT: Regional Meetings –Questions for Discussion

The six questions on the attached page are from the Ontario Government's Platform and are provided as a basis for the facilitated discussion at our upcoming Fall Regional Meetings.

It is hoped that these questions can be considered by your Trustees and Staff at an upcoming Board Meeting in order to prepare a comprehensive response to be shared and discussed with your peers at the Fall Regional Meetings.

Once your Board Response is complete, please send a copy to OCSTA (jponte@ocsta.on.ca) and assign one of your delegates to bring copies to the meeting and distribute to the participants.

Mon, Sep 17 9:30 – 3	West 45 Copies	Bruce-Grey, Huron-Perth, London, Waterloo, Wellington, St. Clair, Windsor/Essex
Wed, Sep 19 9:30 – 3	East 45 Copies	Algonquin & Lakeshore, Eastern Ontario, Peterborough-Victoria-Northumberland & Clarington, Ottawa, Renfrew, Simcoe-Muskoka
Sat, Sep 22 8:30 – 2:00	North East 30 Copies	Huron-Superior, Nipissing-Parry Sound, Northeastern, Sudbury
Wed, Sep 26 9:30 – 3:00	Central 40 Copies	Brant-Haldimand Norfolk, Dufferin-Peel, Durham, Halton, Hamilton-Wentworth, Niagara, Toronto, York
Sat, Sep 29 8:00 – 12:00	North West 30 Copies	Kenora, Northwest, Superior North, Thunder Bay,

The feedback from your boards will be instrumental for an informed and productive discussion at the meetings.

Thank you for your assistance.

Attachment



Ontario Catholic School
Trustees' Association

Questions for Discussion at 2018 Fall Regional Meetings

1. The government plans to restore “proven” methods of teaching math fundamentals to support student success. Math will also become mandatory in teachers’ college programs.

What concerns or questions does this raise for your board?

We have read the compendium (teacher’s guide) on the Ministry website. We find the content to support the research of sense-making in mathematics, problem-solving, building conceptual understanding and procedural fluency. In fact, the document’s central tenets complement the daily number sense routines highlighted on our BIPSA.

Current math teaching has not done away with the use of formulas and knowledge of facts as tools to support math learning , but development of these in isolation of conceptual understanding doesn’t support problem solving or transfer of skills. The ministry’s own Vision for the Math Learner highlights “learning important facts, skills, procedures” as a priority (pg. 3) <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/math-classroom2018.pdf>

The compendium acknowledges the caution to focus on rote memorization through the lens of timed tests (p.4). The research on timed tests in math and math anxiety is compelling. <https://www.youcubed.org/evidence/fluency-without-fear/> <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/math-classroom2018.pdf> (page 4 of this recent Ministry monograph suggests the elimination of timed tests)

Math will also become mandatory in teachers’ college programs.

What feedback do you want OCSTA to provide to the government on this issue?

We support this shift as it will allow for earlier access to dissecting mathematics content, both in theory and in practice.

What concerns or questions does this raise for your board?

- *Will boards have degrees of freedom to choose how the compendium will be investigated with teachers on the Numeracy PD Day?*



Ontario Catholic School
Trustees' Association

- *How will the Student Achievement Officers support boards with the understanding the compendium?*
- *Which recent, previously shared Ministry documents are still a focus in math? (e.g. Vision for the Math Learner). We would appreciate public clarity on whether these are still supported.*

2. OCSTA will be monitoring and consulting with the government as steps are taken to initiate the government's planned consultation on the "sex-ed" component of the Health and Physical Education curriculum.

What concerns, issues and perspective do you wish to share with OCSTA on this topic?

3. The government has suspended the Broader Public Sector Executive Compensation Framework that was established with the input and support of Ontario's education partners including all trustee associations.

What concerns does this decision by the government raise for your board?

What feedback would you like to share with OCSTA on this topic?

4. The government plans to maintain the current school closures moratorium until a full review of the school closure process is completed.

What are the concerns and priorities of your board with respect to this issue?

Monday, June 11, 2018

Dear Directors of Education,

The Halton Catholic District School Board is delighted to be hosting the eleventh annual Diocesan Celebration of Catholic Education, which will be held on Thursday, **September 20, 2018** at Holy Cross Church in Georgetown.

Together with the Catholic school boards and partners within the Hamilton Diocese, we shall celebrate "the gift that is in you" (1 Timothy 4:14). Conscious of the gift that Catholic education is to us, we celebrate the many partners whose contributions have helped to build the Catholic educational community in the Diocese. So many people have shared their God-given gifts to create the system of excellence we enjoy. Through the efforts and dedication of parents, educators, clergy and religious, we indeed have a pearl without price.

Come together to pray and rejoice in the gift of Catholic education. On this day, we shall remember and highlight a few of the special moments in our past before gathering to celebrate the Eucharist. The community reception will then give us an opportunity to share treasured memories.

As we are reflecting on past contributions, we would like to offer the invitation to those who have contributed to building Catholic Education in our Diocese. We ask for your help in extending this invitation to retired Directors and Superintendents who have served Catholic education in your community. We will also be inviting representatives of Religious Orders that have helped the development of education for children in our Diocese.

The format of the celebration is as follows:

- 3:15 p.m.** **Sharing the Gift Within: A Theatrical Celebration of Catholic Education in the Hamilton Diocese** ~ Holy Cross Church, Georgetown
- 4:30 p.m.** **Eucharistic Celebration** ~ Holy Cross Church, Georgetown
The Most Reverend Douglas Crosby, O.M.I., D.D., Bishop of Hamilton
- 5:30 p.m.** **Reception** ~ Holy Cross Parish Hall

We ask that you share this information across your district. A promotional flyer about this celebration is provided in an attachment. If you require a version with crop marks to print your own posters, please contact Elizabeth Trolie at troliee@hcdsb.org for the electronic file.

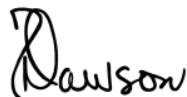
In addition, a map with directions to Holy Cross Church in Georgetown is enclosed for your convenience.

At this time, the following requirements are requested from each board:

- Please forward the included flyer to retired Directors and Superintendents of your organization. We ask you to send their name(s) to Lorrie Naar via email: naarl@hcdsb.org.
- **School Board Banners** are to be couriered to:
L. Naar, Superintendent of Education
Halton Catholic District School Board
P.O. Box 5308, 802 Drury Lane, Burlington, ON. L7R 4L3
(Please have the banners delivered no later than Friday, September 14, 2018.)
- By, Friday, September 7, 2018, please provide an **estimated number of attendees** from your organization. Also, please include the **name of the person** who will be **carrying your banner**. Please send this information by email to naarl@hcdsb.org.

Thank you for your assistance in planning this day. We look forward to hosting you, and to celebrating *'the gift that is in you'*.

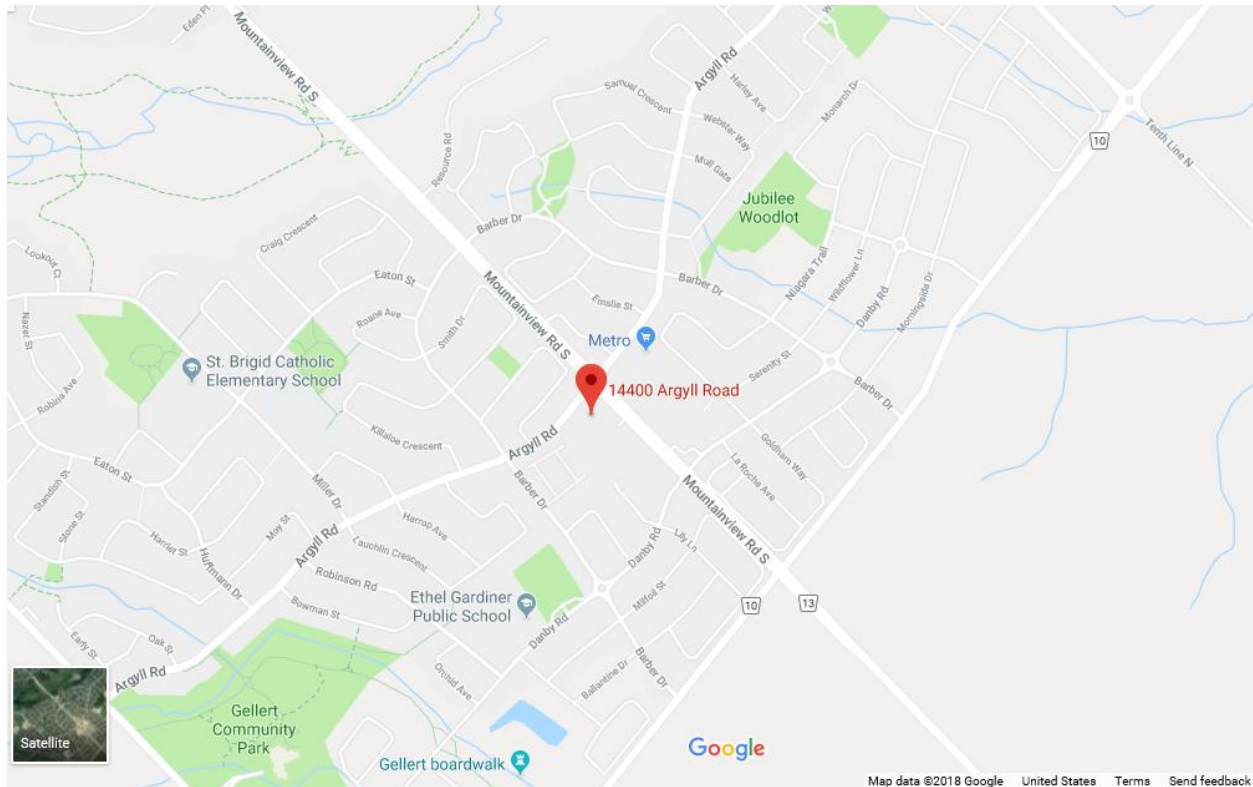
Sincerely,



Paula Dawson
Director of Education
Halton Catholic District School Board



14400 Argyll Road
Georgetown, Ontario
L7G 5S6



From Q.E.W. or 401, take the Trafalgar Rd. exit. Proceed north on Trafalgar Rd. to Steeles Avenue. Turn right on Steeles Avenue and proceed to 9th Line. Turn left on 9th Line and go north (9th Line becomes Mountainview Road). Continue on Mountainview Road. Turn left at Argyll Road.

CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION.
CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION.

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CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION.

"THE GIFT THAT IS IN YOU"

(1 TIM. 4:12-16)



CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION. CELEBRATING CATHOLIC EDUCATION.
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Image Credit: Hands cradling the Cathedral Basilica – Zuzana Onderco, Grade 9 Student,
Text enhancements – Saul Benavides, Grade 12 Student.

11th ANNUAL Diocesan Mass

IN CELEBRATION OF CATHOLIC EDUCATION

THURSDAY, SEPTEMBER 20, 2018 | HOLY CROSS CHURCH, GEORGETOWN

We come together to celebrate **"the gift that is in you"** (1 Timothy 4:14). So many people have shared their God-given gifts to create the system of excellence we enjoy. Conscious of the gift that Catholic education is to us, we celebrate the many partners whose contributions have helped to build the Catholic educational community in the Diocese. Come together to pray and rejoice in the gift of Catholic education.

3:15 p.m.

Sharing the Gift Within: A Theatrical Celebration of Catholic Education in the Hamilton Diocese ~ Holy Cross Church

4:30 p.m.

Eucharistic Celebration ~ Holy Cross Church, Georgetown
The Most Reverend Douglas Crosby, O.M.I., D.D.,
Bishop of Hamilton

5:30 p.m.

Reception ~ Holy Cross Parish Hall

Le lundi 11 juin 2018

À l'attention des directeurs de l'éducation,

Le Conseil scolaire de district catholique de Halton est ravi d'accueillir la onzième célébration diocésaine annuelle de l'éducation catholique, qui aura lieu le jeudi **20 septembre 2018** à l'église Holy Cross de Georgetown.

Avec les conseils scolaires catholiques et les partenaires du diocèse de Hamilton, nous célébrerons « le don qui est en vous » (1 Timothée 4:14). Conscients du don que l'éducation catholique nous fait, nous célébrons les nombreux partenaires dont les contributions ont aidé à bâtir la communauté d'enseignement catholique dans le diocèse. Tant de gens ont investi les dons que Dieu leur a faits pour créer le système d'excellence dont nous bénéficions. Grâce aux efforts et au dévouement des parents, des éducateurs, du clergé et des religieux, nous avons effectivement une perle inestimable.

Venez prier ensemble et vous réjouir du don de l'éducation catholique. En ce jour, nous nous rappellerons et soulignerons quelques moments particuliers de notre passé avant de nous réunir pour célébrer l'Eucharistie. La réception communautaire nous donnera alors l'occasion de partager des souvenirs précieux.

Au moment de contempler les contributions passées, nous aimerions lancer l'invitation à ceux qui ont contribué à bâtir l'éducation catholique dans notre diocèse. Nous vous demandons de nous aider à inviter les directeurs et surintendants à la retraite qui ont servi l'éducation catholique dans votre communauté. Nous inviterons également des représentants des ordres religieux qui ont contribué au développement de l'éducation des enfants de notre diocèse.

Le format de la célébration est le suivant :

- | | |
|----------------|---|
| 15 h 15 | Partager le don en nous : Célébration théâtrale de l'éducation catholique dans le diocèse de Hamilton ~ église Holy Cross, Georgetown |
| 16 h 30 | Célébration eucharistique ~ Église Holy Cross, Georgetown
<i>Son excellence Mgr Douglas Crosby, O.M.I., D.D., évêque de Hamilton.</i> |
| 17 h 30 | Réception ~ Salle paroissiale, église Holy Cross |

Nous vous demandons de partager ces informations dans votre district. Un dépliant promotionnel sur cette célébration est fourni en pièce jointe. Si vous avez besoin d'une version avec des marques de coupe pour imprimer vos propres affiches, veuillez communiquer avec Elizabeth Trolio au trolie@hcdsb.org pour obtenir le fichier électronique.

De plus, une carte indiquant le chemin à suivre pour se rendre à l'église Holy Cross à Georgetown est jointe pour votre commodité.

Pour l'instant, les exigences suivantes sont demandées à chaque conseil scolaire :

- Veuillez faire parvenir l'invitation ci-jointe aux directeurs et surintendants retraités de votre organisation. Nous vous demandons de transmettre leur(s) nom(s) à Lorrie Naar par courriel : naarl@hcdsb.org.
- Les **banderolles des conseils scolaires** doivent être envoyées par messagerie à :
- L. Naar, surintendante de l'éducation
Conseil scolaire de district catholique de Halton
C.P. 5308, 802 Drury Lane, Burlington (Ontario) L7R 4L3
(Veuillez lui faire parvenir les banderoles au plus tard le vendredi 14 septembre 2018.)
- D'ici le vendredi 7 septembre 2018, veuillez nous fournir une **estimation du nombre de participants de votre organisation**. Veuillez également inclure le nom de la personne qui portera votre banderole. Veuillez envoyer cette information par courriel à naarl@hcdsb.org.

Merci de votre aide à planifier cette journée. Nous serons ravis de vous accueillir et de célébrer « *le cadeau qui est en vous* ».

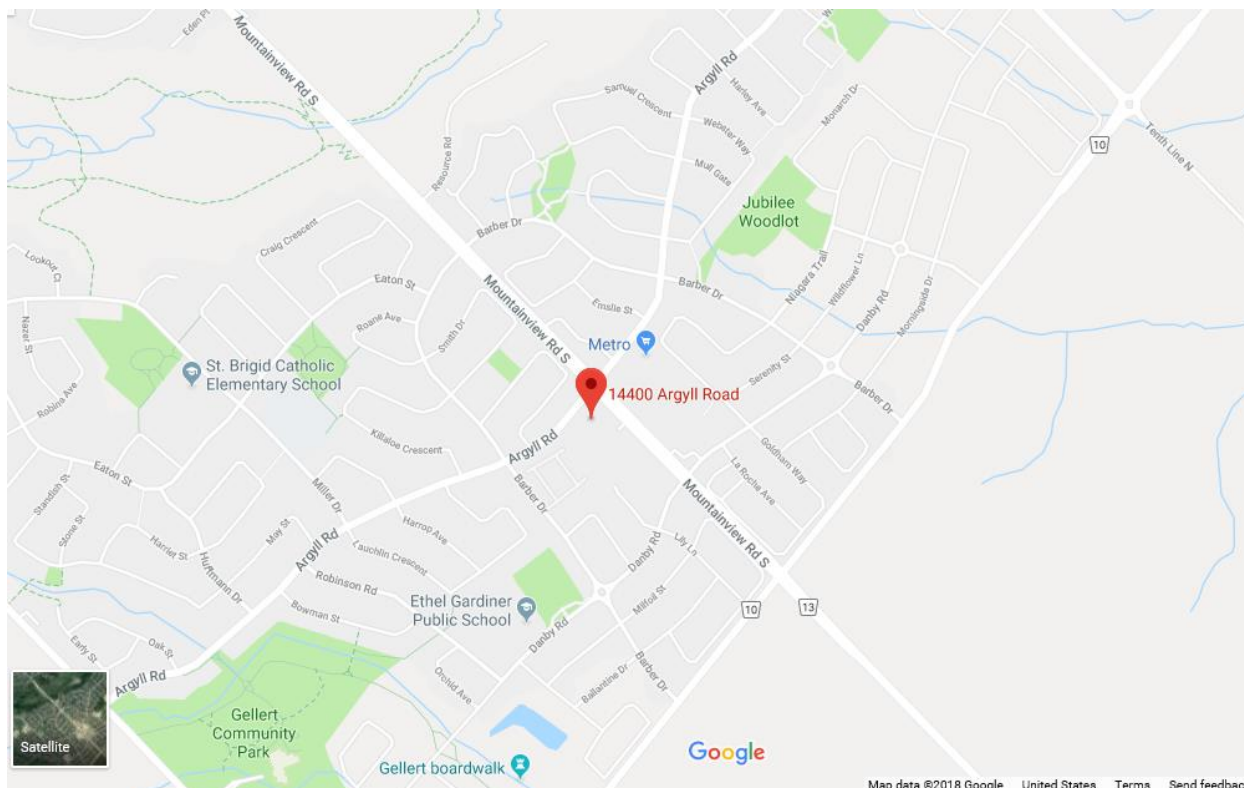
Nous vous prions d'agréer nos salutations distinguées.



Paula Dawson
Directrice de l'éducation
Conseil scolaire de district catholique de Halton



14400 Argyll Road
Georgetown, Ontario
L7G 5S6



De l'autoroute Q.E.W. ou 401, prenez la sortie Trafalgar Road. Continuez vers le nord sur Trafalgar jusqu'à l'avenue Steeles. Tournez à droite sur l'avenue Steeles et continuez jusqu'à Ninth Line. Tournez à gauche sur Ninth Line et continuez vers le nord (la rue devient Mountainview Road). Continuez sur Mountainview Road. Tournez à gauche sur Argyll Road.

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OCSTA NEWSWIRE – JUNE 28, 2018

Posted by [Editor](#) | Jun 28, 2018 | [OCSTA Newswire](#) | 0 |



POST ELECTION REVIEW AND UPDATE

By Steve Andrews, Director of Legislative and Political Affairs

On June 7, 2018 Ontarians elected a majority PC government under the leadership of Doug Ford. The current seat breakdown is:

- 76 PC
- 40 NDP
- 7 Liberal
- 1 Green Party.

This represents an increase of 28 seats for the PCs and a break with the past 15 years of liberal governments under Dalton McGuinty and Kathleen Wynne. Based on public opinion research conducted during and immediately after the general election, it seems that Ontarians desire for a change in government and policy direction was the driving force for the PC majority (Pollara June 12, 2018) and a doubling of seats for the NDP to make them the official opposition party.

Pace of Change for the new PC Government:

Postelection public opinion research indicate that Ontarians expect the new government to move quickly on its key election platform commitments, especially those related to affordability. For example, reducing gasoline prices and moving forward with an independent audit of government program costs.^[1]

It is also clear from this research that the incoming PC government will want to focus on solutions to their policy challenges without drawn out consultation processes.

^[1] *Navigator Limited, June 12, 2018, conducted Ontario wide focus groups and interviews.*

Key Platform Priorities of the PC Government:

1. Cutting the price of gasoline
2. Removing the CEO of Hydro One and reducing the compensation level of any new CEO
3. Reducing residential electricity prices
4. Taking steps to reduce health care wait times and overcrowding in hospitals

Education Policy Priorities Include:

- Review/revise sections of the health and physical education curriculum
- Eliminate “discovery” mathematics curriculum and inquiry-based learning in schools;
- Ban cell phones in all elementary and secondary schools;
- Ensure mathematics education is mandatory in teachers’ college programs;
- Fix the EQAO testing regime and implement a standardized testing program;
- Continue the current moratorium on school closures until the PARG review process is reformed;
- Invest \$3.8 billion over 10 years in mental health supports, housing and addictions treatment;
- Provide an additional \$38 million in funding for children with autism spectrum disorder (total is \$100 million over the course of the mandate).

In addition to the priorities arising from formal announcements, the PC government will be reviewing program spending in each ministry to find cost savings or efficiencies. This will be a key priority for the new government and cabinet.

Challenges and Opportunities with the new PC Government and new MPPs:

As with any significant change in government, the policy development and decision making environment will be substantially different. For example, the government will likely move quickly to restructure the senior staff of both cabinet office and the Deputy Ministers in many key ministries.

In addition, the manner in which the new PC government conducts public and stakeholder consultations is likely to change in order to move its agenda forward quickly. With the steep learning curve for the new minister and his or her political staff and the complex nature of the policy files in the education portfolio will make this difficult.

Along with the challenges in building relationships with the new MPPs and government decision makers comes various opportunities. For example, with many new, first time MPPs across the PC and NDP caucus, we have the opportunity to share the value of Catholic education in Ontario and its many contributions to the well-being of the province. We will also have the opportunity to dispel various myths about merging the publicly funded school systems with new MPPs while discussing the on-going challenges our boards face in various policy and funding areas including student mental health, special education and student transportation.

Next Steps:

Through planned meetings with elected officials that include Premier-designate Doug Ford, the Minister of Education, other elected officials, and government staff OCSTA is focused on raising awareness about the priorities of Catholic District School Boards, and deepening understanding of the value of Catholic education and the contribution our schools make to the vibrancy and success of Ontario's education system.

As the government begins to move its education policy agenda forward, OCSTA looks forward to providing timely advice and recommendations on key education policy and programs for Ontario's education system.

UPCOMING OCSTA EVENTS

- 2018 Fall Regional Meetings (*Registration Information available in July*)

- September 17 – WEST Meeting – Host: Bruce-Grey CDSB
 - September 19 – EAST Meeting – Host: Ottawa CSB
 - September 22 – NORTH EAST Meeting – Host: Huron-Superior CDSB
 - September 26 – CENTRAL Meeting – Host: Niagara CDSB
 - September 29 – NORTH WEST Meeting – Host: TB Diocesan Catholic School Trustees' Conference
- 2018 Seminar for CDSB Communications Staff – November 23, 2018
 - 2019 Catholic Trustees' Seminar – January 18-19 – TORONTO (Delta Hotels – Toronto Airport)
 - 2019 AGM and Conference – April 25-27 – TORONTO (InterContinental Toronto Centre – downtown Toronto)

MUNICIPAL ELECTION INFORMATION

- Election Day – October 22
- Candidates to file nominations between May 1 and July 27.
- MPAC has once again launched the voterlookup.ca site. It is very important for Catholic ratepayers to know that they can correct information on the voters list, especially school support data by accessing the voterlookup.ca website. Due to MPAC's default mechanism, many times Catholic school supporters are listed incorrectly as public school supporters (typically the default mechanism happens after a move). Catholic school boards are encouraged to share the voterlookup.ca website with parents and other supporters in the community to ensure that our Catholic voters are able to vote for their local Catholic trustee in the next municipal election.
- For more resources and guides for Catholic trustees please visit OCSTA's [Municipal Election Page](#).

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CATHOLIC EDUCATION WEEK



SPEAK UP FOR CATHOLIC EDUCATION

Together
in Faith

CATHOLIC SCHOOL BOARD DIRECTORY



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Ottawa ON K1A 0J9

Ms. Wendy Price
Chair of the Board
Ms. Loretta Notten
Director of Education
Waterloo Catholic District School Board
PO Box 91116
Kitchener ON N2G 4G2

JUL 13 2018

Dear Ms. Price and Ms. Notten:

On behalf of the Honourable Patty Hajdu, Minister of Employment, Workforce Development and Labour, I am responding to your letter of February 26, 2018, regarding the 2018 Canada Summer Jobs (CSJ) program's attestation.

The intent of the CSJ program has always been to provide young people with high-quality, paid summer work opportunities, where they can gain valuable experience and earn money to help pay for school.

Religious and faith-based organizations add tremendous value to our communities, much of which is focused on compassion and helping those most in need in our society. As in previous years, churches, religious and faith-based organizations are eligible not-for-profit entities. Applicants were not asked to provide their views, beliefs or values as these were not taken into consideration when applications were assessed for CSJ funding eligibility. That an organization is affiliated with a religion does not itself constitute ineligibility for the program.

Faith-based groups are required to meet the same eligibility criteria as any applicant to CSJ 2018. Applicants were required to attest that both the job and the organization's core mandate respect individual human rights in Canada, including the values underlying the *Canadian Charter of Rights and Freedoms*. These include reproductive rights and the right to be free from discrimination on the basis of sex, race, national or ethnic origin, colour, mental or physical disability, sexual orientation or gender identity or expression.

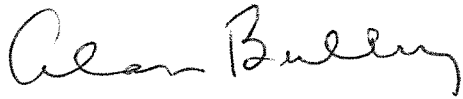
The objective of the change is to prevent Government of Canada funding from flowing to organizations whose mandates or projects may not respect individual human rights, the values underlying the Charter. Additionally, these changes help prevent youth (as young as 15 years of age) from being exposed to employment within organizations that may promote positions that are contrary to the values enshrined in the Charter. The changes implemented for CSJ 2018 will help ensure that a young person, in a job funded by the Government, will work in an environment that respects the individual rights of all Canadians.

.../2

- 2 -

Thank you for taking the time to write and for providing a student with a quality paid work experience through the CSJ program. I hope this information is helpful, and I trust that you will understand the Department's decision on this matter.

Yours sincerely,

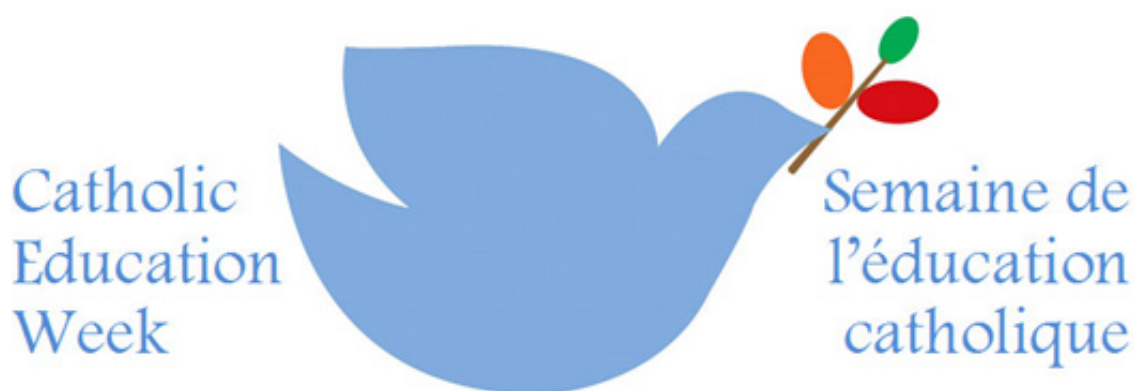
A handwritten signature in black ink, reading "Alan Bulley". The signature is written in a cursive style with a large initial 'A' and a long, sweeping underline.

Alan Bulley
Director General
Programs and Services Oversight
Program Operations Branch

FIRST WEEK OF SCHOOL

RESOURCE PACKAGE

SEPTEMBER 2018



MAY 5 – MAY 10, 2019

CATHOLIC EDUCATION:

Living as Joyful Disciples

L'ÉDUCATION CATHOLIQUE:

Vivre en disciples joyeux



Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

August 21, 2018

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

FROM: Brian O'Sullivan, Director of Catholic Education

SUBJECT: Catholic Education Week Kit for the First Week of School

The 2019 Catholic Education Week Committee is pleased to make available to our Catholic schools, a **First Week of School Kit** which contains prayers for each day of the opening week of school and possible readings and songs for the celebration of the Eucharist.

Our theme for Catholic Education Week 2019 is:

Catholic Education: *Living as Joyful Disciples*
L'éducation catholique: *Vivre en disciples joyeux*

Pope Francis continually reminds us in word and in action, that in imitation of Jesus, we are called to service in our work in Catholic education.

May I request your assistance in making a copy of the **First Week of School Kit** available to all schools in your board.

Thank you for your ongoing, generous cooperation and support for publicly-funded Catholic education.





Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

August 27, 2018

TO: Chairpersons
- Catholic District School Boards

CC: Directors of Education

FROM: Dan Duszczyszyn, Policy Advisor - Finance

RE: 2018: B14 Memo Education Funding Update

Please see below, the summary of points contained in the above referenced memo (see attached) issued by the Ministry of Education on Friday, August 24, 2018. This memo reflects the new government's stated commitments towards changes in curriculum (i.e. mathematics, autism, etc.) and as well as finding efficiencies in the sector.

- The majority of funding changes focus on moving funding from one area to another **"Refocused Initiatives"** (i.e. **from** Special Incidence Funding **to** Special Ed. Per Pupil Amount)
- EPO Funding associated with changes in curriculum decisions, refocused initiatives: (i.e. Renewed Math Strategy **to** Focusing on Fundamental Mathematics)
- Executive Compensation (\$1.7M GSN + \$4.1M EPO) freeze effective August 10th with associated funding withdrawal in 2018-19 GSN
- Trustee Honoraria (\$ 0.6M GSN) freeze with associated funding withdrawal in 2018-19 GSN
- New Teacher Induction Program funding (\$0.75M) redirected to other unspecified initiatives.
- Cash Management Strategy, previously announced in spring 2018, the strategy will not include boards' Proceeds of Disposition balances in the calculation of cash flow. * more details will be released on this in the next few weeks.

Notwithstanding the above noted updates in this memo perhaps the most important message to boards & unions is contained in the conclusion: ***"The government believes that Ontario students can attain a high level of educational achievement without the previous year-over-year trend of budget inflation.... and we will be looking to our partners in the education sector to help find efficiencies"***.

OCSTA will be discussing these changes with Ministry officials advocating boards' concerns about the impacts on student achievement and well-being.



2018: B14

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Bruce Rodrigues
Deputy Minister
Ministry of Education

DATE: August 24, 2018

SUBJECT: Update: Education Funding for 2018–19

I am writing to provide you with an update about education funding for 2018–19. The information included in this memo will provide new information further to memos:

- 2018: B06 – Grants for Student Needs (GSN) for 2018-19;
- 2018: B07 – 2018-19 School Year Education Programs – Other (EPO) funding;
- 2018: SB05 – Cash Management Strategy;
- 2018: SB09 – Grants for Student Needs (GSN) 2018-19, Supports and Updates;
- 2018: SB10 – Special Education Funding in 2018-19; and
- 2018: SB13 – 2018-19 Funding Updates and Estimate Forms for Section 68 School Authorities

NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Total funding for the Grants for Student Needs (GSN) is expected to remain at \$24.5 billion in 2018–19. The average per-pupil funding is projected to be approximately \$12,300. Please see Appendix A for projected board-by-board changes to 2018–19 GSN funding compared to previously announced GSN allocations (2018:B06).

The 2018–19 GSN continues to reflect funding for increased enrolment, ongoing investments to meet prior years' labour agreements, and regular updates to the Grants for Student Needs with the following changes noted in this memo.

Consistent with the government's announcement during the throne speech to reorder Ontario's finances, including a line-by-line review of government spending, all education funding, including what is contained in this memorandum, will be reviewed. As school boards begin planning for the 2019–20 school year, please keep in mind this review will be underway and may impact on-going GSN and/or Education Programs – Other (EPO) funding.

All related GSN release documents will be updated and available in the coming weeks including: the 2018–19 Education Funding Technical Paper; Grants for Student Needs projections for the 2018–19 School Year; 2018–19 Guide to the Grants for Student Needs; Special Education Funding Guidelines: Special Incidence Portion (SIP), 2018–19; and 2018–19 Education Funding: A Guide to the Special Education Grant. Further communication will be sent when these documents are available as well as any transfer payment information for EPO funding outlined in this memo, as well as the Education Finance Information System revised estimates forms.

A. New Initiatives and Program Adjustments for 2018–19

Special Education Per-Pupil Amount (\$28M)

The ministry is investing a projected \$28 million in the GSN to provide an increase to the Special Education Per-Pupil Amount Allocation. Funding will be allocated to school boards by increasing all three Special Education Per-Pupil Amount Allocation benchmarks to the following:

- \$1,007.08 per JK to Grade 3 student;
- \$773.57 per Grade 4 to 8 student; and
- \$510.73 per Grade 9 to 12 student.

This increase will support all students with special education needs including those with Autism Spectrum Disorder and other needs such as mental health needs.

All 72 boards will see an increase in their Special Education Per-Pupil Amount Allocation funding for 2018–19.

Indigenous Graduation Coaches (\$3M)

The ministry will be launching a \$3 million pilot project through EPO to provide intensive supports to Indigenous learners and their families with the goal of obtaining an Ontario Secondary School Diploma and successful transition into post-secondary education, training or labour market opportunities.

This approach would include an Indigenous graduation coach, whose life experience is deeply rooted in the Indigenous community and holds deep experiential connection to the culture. The coach would act as a mentor and advisor to Indigenous students, facilitating access and referrals to community and school resources to provide integrated support for student achievement and well-being. With the coach as the hub, and community and school resources as the spokes, this 'hub and spoke model' will ease the current fragmentation of service access and delivery to provide holistic and efficient supports to vulnerable students.

A district school board eligibility list will be released in the coming weeks.

Rapid Response Northern Schools Teams (RRNSTs) (\$0.8M)

The ministry is providing \$0.8 million through EPO to support the development of teams to respond to urgent requests made by remote First Nation communities for access to qualified staff that have skills such as early literacy and numeracy, language, and special education qualifications to keep schools open and support the academic success and well-being of students.

Teams will be composed of highly trained and experienced, board-employed, certified educators, administrators and related positions (e.g., social workers, Elders). These Rapid Response Northern Schools Teams would be able to mobilize within a short period of time and stay within the community until stabilization is secured or new teams can be deployed.

B. Re-focused Initiatives for 2018–19

Focusing on Fundamental Mathematics (\$55M)

The ministry is replacing the previously announced \$55 million EPO funding: Renewed Math Strategy with the Focusing on Fundamental Mathematics EPO.

The funding will allow boards to hire mathematics facilitators and leads at the board and school levels for math-related training and support dedicated to teaching fundamental math skills. The funding will also allow boards to provide release-time for educators to participate in training and learning focused on fundamental mathematics.

Supporting Students: Career Counselling, Student Mental Health and Well-being (\$46M)

The ministry is maintaining the projected \$46 million through the GSN (formerly Preparing for Success in High School) in elementary guidance benchmarks; however, school boards have greater flexibility in using this funding to focus on ensuring students and parents are better informed about future options for post-secondary, careers, apprenticeships or trades, and to ensure students have the supports they need to succeed.

Students, parents, educators and stakeholders have indicated that current supports are not sufficient to help students and families make these critical, and often stressful, decisions.

It is important to note that this funding, while generated through Grades 7 and 8 enrolment, can now be used at school boards' discretion to support career counselling as well as student well-being in either the elementary or secondary panel, and student mental health in keeping with the boards' mental health strategy.

Expanded Role for Multi-Disciplinary Teams to Include Support for Students with Autism Spectrum Disorder and Other Special Education Needs (\$52M)

The \$52 million GSN investment, announced in the 2018–19 GSN memo (2018:B06), for Special Education Multi-Disciplinary Teams and other staffing resources will be

refocused and expanded to include supports for students with special education needs including those with Autism Spectrum Disorder and other needs such as mental health. Autism is the fastest growing exceptionality in Ontario's publicly funded school system. Students with Autism Spectrum Disorder have a broad range of complex needs and would benefit from increased access to professionals in schools.

This funding continues to support school boards in hiring multi-disciplinary teams which could include Speech-Language Pathologists, Psychologists, Social Workers, Behaviour Experts and others, as appropriate, based on local needs to support all students with special education needs, including those with Autism Spectrum Disorder and other needs such as mental health. The staffing requirements for this funding are unchanged.

C. Efficiencies and Redistributions for 2018–19

Special Incidence Portion (SIP) (\$28M)

The Special Incidence Portion maximum claim amount will be \$27,405, rather than the \$38,016 announced in 2018: B06. Savings incurred from this adjustment will be reinvested into the Special Education Per-Pupil Amount Allocation funding announced earlier in this memo.

New Teacher Induction Program (NTIP) (\$0.75M)

The previously announced New Teacher Induction Program increase of \$0.75M has been re-directed to other initiatives. However, school boards retain the flexibility to offer the expanded program to long-term occasional teachers in positions of 80 days or more, as well as supporting any new teacher who falls outside of the New Teacher Induction Program required definition within their first five (5) years of employment.

Trustee Honoraria (\$0.6M)

Compensation adjustments are being suspended until the new government can conduct a review and put in place an appropriate expenditure management strategy. As a result, the ministry will not be increasing the base amount for the school board trustees' honorarium as announced in the 2018–19 GSN memo (2018:B06).

The base amount for district school board trustees will remain at \$5,900. The ministry may review trustee honoraria in the future.

In addition, the ministry will not be providing the trustees of Section 68 School Authorities an honorarium as announced in the 2018–19 Section 68 SB Memo (2018: SB13).

Executive Compensation (\$1.7M GSN and \$4.1M EPO)

The previously announced GSN and EPO funding to support executive compensation increases in the 2018-19 school year has been suspended. The increases introduced in 2017-18 will continue to be provided on an ongoing basis as these increases are now built into school board cost structures.

Adjustments for 2018-19 will no longer be provided through EPO funding or the 2018–19 GSN, through the Senior Administration benchmark for salaries and benefits. As a result, this benchmark will decrease from \$170,430.45 to \$167,912.27.

Cash Management Strategy – Proceeds of Disposition

In memorandum 2018:B05, the ministry communicated its updated operating cash flow policy and procedures to reduce the associated borrowing costs currently incurred by the Province and to more closely align with the Ontario Public Service cash management directive. The ministry is expanding the cash management strategy to apply to Proceeds of Disposition balances while recognizing the school boards' needs for renewal and other capital projects. School boards' funding entitlements will not be affected by this change. Further details on this policy will be released in the coming weeks.

D. Monthly Payments / Reporting

Cash flow payments will continue to flow based on the submitted school boards' 2018–19 estimates starting in September. Isolate boards 2018–19 cash flow will be based on the 2017–18 estimates submission until the 2018–19 estimates forms are issued, submitted by the isolate boards and reviewed by the ministry.

As noted earlier in this memo, district school boards will be expected to update their budgets to reflect the changes outlined in this memo through the revised estimates submission process. Payments will be revised upon the review of the submitted revised estimates by the ministry.

E. Information Resources

If you require further information, please contact:

Subject	Contact	Telephone and email
Executive Compensation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(416) 314-5739 taunya.paquette@ontario.ca
Operating Funding	Paul Duffy	(416) 325-2035 paul.duffy@ontario.ca
Special Education	Julie Williams	(416) 325-2889 julie.williams@ontario.ca
Student Achievement	Marg Connor	(416) 325-2564 marg.connor@ontario.ca

General questions regarding the updated 2018–19 Grants for Student Needs can be emailed to: EDULABFINANCE@ontario.ca.

Conclusion

The government believes that Ontario students can attain a high level of educational achievement without the previous year-over-year trend of budget inflation. Ontario's government for the people is committed to improving accountability and making efficient and effective use of taxpayer dollars — and we will be looking to our partners in the education sector to help find efficiencies.

Original signed by

Bruce Rodrigues
Deputy Minister
Ministry of Education

cc: School business officials

Appendix A: 2018-19 GSN Impacts

Board Name	Efficiencies and Redistributions for Special Incidence Portion (\$28M)	Special Education Per-Pupil Amount (SEPPA) (\$28M)	SEPPA DEA Impact (\$0.05M)	Efficiencies and Redistributions for NTIP Investment (\$0.75M)	Efficiencies and Redistributions for Trustee Honorarium Investment (\$0.3M)	Efficiencies and Redistributions for Executive Compensation (\$1.7M)
DSB Ontario North East	(241,762)	86,924	-	(2,281)	(4,400)	(18,821)
Algoma DSB	(456,666)	123,275	1,783	(1,203)	(4,400)	(19,266)
Rainbow DSB	(1,493,400)	170,588	4,629	(4,774)	(3,600)	(20,029)
Near North DSB	(332,177)	131,532	1,817	(4,591)	(3,600)	(16,711)
Keewatin-Patricia DSB	(80,576)	69,265	-	(3,330)	(4,400)	(20,705)
Rainy River DSB	-	30,253	436	(1,039)	(2,800)	(14,129)
Lakehead DSB	(294,750)	119,068	662	(3,349)	(3,200)	(16,995)
Superior-Greenstone DSB	-	16,023	635	(731)	(3,600)	(13,154)
Bluewater DSB	(135,192)	232,307	-	(9,528)	(4,000)	(17,735)
Avon Maitland DSB	(10,611)	208,322	848	(1,867)	(3,600)	(21,745)
Greater Essex County DSB	(17,720)	492,059	6,336	(3,609)	(4,000)	(24,028)
Lambton Kent DSB	(40,410)	293,476	1,304	(5,361)	(4,400)	(19,073)
Thames Valley DSB	(318,330)	1,090,927	-	(39,709)	(5,200)	(39,995)
Toronto DSB	(1,835,703)	3,449,052	-	(92,410)	(8,800)	(105,883)
Durham DSB	(1,168,439)	988,812	-	(34,560)	(4,400)	(36,004)
Kawartha Pine Ridge DSB	(432,300)	454,926	-	(9,614)	(4,400)	(23,092)
Trillium Lakelands DSB	(186,675)	222,323	2,980	(2,675)	(3,600)	(19,277)
York Region DSB	(870,102)	1,701,004	-	(34,868)	(4,800)	(55,797)
Simcoe County DSB	(420,770)	729,428	-	(16,678)	(4,800)	(32,575)
Upper Grand DSB	(943,200)	482,030	-	(14,041)	(4,000)	(23,487)
Peel DSB	(3,057,239)	2,221,807	-	(35,349)	(4,800)	(72,692)
Halton DSB	(489,739)	895,397	-	(38,159)	(4,400)	(33,455)
Hamilton-Wentworth DSB	(354,615)	702,324	-	(16,659)	(4,400)	(29,135)
DSB of Niagara	(243,660)	511,623	-	(3,705)	(4,400)	(24,598)
Grand Erie DSB	(58,361)	357,678	1,111	(8,652)	(4,400)	(20,707)
Waterloo Region DSB	(46,512)	889,463	-	(18,218)	(4,400)	(33,704)
Ottawa-Carleton DSB	(903,900)	1,005,807	-	(38,323)	(4,800)	(38,673)
Upper Canada DSB	(108,432)	362,222	-	(6,823)	(4,400)	(23,216)
Limestone DSB	(157,200)	266,371	-	(2,541)	(3,600)	(19,282)
Renfrew County DSB	(196,500)	123,386	-	(1,521)	(3,200)	(15,970)
Hastings and Prince Edward DSB	(58,950)	207,682	-	(3,003)	(4,000)	(17,773)
Northeastern Catholic DSB	(19,650)	32,233	174	(173)	(3,600)	(14,096)
Nipissing-Parry Sound Catholic DSB	(396,820)	34,704	658	(991)	(2,800)	(12,675)
Huron-Superior Catholic DSB	(707,400)	63,753	342	(597)	(4,000)	(17,026)
Sudbury Catholic DSB	(314,400)	82,962	-	(895)	(2,400)	(14,597)
Northwest Catholic DSB	-	20,581	-	(1,213)	(3,600)	(14,096)
Kenora Catholic DSB	(21,222)	18,298	579	(529)	(2,800)	(13,464)
Thunder Bay Catholic DSB	(753,264)	105,449	413	(1,367)	(2,800)	(15,545)
Superior North Catholic DSB	-	9,863	430	(1,011)	(3,600)	(17,511)

Board Name	Efficiencies and Redistributions for Special Incidence Portion (\$28M)	Special Education Per-Pupil Amount (SEPPA) (\$28M)	SEPPA DEA Impact (\$0.05M)	Efficiencies and Redistributions for NTIP Investment (\$0.75M)	Efficiencies and Redistributions for Trustee Honorarium Investment (\$0.3M)	Efficiencies and Redistributions for Executive Compensation (\$1.7M)
Bruce-Grey Catholic DSB	(31,833)	59,533	-	(3,638)	(2,800)	(18,336)
Huron-Perth Catholic DSB	-	64,110	-	(2,079)	(2,000)	(18,262)
Windsor-Essex Catholic DSB	(21,222)	269,017	3,611	(2,435)	(3,600)	(18,360)
London District Catholic School Board	(127,045)	276,237	-	(8,036)	(3,200)	(23,346)
St. Clair Catholic DSB	-	122,789	-	(3,609)	(2,800)	(19,595)
Toronto Catholic DSB	(854,199)	1,263,977	-	(36,417)	(4,800)	(43,709)
Peterborough V N C Catholic DSB	(661,419)	211,453	-	(4,899)	(2,800)	(16,827)
York Catholic DSB	(825,300)	713,696	17,373	(28,304)	(4,000)	(34,351)
Dufferin-Peel Catholic DSB	(817,047)	1,074,540	-	(25,686)	(4,400)	(40,000)
Simcoe Muskoka Catholic DSB	(167,025)	297,831	-	(2,714)	(3,200)	(20,178)
Durham Catholic DSB	(746,700)	293,461	-	(4,571)	(3,200)	(23,720)
Halton Catholic DSB	(510,900)	480,880	-	(18,170)	(4,400)	(28,426)
Hamilton-Wentworth Catholic DSB	(440,799)	397,096	-	(7,045)	(3,600)	(21,710)
Wellington Catholic DSB	(106,110)	108,138	1,346	(1,896)	(2,400)	(19,287)
Waterloo Catholic DSB	(44,488)	322,597	-	(11,058)	(3,600)	(19,344)
Niagara Catholic DSB	(47,160)	287,141	6,053	(2,165)	(3,200)	(18,853)
Brant Haldimand Norfolk Catholic DSB	-	136,754	-	(4,725)	(2,400)	(15,284)
Catholic DSB of Eastern Ontario	(667,081)	174,233	1,248	(1,222)	(2,800)	(17,278)
Ottawa Catholic DSB	(490,189)	590,097	-	(15,928)	(4,000)	(26,464)
Renfrew County Catholic DSB	-	71,795	-	(1,290)	(2,800)	(13,865)
Algonquin and Lakeshore Catholic DSB	(235,800)	160,931	-	(5,794)	(4,000)	(17,085)
CSD du Nord-Est de l'Ontario	(379,183)	33,503	-	(2,021)	(4,800)	(15,481)
CSD du Grand Nord de l'Ontario	(157,751)	35,853	-	(1,136)	(4,800)	(15,377)
Conseil scolaire Viamonde	(98,250)	185,165	-	(16,380)	(4,800)	(25,776)
CSD des écoles publiques de l'Est de l'Ontario	-	229,772	-	(13,108)	(4,800)	(19,980)
CSD catholique des Grandes Rivières	(629,234)	82,582	-	(635)	(4,000)	(17,827)
CSD catholique Franco-Nord	(615,438)	39,433	-	(885)	(2,400)	(13,208)
CSD catholique du Nouvel-Ontario	(392,607)	95,510	-	(3,734)	(4,800)	(19,621)
CSD catholique des Aurores boréales	(13,126)	12,153	-	(1,713)	(4,800)	(18,520)
CS catholique Providence	-	149,163	-	(8,402)	(4,400)	(24,257)
CS catholique MonAvenir	(393,000)	253,285	-	(18,613)	(4,800)	(26,532)
CSD catholique de l'Est ontarien	(839,055)	144,557	-	(4,648)	(3,200)	(15,514)
CSD catholique du Centre-Est de l'Ontario	(737,661)	358,310	-	(21,077)	(4,400)	(20,424)

- Does not include impacts from EPO or School Authorities
- Figures may not add due to rounding

From: [Alice Figueiredo](#)
To: [Alice Figueiredo](#)
Subject: FW: Greetings from Nancy Naylor, Deputy Minister\Salutations de la sous-ministre Nancy Naylor
Date: Thursday, August 30, 2018 11:15:32 AM

From: Ministry of Education (EDU) <MinistryofEducation@ontario.ca>
Sent: Thursday, August 30, 2018 10:16 AM
To: Ministry of Education (EDU) <MinistryofEducation@ontario.ca>
Subject: Greetings from Nancy Naylor, Deputy Minister\Salutations de la sous-ministre Nancy Naylor

To: All trustee groups, directors of education, teacher federations, principal and vice principal groups, parent organizations, child care stakeholder groups, indigenous organizations, education workers unions, EQAO, TVO, TFO

I would like to start by thanking each and every one of you for your hard work on behalf of the students of Ontario.

I am honoured to have been appointed Deputy Minister of Education and to have the opportunity to work with our many partners across the education sector.

One of the great strengths of the Ontario education system is the leadership and advocacy of our school boards and education stakeholders. I look forward to renewing our partnership and close engagement on behalf of students.

I would like to thank Deputy Rodrigues for his leadership and support over the past weeks of transition. I'd also like to thank Minister Thompson for her welcome, and I look forward to working with all of you to support her mandate and the government's priorities for education.

Thank you for all the preparation I know has gone into ensuring a good start to the coming school year. It will be a great pleasure to work together to support students, educators and parents in the year ahead.

Sincerely,

Nancy Naylor
Deputy Minister

Destinataires : Associations de conseillères et conseillers scolaires, directrices et directeurs de l'éducation, fédérations d'enseignantes et enseignants, directions d'école et directions adjointes, organisations de parents, intervenantes et intervenants du secteur des services de garde d'enfants, organisations autochtones, syndicats des travailleuses et travailleurs en éducation, Office de la qualité et de la

responsabilité en éducation, Office de la télécommunication éducative de l'Ontario,
Office des télécommunications éducatives de langue française de l'Ontario

J'aimerais tout d'abord, au nom des élèves de l'Ontario, vous remercier toutes et tous pour votre travail assidu.

Je suis honorée d'avoir été invitée à occuper les fonctions de sous-ministre de l'Éducation et de pouvoir travailler avec nos nombreux partenaires du secteur de l'éducation.

L'une des grandes forces du système d'éducation de l'Ontario réside dans le leadership et la participation pleine et entière des conseils scolaires et des intervenantes et intervenants du secteur de l'éducation. Je me réjouis à l'idée de renouveler notre partenariat et notre étroite collaboration dans l'intérêt des élèves.

J'aimerais remercier le sous-ministre Bruce Rodrigues pour son leadership et son soutien durant les semaines de la transition. J'aimerais également remercier la ministre Lisa Thompson pour son accueil. J'ai hâte de travailler avec vous toutes et vous tous afin d'appuyer la ministre dans la mise en œuvre de son mandat et dans l'avancement des priorités gouvernementales en éducation.

Je vous remercie de tout le travail que vous avez fait pour assurer un bon début d'année scolaire. Je serai très heureuse de collaborer avec vous pour soutenir les élèves, les éducatrices et éducateurs et les parents au cours de la prochaine année.

Veuillez agréer l'expression de mes sentiments les meilleurs.

La sous-ministre de l'Éducation,

Waterloo Catholic District School Board

June 25, 2018

Loretta Notten - Director
35 Weber St. W, PO Box 91116
Kitchener, ON
N2G 4G2

Ms. Notten,

I would like to thank you personally for your support of the most recent OFSAA Championship held by St. Benedict Catholic Secondary School. This support greatly contributes to the success of OFSAA championships. This year's Girls' AAA Hockey Championship took place on March 21-23, 2018 in Cambridge.

Without the hard work and dedication of volunteers, OFSAA could not offer forty-five (45) provincial events in twenty-one (21) different sports. With your help, OFSAA's philosophy of "education through sport" has been highlighted across the province.

Our championship convenor, David Jaeger and the organizing committee spent countless volunteer hours providing the participants with a high quality provincial championship. Student-athletes and teacher-coaches appreciate the support of all volunteers involved.

Again, thank you for your continued support of OFSAA, it is truly appreciated by staff and the entire organization.

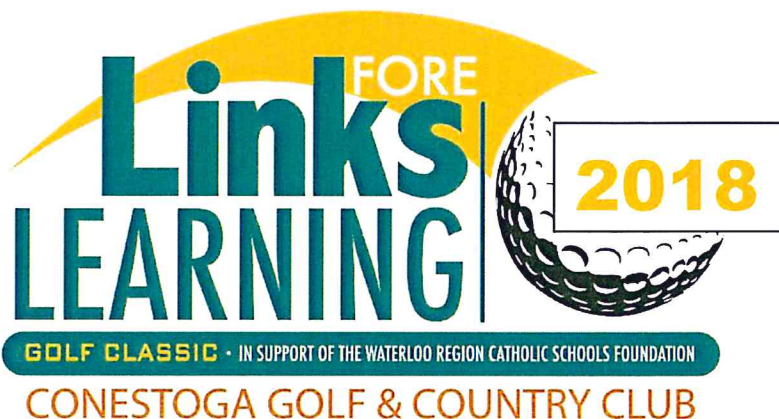
Sincerely,



Shamus Bourdon
Manager of Sport
OFSAA

RECEIVED

JUN 28 2018



August 30, 2018

Dear Wendy & The Board of Trustees,

The 17th Annual Links Fore Learning Golf Classic & Dinner held on Thursday, August 23rd, 2018 was a big success!

Over 140 golfers and guests participated at Conestoga Golf & Country Club, with a silent auction and a delicious meal for all participants to enjoy. In 17 years, this annual event has raised \$500,000 in support of the Waterloo Region Catholic Schools Foundation. These funds are utilized to bridge the funding gap and make a difference for over 30,000 students.

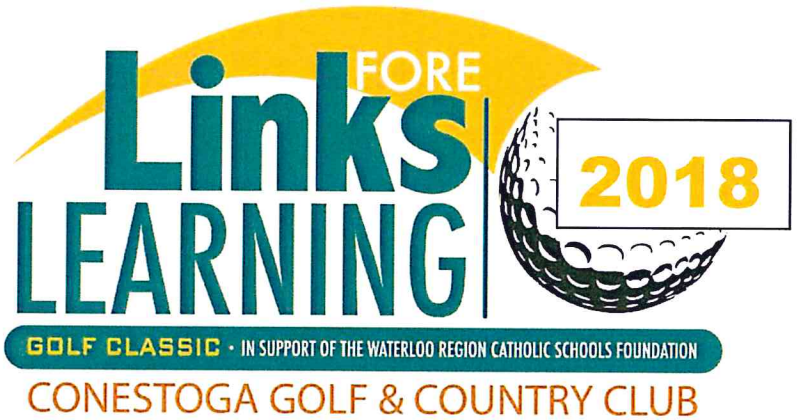
On behalf of the Waterloo Catholic District Schools and our Schools Foundation, I thank you for your support through your sponsorship and participation. We trust you found value in participating and will consider supporting this worthwhile endeavor again in 2019.

See you on the links fore learning!

Regards,

Vic Degutis, COO, Resource Development Office
& President, Waterloo Region Catholic Schools Foundation

cc. Loretta Notten, Director of Education, WCDSB
Colin Kirvan, Chair, WRCSF



August 30, 2018

Dear Loretta, Gerald, John, Judy, Laura and Richard,

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& President, Waterloo Region Catholic Schools Foundation

cc. Loretta Notten, Director of Education, WCDSB
Colin Kirvan, Chair, WRCSF

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



JUL 27 2018

Loretta Notten
Director of Education
Wendy Price
Chair of the Board
Waterloo Catholic District School Board
35 Weber Street West
PO Box 91116
Kitchener ON N2G 4G2

Dear Ms. Notten and Ms. Price,

Thank you for your letter on my appointment as the new Minister of Education for Ontario. I am honoured to have been asked to fulfill this important role.

I look forward to working together with parents, families and all of our child care and education partners as we improve child care and ensure our students are on the right path to success.

Over the coming months, our government will be taking steps that will restore confidence in Ontario's education system. We will focus on the fundamentals of education and provide a learning environment that will encourage our students to thrive and reach their full potential.

I can assure you that help is on the way. We will be working hard to help to prepare Ontario students for the challenges of work and life.

Educating our children is the most important job in the world, and Ontarians have told us that it's time to get back to basics, respect parents, and work with teachers and education professionals to ensure our kids have the skills they need to succeed.

Thank you again for writing, and for your kind congratulations.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Thompson".

The Honourable Lisa Thompson
Minister of Education

RECEIVED

AUG 20 2018