



Board of Trustees' Board Meeting

Date: Monday, March 25, 2019

Time: 6:00 p.m.

** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: St. Benedict C.S.S. (Room 111) 50 Saginaw Parkway Cambridge, Ontario N1R 5W1

Attendees:

Board of Trustees:

Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

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

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board 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.	Board Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:	Board Chair		Approval
1.5.1 In-camera meeting of March 4, 2019 regarding Human Recourse Matter.			
1.5.2 Private, Private Meeting of February 25, 2019 regarding Human Resource Matters.			
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of February 25, 2019 - Board Meeting 3.1.2 SEAC Minutes of January 9, 2019 3.1.3 CPIC Minutes of October 11, 2019 3.2 Trustee Budget Update	Trustees Trustees Trustees Trustees	pp. 4-7 pp. 8-11 pp. 12-15 pp. 16	Approval Information Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Report 5.2 Student Success Update/Plan 5.3 School Year Calendar 5.4 Autism Update 5.5 Information on 2019-20 Education Grants and New Vision for Education	L. Notten R. Olson J. Klein L. Shoemaker L. Notten/S. Maharaj	pp. 17-19 pp. 20-27 pp. 28-31 pp. 32-34 pp. 35-39	Information Information Approval Information Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	I. Tyc, M. Nemeth	pp. 40	
8. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	B. Conway B. Conway	pp.41 pp. 42-108	Information Information
9. Policy Discussion			
9.1 Review By-Law Article 8 Trustee Vacancy 9.2 Linkage Terms of Reference 9.3 Pastoral Care Terms of Reference	M. Van Alphen T. Weiler J. Gravelle	pp. 109 pp. 110 pp. 111	Approval Approval Approval
Assurance of Successful Board Performance			
10.1 Board Policy II 008 Chairperson's Role 10.1.1 Is There a Need to Review This Policy? 10.2 Board Policy II 013 Cost of Governance 10.2.1 Is There a Need to Review This Policy? 10.3 Board Policy II 014 Trustee Expenses 10.3.1 Is There a Need to Review This Policy? 10.4 Board Policy III 005 Monitoring CEO Performance 10.4.1 Is There a Need to Review This Policy?	M. da Silva Trustees K. Dupuis Trustees Trustees Trustees G. Reitzel Trustees	pp. 112-113 pp. 114 pp. 115-117 pp. 118-120	Approval Discussion Approval Discussion Approval Discussion Approval Discussion
Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 Hiring and Promotions - Monitoring Report IV – 005	J. Connolly	pp. 121-125	Approval
Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Report from the CEO 12.2 Shared concerns			

ITEM	Who	Agenda Section	Method & Outcome
Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Mar 26: Beacons of Hope Resurrection FOS •Mar 28: Doyle/Benedict's Service Learning Fundraiser •Apr 2: Beacons of Hope St. Benedict FOS •Apr 2: Audit Committee Meeting •Apr 2: Dave Jaworsky's State of the City Breakfast •Apr 6: Maple Syrup Festival (Mayor' s Breakfast & Pancake flipping) •Apr 8: Committee of the Whole – St. Benedict CSS •Apr 11: Kitchener's State of the City Address •Apr. 13: Mayor's Dinner •May 1: Interfaith Breakfast •May 5: St. Vincent de Paul Dedication & Blessing •May 7: Mayor McGarry-State of City Address (Cambridge)			
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Motion to move into Private, Private	B. Conway		Approval
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, February 25th, 2019 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, *Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Tracey Weiler

*via Skype

Student Trustees Present:

Meghan Nemeth, Izabella Tyc

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Melanie Van Alphen

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Superintendent Olson in recognition of Black History Month.

1.2 Approval of Agenda

2019-32 -- It was moved by Trustee da Silva seconded by Trustee Weiler:

THAT the agenda for Monday, February 25th, 2019, be now approved. --- Carried by *consensus*.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

1.5 Items for Action:

- 1.5.1: In-camera meeting of January 28, 2019 regarding approval of minutes.
- 1.5.2: Private, Private, Private Meeting on February 11th, 2019 regarding Human Resource Matters.

2019-33 -- It was moved by Trustee Dupuis and seconded by Trustee da Silva:

THAT Items for Action be now approved. --- Carried by *consensus*.

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

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

- **Approval of Minutes of Regular and Special Meetings**
 - 3.1 Approval of Minutes of Regular and Special Meetings
 - 3.1.1 Minutes of January 28, 2019 - Board Meeting
 - 3.2 Budget Update #1

2019-34 -- It was moved by Trustee Weiler and seconded by Trustee Schmalz:

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

4 Delegations

5 Advice from the CEO

5.1 Special Education Foundational Math Update

Superintendent Shoemaker provided an introduction to the report presented and introduced presenters Antonietta Leonardo, Special Education Liaison and Erin Lemak, Principal Section 23 and Student Services. Mrs. Leonardo and Mrs. Lemak discussed the role of the Resource Teacher in Fundamental Mathematics. The 2018-2019 Math Plan was discussed including 1. Technology, 2. Social-Emotional Strategies and 3. Collaborative Model of Resource Teacher Support.

5.2 Director's Report

Director Notten highlighted and notable events from the month of February.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees presented highlights from the month of February including events attended and activities that took place throughout our secondary schools.

8 Board Education (at the request of the Board)

8.1 Chair's Update

Trustee Conway provided highlights from the month of February.

8.2 OCSTA/CCSTA Communications

Trustee Conway provided recap of OCSTA attachments.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 007 Board Members' Code of Conduct

Trustee Gravelle brought forth a motion that Board Policy II 007 Board Members' Code of Conduct is in compliance.

10.1.1 Is There a Need to Review This Policy? No

2019-35 -- It was moved by Trustee Gravelle and seconded by Trustee Reitzel:

THAT the Board of Trustees find Board Policy II 007 Board Members' Code of Conduct in compliance.

--- Carried by consensus

10.2 Board Policy III 003 Accountability of the CEO

Trustee Gravelle brought forth a motion that Board Policy III 003 Accountability of the CEO is in compliance.

10.2.1 Is There a Need to Review This Policy? No

2019-36 – It was moved by Trustee Gravelle and seconded by Trustee Schmalz:

THAT the Board of Trustees find Board Policy III 003 Accountability of the CEO in compliance.

--- Carried by consensus

10.3 Board Policy III 004 Delegation to the CEO

Trustee Price brought forth a motion that Board Policy III 004 Delegation to the CEO is in compliance.

10.3.1 Is There a Need to Review This Policy?

Trustee discussed whether there was a need to review policy and it was concluded that the policy should be reviewed to discuss interpretations between CEO and Board of Trustees. Item will be brought forth in future Committee of the Whole Meetings.

2019-37 -- It was moved by Trustee Price and seconded by Trustee Reitzel:

THAT the Board of Trustees find Board Policy III 004 Delegation to the CEO in compliance.

--- Carried by consensus

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1 Emergency CEO Replacement – Monitoring Report IV – 011

Director Notten provided report detailing compliance of Emergency CEO Replacement – Monitoring Report IV – 011.

2019-38 -- It was moved by Trustee da Silva and seconded by Trustee Price:

THAT the Board of Trustees find Emergency CEO Replacement – Monitoring Report IV – 011 in compliance.

--- Carried by consensus

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.2 Shared Concerns

13 Announcements

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

- Feb 27: Conversations with Bishop Douglas Crosby, OMI
- Mar 1: 3rd Annual KW Trivia Challenge
- Mar 2: International Women's Day Breakfast
- Mar 4: Committee of the Whole – St. Benedict CSS
- Mar 6: SEAC
- Mar 7: Beacons of Hope: Mon. Doyle FOS
- Mar 18: Governance – St. Benedict CSS
- Mar 25: Board of Trustees- St. Benedict CSS
- Mar 26: Beacons of Hope Resurrection FOS
- Mar 28: Doyle/Benedict's Service Learning Fundraiser
- Apr 2: Beacons of Hope St. Benedict FOS
- Apr 2: Audit Committee Meeting
- Apr 2: Dave Jaworsky's State of the City Breakfast
- Apr 8: Committee of the Whole – St. Benedict CSS
- Apr 11: Kitchener's State of the City Address
- Apr. 13: Mayor's Dinner

Trustee Conway also noted that the Maple Syrup Festival was currently announced for Saturday, April 6th along with the Pancake flipping contest.

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

The Recording Secretary confirmed the meeting decisions.

The Board of Trustees moved into Private, Private at 7:01 p.m.

2019-39 -- It was moved by Trustee da Silva and seconded by Trustee Reitzel:

THAT the Board of Trustees move into Private, Private.

--- Carried by consensus

16 Closing Prayer

17 Motion to Adjourn

2019--40 It was moved by Trustee Price and seconded by Trustee da Silva:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:40 p.m.

Chair of the Board

Secretary




Waterloo Catholic
District School Board

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Committee Meeting Minutes

Date & Time:	Wednesday, January 9, 2018, 6:00 p.m.
Location:	Boardroom, Catholic Education Centre
Next Meeting:	Wednesday, February 6, 2019
Committee Members: Kim Murphy, Frank Thoms, Kevin Dupuis, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson	
Administrative Officials: Laura Shoemaker	
Regrets: John Gilbert, Erin Lemak	

1. Opening Prayer Welcome	Laura Shoemaker
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Frank Thoms	
3. Declared Pecuniary Interest N/A	
4. Approval of the Minutes Motion by: Jeanne Gravelle Seconded: Kim Murphy	
5. School System Operational Business 5.1. Safe Schools At the Waterloo Catholic District School Board, we believe that every student has a right to learn in a safe, caring and supportive environment. There are four key components at the foundation of Ontario's well-being strategy: <ul style="list-style-type: none">• Positive Mental Health• Safe and Accepting Schools• Healthy Schools• Equity and Inclusive Education	Judy Merkel



Well-being is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. To this end, many strong initiatives that support these pillars in relation to Safe and Caring Schools in WCDSB have been implemented.

Safe and Accepting Schools:

Positive behaviour is promoted through the Catholic Values lens as students are provided many opportunities to correct behaviours, seek reconciliation and be given opportunities to redeem themselves. Progressive discipline is an entire school approach that requires all stakeholders to guide, support and model proper behaviour for the students. Suspensions and expulsions are part of the progressive discipline continuum with an escalation of supports, interventions and strategies.

The measurable goal for Safe Schools at WCDSB is the reduction in the number of Suspensions and Expulsions issued to students through effective utilization of restorative justice, progressive discipline and careful consideration of mitigating and other factors.

Safe School Teams in each school collaborate to develop a Safe School Plan that specifically addresses Bullying Intervention and Prevention, Progressive Discipline, Promoting a Positive School Climate, Restorative Justice and Emergency Response Procedures in accordance with Ministry and Board policies and procedures.

Mental Health and Wellness:

The promotion of a positive and safe school climate is frequently cited as being effective at preventing student suspension and expulsion.

The WCDSB has taken a well-rounded approach to improving school/board culture by:





- Promotion of discussions about belonging, resiliency, and strengths-based practice
- Launched mental health and wellness presentations in selected grades at elementary schools across the Board
- Targeted training for students in grade 4-8
- Launch of socio-emotional literacy programming in JK-3 board-wide
- Bell Let's Talk Day used as a platform for schools
- Twitter contest for the submission that best captures the spirit of positive mental health
- Opportunity provided for all employee groups to participate in Mental Health Awareness Sessions through the Life Long Learning Series (topics: understanding anxiety, resiliency and community connections)

In addition to our distinct Mental Health Strategies school boards are required to conduct school climate surveys of students, school staff and parents at least once every two years as they all play a key role in contributing to a positive school climate

Equity and Inclusive Education

Under the guiding principle of "Reaching Every Student," secondary schools in Ontario use many strategies, interventions and innovative alternative programs to support, assist and meet the unique learning needs of students. These options exist in schools, in other school board facilities, in partnerships with community agencies and employers and other creative learning structures.

<p>There is a small but distinct group of students whose needs are not met by traditional in-school programs and interventions. Often, many programs have been tried but without success. These 14 to 17-year-old students are offered the Supervised Alternative Learning program as an option. The SAL Plan is created with the student, in collaboration with the school staff and the SAL coordinator. This SAL Plan will meet the unique individual needs and provide an individualized alternative learning experience which enables their progress towards their goals which may include obtaining an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Participation</p> <p>The location of the SAL program is determined based on student need. The WCDSB St. Don Bosco sites also support our students who for various reasons, are temporarily dismissed from the school setting.</p> <p>Healthy Schools</p> <p>Empirical research around the world shows a direct connection between healthy habits and academic achievement, positive mental health & well-being as well as decreased undesirable behaviours in school.</p> <p>The WCDSB has committed to using the Healthy Schools Framework to assess the ongoing needs and areas for growth in each of our schools</p> <p>Current Initiatives and Next Steps:</p> <ul style="list-style-type: none"> • Bullying Prevention and Intervention Policy and is moving to align our prevention philosophy with a Board Wide focus on teaching well-being as a skill and to this point twenty-two of our 45 elementary schools and two of our secondary schools are participating in our Umbrella Pilot project. • Restorative Training Practices and Conflict Mediation that have been adopted strongly in some of our Secondary Schools will be re-engaged for full implementation in all our schools with an upcoming focus on our elementary schools. • In order to provide another option for safe school programming, in collaboration with the Cambridge YMCA, an "<i>ALTERNATIVE TO SUSPENSION PROGRAM</i>" pilot program has been established which focuses on supporting students on short term suspensions. Alternatives to support long term suspensions and expulsions is also being investigated for the 2019/2020 school year. The goal of a diversified approach to supporting "safe school students" will see us reaching our grade 7-10 students in a fulsome way that proactively aligns wellness and community resources tailored to the needs of each student 	
<p>6. Ministry Updates No ministry updates. Pro-Grants in for this year</p>	
<p>7. SEAC Committee Functions 7.1. Pro Grant – On hold until funding announcement from Ministry is made.</p>	SEAC Members
<p>8. Policy Advice to the Board</p> <ul style="list-style-type: none"> • Laura suggested to start discussing possible budget challenges in April. • Laura also explained the updates in the FOS Student Services Assignment support model. 	

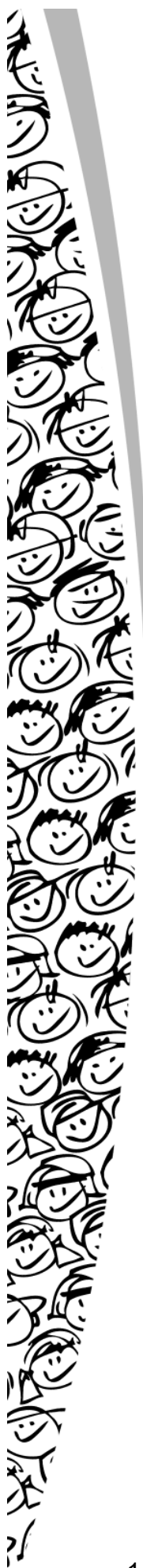
<p>9. Association Concerns/Association Updates (20 minutes)</p> <p>9.1. Autism Association: Webinar available: https://mailchi.mp/autismontario/webinar-495473?e=98ab9e680c</p> <p>9.2. WRFN – Camps available on Jan 30th, Feb 4th and Feb 11th</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  Summer Camp & Recreation Fair 2019 </div> <div style="text-align: center;">  Supporting Students with Learn </div> <div style="text-align: center;">  IEPIndividual education plan.pdf </div> <div style="text-align: center;">  Dreaming of Summer 2019.pdf </div> </div> <p>9.3. Trustee Update:</p> <p>Jeanne presented updates from the December meeting:</p> <ul style="list-style-type: none"> • New Board of Trustees Chair and Vice Chair • Director of Education's Annual Report • New Multi-Year Strategic Plan • Equity Action Plan <p>For more details please check the link: https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-december-2018/</p>	
<p>10. Pending Items N/A</p>	
<p>10. Adjournment</p> <p>Motion by: Jeanne Gravelle Seconded: Kim Murphy</p>	
<p>12. Action Items Place Holder</p>	




<p><u>Committee Members:</u></p>	<ul style="list-style-type: none"> • <i>Vacant</i> (Diocesan Rep.) • Judy Merkel (Administrative Official) • Linda Gregorio (Chair & Member at large) • Manuel da Silva (Trustee) • <i>Vacant</i> (Trustee) • Brian Schmalz (Trustee) • Chris Woodcroft (Secondary Principal Rep.) • Sharon Adie (Elementary Principal Rep.) • Julie Hofstetter (Kitchener Secondary) • <i>Vacant</i> (Member at large) • David Perlaky (St. Benedict Elementary) • Denise Porter (Waterloo Secondary) • <i>Vacant</i> (Resurrection Elementary) • Gorette Varao-Woodman (Monsignor Doyle Elementary) • Eric Vaz (Cambridge Secondary) • Andrea Visneskie (St. David Elementary) 	
<p>Attendees:</p>	<p>Manuel DaSilva, Linda Gregorio, Judy Merkel, Dave Perlaky, Denise Porter, Eric Vaz, Andrea Visneskie, Chris Woodcroft, Diana Bumstead (recorder)</p>	
<p>1. Opening Prayer & Welcome, Call for additional Agenda items</p> <ul style="list-style-type: none"> • Chris Woodcroft was welcomed to the Board. Chris will serve as the Secondary administrative rep. 		<p>Judy</p>
<p>2. Approval of Agenda: Approved.</p>		
<p>3. Approval of the Minutes: Approved.</p>		
<p>4. PPM161 – Supporting Children and Students with Prevalent Medical Conditions</p>		<p>Laura Shoemaker, Superintendent of Learning</p>

- PPMs are issued by Ministry
- PPM 161 standardizes the template for that percentage of the student population that need regular access to medical care
- Chris added this standardization is great for when students transfer between schools
- Superintendent Shoemaker said the Board is piloting plans of care for each exceptionality. The Board just completed the heart condition plan of care pilot.
- Pediatricians, LHIN, Principal and teacher involved.
- Laura worked with WRDSB who has created an electronic plan of care.
- If you're a teacher and require a supply – must put in notes that a student has a plan of care; are also protocols for the supply teacher that shows up.
- PPM asks that information be brought forward to SEAC, CPIC, etc.
- Feel free to contact Superintendent Shoemaker with any questions
- Question was posed over whether mental health conditions could be covered here. This PPM relates to more prevalent medical conditions that are severe where the student could die (so less so mental health issues.)
- Superintendent Shoemaker said PPMs are usually very timely and used to address larger than local issues.
- Question asked on what triggers the plan of care. A family physician may contact the LHIN (KidsAbility) and transition into school with all this information. Anaphylaxis students – on registration there is a critical medical alert form. The minute the parent checks off this they discuss the plan of care.
- PPM 161 has been vetted by parents with students with prevalent medical conditions. Linda asked if Healthy and Safe schools committee has vetted it. Let chairs know that it was vetted.

5. CPIC Chair Election <ul style="list-style-type: none"> • Linda was nominated by Manuel da Silva; seconded by Dave Perlaky to be chair. Linda accepted the nomination and was voted in as Chair. 	Judy
6. Other Correspondence/ Superintendent Update <ul style="list-style-type: none"> • Judy has not heard about funding for PRO grants or other grants • Judy said school improvement plans have added a new point around parent engagement • How are we engaging our parents? 	Judy



<ul style="list-style-type: none">Continuing education has funds available for tutoring for parents. Schools can run this program for at minimum 10 parents. Only principals can apply for the funding. <i>CPIC can send school chairs more information on the program. Add this to the initial information that goes to Chairs.</i>Judy discussed parent engagement at the last administrator meeting.Chris added another point that parents may not be aware of, that every day at lunch there is help for math in every high school.Judy also reminded people that there is Homework help is also available online gr. 7-12 using a student's OEN. It is in the evening.	
<p>7. Trustee Update:</p> <ul style="list-style-type: none">Manuel mentioned that EQAO results are in and found in the Board bulletin, as well as a construction update - \$12.5 million total.Father Joseph is the new Spiritual animator.Meeting of the whole is Monday. Next week trustees will be doing some volunteer work with the Food Bank. Try to give back in the community a couple times a year. CPIC offered participation/ representation at trustee events.Linda hoping to improve communication with All Chairs, and other areas such as SEAC, Mental Health Lead and with trustees. Encouraging everyone to stay abreast of what is happening at the Trustee level by reading the Board bulletin link.Note: All Trustee meetings are public. Next trustee meetings: Oct. 29, Nov. 12 (Committee of the Whole), Nov. 26, Dec. 3 (Inaugural Election Chair/ Vice Chair), Dec. 10 (Committee of the Whole)	Manuel
8. Discussion Items/ Updates:	
<p>8.1 OAPCE Update</p> <ul style="list-style-type: none">The OAPCE summit, as different then the annual Conference, which was originally scheduled in Whitby has been cancelled. It may be moved and run in another region but until further notice the registration link has been made inactive.	Linda



8.2 Council Chair event <ul style="list-style-type: none"> Judy mentioned that there was concern that running the chair event first, before the Commissioning, would detract from the commissioning event. This is the third year of the commissioning. CPIC reiterated support for the Chair event. The preference would be to hold this event annually in October as part of new member orientation and onboarding process. If we can't this year we will aim to do so next year The Fall event would share best practices with Chairs. Chris thought end of March might work well because many school Pro grants go in April. Will look for dates in Board Master calendar and we are looking to the calendar to try to get something in this year before Christmas CPIC can send something to school council soon such as "Here are the CPIC members for your school." CPIC member could attend a chair's meeting It is CPICs hope to engage more at the school level in support of carrying out the CPIC mission and mandate. At the end of Nov., early Dec., look at communication piece and roll that out. Judy to find a date and put out parameters on what the evening will look like. 	Linda
8.3 Commissioning for School Council Chairs <ul style="list-style-type: none"> November 6 is the date for the commissioning. All CPIC members are invited. RSVP by Oct. 25th. 	Judy
8.4 Recruitment of CPIC Members <ul style="list-style-type: none"> Bernadette, Patricia and Lindsay accepted as CPIC members. Bernadette as a member at large. Patricia to serve for Resurrection elementary and Lindsay at St. Mary's elementary. <i>CPIC to ask Bernadette if she'd like to be a member-at large.</i> <i>CPIC to send them a welcome letter and if possible try to meet with the new members or talk by phone to give them some overview of CPIC prior to them attending the Commissioning event</i> 	Linda
9. Gratitude and Closing Prayer:	Judy
10. Adjournment	

Trustee Budget - As of March 20, 2019		
Name	Budgeted Amount	Budget Available
Professional Development	\$14,000.00	(\$10,812.04)
Catering	\$9,000.00	\$4,326.92
Other Trustee Travel	\$13,000.00	\$11,110.60
Other Travel Expenses	\$8,000.00	\$4,028.18
Travel Expenses-Outside Region	\$1,500.00	\$879.71
Office Supplies	\$500.00	\$347.74
Legal Fees	\$7,000.00	\$7,000.00
Other Contracts	\$10,000.00	\$6,508.76
Board Memberships	\$119,700.00	\$0.00
Trustee Awards	\$750.00	\$750.00
Miscellaneous	\$900.00	(\$471.66)
	\$184,350.00	\$23,668.21



Date: March 25th, 2019
To: Board of Trustees
From: Director of Education
Subject: Director's Report

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

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

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

Policy 1 001 Ends
Policy IV 013 Leadership

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

The month of March is always a quick one, complements of the benefit of March Break but not without a few significant events in the life of Waterloo Catholic. We began our journey through the season of Lent which is a time of reflection, preparation and penance. This is the spirit which continues to fill all of our school communities. Below you will find highlights from the past month, that capture some of the more notable events or accomplishments from my work as Director:

- Participated in the Waterloo Region Catholic Schools Foundation Board Meeting, as well as a related sub-committee meeting on Communications.
- Attended the St Mary's Innovation Week and visited a variety of classrooms where I observed coding, drone construction, social innovation programming, to name only a few.

- Met with our Board Spiritual Animator to discuss ways to keep the CEC Board staff connected to St Mary's parish and our Spiritual Animator during the move
- Participated in the BIG CEC move from Weber street to our new locations.
- Attended the Elementary Schools Skills Competition at Conestoga College.
- Participated in the final edits of our SMARTWaterloo Region proposal and participated in a follow up teleconference with the Chair Matthew Chandy about next steps in relation to our federal grant application that is responding to the Smart Cities Challenge.
- Attended a Dinner and Conversation Event with Bishop Crosby and other Trustees and Directors from the Diocese, at his home at Ardree
- Visited and toured St Anne Cambridge CESchool.
- Attended ECCODE Executive meeting, followed by CODE Executive Meeting, following by a meeting with DM and ADMs in Toronto.
- Participated in meetings in relation to the renovations planned for the updated CEC – and more specifically about the new Boardroom.
- Participated in STSWR Transportation Consortium meeting
- Participated in a comprehensive discussion regarding future of International Education
- Hosted and Chaired a meeting of our Initiatives and Opportunities Council (which revolves around Collaborative Professionalism) and authored a joint letter to the system as we prepare for the journey in the months ahead.
- Participated in KW Trivia Competition at the Crowne Plaza Hotel in support of KW Hospice
- Participated in a meeting with Dr Jenn Foristal – founder and Director of the Umbrella Project
- Attended Ash Wednesday Services at St Vincent de Paul
- Attended Well Being Steering Committee meeting
- Participated in the Ministry of Education teleconference in relation to the proposed staffing, hiring and curriculum changes proposed for the 2019-2020 school year.
- Assisted in the hosting of our Clergy Dinner, sponsored by our Trustee Linkages Committee. Delivered a presentation on how we continue to Nurture Our Catholic Community.
- Participated in two sessions of our IT Strategic Governance Steering Committee as we prepare for the IT strategic plan.
- Hosted our first *Beacons of Hope* Breakfast for Monsignor Doyle Family of Schools
- Participated in a meeting with Graphic Designers regarding updating our Corporate branding/colours, in keeping with our new strategic plan
- Attended monthly K-12 Administrators' Meeting and delivered opening remarks.
- Attended Hamilton Diocese meeting for Directors of Education and Bishop Crosby
- Participated in Secondary Principals' meeting – discussed proposed changes for next year
- Hope to join in MPP visits – particularly MPP Lindo to St Louis

- Participated in Our Lady of Grade Fiction Festival as a reader for Jr students
- Participated in preparatory session for New Directors inservice on the budget process and on preparing for/working through negotiations; I will be one of two Catholic Directors on a 4 person panel.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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



Date: March 25, 2019
To: Board of Trustees
From: Director of Education
Subject: Student Success 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 Policy I - Ends
APC 050 - Assessment, Evaluation & Reporting, Grades 1-12

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

Achieving Excellence: A Renewed Vision for Education in Ontario - <http://www.edu.gov.on.ca/eng/about/excellent.html>
Student Success/Learning to 18 - <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/results.html>
Building the Workforce of Tomorrow: A Shared Responsibility - <https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility>

Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all:
 - ✓ Equitable access to learning opportunities

Student Engagement, Innovation and Achievement

- Nurture a culture of innovation:
 - ✓ Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- Foster maximum opportunity for success for all:
 - ✓ Improve numeracy achievement
 - ✓ Improve graduation rate
 - ✓ Improve secondary literacy achievement
 - ✓ Increased opportunity for experiential learning

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well being of all students and staff:
 - ✓ Increase in student attendance and engagement

Background/Comments:

The Ontario Ministry of Education has developed a wide range of initiatives to facilitate Student Success. The Student Success/Learning to 18 (SS/L18) Strategy is designed to meet five inter-related goals focused on the secondary school system:

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

Students who are in jeopardy of graduating or accumulating credits due to in-risk situations are guided by caring adults into learning opportunities that take advantage of the many student success initiatives and programs our Catholic school district offers within the context of the student's strengths, skills and interests. Our district's definition of an "in-risk" student can be summarized in this way:

- elementary students who are performing at level 1, or below grade expectations
- secondary students who are performing significantly below the provincial standard
- secondary students earning marks in the 50s and low 60s, and who do not have the foundations to be successful
- students who are disengaged for a variety of reasons, which tend to be reflected in poor attendance

Executive Summary:

Key highlights from the Student Success Learning to 18 Strategy as mapped to our Multi-Year Strategic Plan:

Transitions (Grade 8-9)

Grade 9 religion classes from every secondary school participate in a transition survey in an effort to collect data in relationship to how students feel about the supports they receive in transitioning from elementary to secondary school. These survey results are then shared with school teams and administrators to help monitor the effectiveness of the transition strategies and supports.

Additionally, this past year we were able to increase our student success consultants from two to five. These student success consultants work in classrooms and with individual students between grades 7-9 to provide guidance, support and strategies to deal with social and emotional issues that are impeding their ability to be successful in school. This year they have been trained in restorative justice practices to augment their ability to engage students who are struggling with behavioural and relational issues, and to help heal bruised or broken relationships so that schools and classrooms can continue to be safe and inclusive learning communities. Also, in increasing the number of student success consultants we have been able to move to a Family of Schools model and are therefore able to serve more school communities and more students in-risk.

Transition survey results over the past three years give us perceptual data about how our Grade 8s are feeling as they transition to one of our Catholic secondary schools. The surveys also provide some information about demographic changes in our district community. The data is used by educators to inform programming for all students who transition from elementary to secondary schools in the WCDSB. Some highlights from our recent surveys:

- In 2016, 55% of students responded that both of their parents were born in Canada. Two years later, in 2018, the number has decreased to 47%. Relatedly, in 2016, 23% reported that neither parent was born in Canada. In 2018, it increased to 32% of students who reported that neither of their parents were born in Canada.
- When asked about their pathway in high school, consistently over 3 years the students surveyed reported that approximately 20% of them would change their pathway if they could.
- Finally, nearly half or 50% of all students identified the Grade 8 visits and the summer Head Start Program as the events that welcomed them to the high school experience.

Program & Pathways

A variety of engaging and diverse learning opportunities both inside and outside the classroom for our students will help them explore and reflect upon their interests, strengths and aspirations and will honour all five post-secondary destinations – apprenticeship, college, community, university, work (e.g. Zoom Career, Challenge, & Pitch Days)

As part of the Creating Pathways to Success Ministry of Education policy, starting in Grade 7 and building on their K-6 All About Me portfolio, students will continue to document their learning in education and career/life planning in a web-based Individual Pathways Plan (IPP).

- 24 Pathway evenings have been hosted this year with excellent attendance
- Research indicates that the majority of students view their parents as their primary source of influence and support when it comes to career/education decisions. (King et. Al., 2009).
- As a result, we have sought to engage our parents through these 24 Pathway evenings. One of the events was hosted by a School Council (RESU) and two will be hosted by community partners in April: the first by Build a Dream, a grass-roots non-profit dedicated to empowering and educating young women (and their parents) about careers in skilled trades, STEM, emergency response, entrepreneurship and politics; the second by the Business Education Partnership (BEP). These evenings seek to engage the entire family in education and career/life planning and exploration of careers and resources representative of all the Pathways.
- The five Grade 8 Family nights hosted by the secondary schools provided a welcoming, inclusive environment filled with lots of energy and enthusiasm from the school community and community partners about life at our secondary schools. These evenings have proven to be a great way to enhance communication with the parents by providing them with some important insight and knowledge about the choices, opportunities and resources available to them as they support their child with pathway planning and life in secondary school.

“So much has changed! We enjoyed exploring myBlueprint with our son. Lots of great information, lots of clarification – very informative and much needed! Really enjoyed hearing from the Grade 9 students who presented, great idea! (Pathway/Transition Evening Parent Feedback)

Student Success Consultants Intermediate (SSCI)

- Support the WCDSB's vision for Student Achievement and Well-Being using community building practices with whole classes as well as students that are In- or At-Risk
- SSCI increased support from 880 elementary students in 15 schools in 2017/18 to support for 3378 elementary students and their 143 teachers this school year, with frequent ongoing contact in all 49 schools
- Support myBlueprint IPP implementation for Education and Career/Life Planning Program Capacity building with over 143 teachers to successfully navigate myBlueprint to create Individual Pathway Plans
- Hands-on sessions for parents and students attending Gr. 8 Pathways Presentations
- Provide restorative practices in schools: A restorative approach is based on the belief that the best people to resolve a conflict or undesired situation are the people directly involved. It puts repairing harm done to relationships and people over and above the need for assigning blame and punishment.
- This school year 26 staff, including five SSCIs and two principals, received training through Community Justice Initiatives. Funding is in place to expand Restorative Practice training within WCDSB in 2019-2020.

Experiential Learning:

- Apps for Learning Program: 124 secondary students (representing 6 classes from our 5 schools), working with 155 elementary students (6 classes), and 9 industry mentors. Elementary students pitch an educational app concept to secondary students who then work with a mentor to code the app.
- Technology Project Kits for Intermediate students: 76 kits used since September in 40 different classes gives students hands-on technology experience linked to curriculum.

- Speaker's Bureau through our community partner, BEP, engage approx. 1700 students learning about careers from 43 community representatives.
- Manufacturing Day – Industry Tours: 139 students involved in tours of manufacturing plants in our region. Teachers lead reflection activities to link the experience to student learning in class.

Elementary Skills Competition

- The goal of the Waterloo Catholic elementary skills challenge is to have our students work on authentic problems and propose solutions that help people in our community.
- The students work on design thinking challenges that lead them through a process where they do some initial research and investigation to identify an issue and then they design and build prototypes or models that help solve the problem. They test their prototypes and receive feedback from community partners and peers to improve the design of their models before delivering a final presentation.
- It is an excellent opportunity for them to develop transferable skills like creativity, critical thinking, problem-solving, communication, collaboration and citizenship.
- 380 junior students and 364 intermediate students participated in 7 challenges including Lego robotics, video editing, coding, construction and more!

Specialist High Skills Major Program (SHSM)

- As the school board with the largest SHSM footprint in the Province of Ontario, we will continue to build and develop the strength of SHSM programs in an effort to facilitate the improvement in graduation rates. Red Seal completion rate for SHSM for the 2018-19 school year was 60% which represents a 17% increase from 2017-18. Currently 69% of Grade 12's enrolled in SHSM are on track to earn their Red Seal diploma in June.
- Current enrollment in SHSM is 1320 Grade 11 & 12 students which represents 30% of our senior students board-wide. The provincial average enrollment in 2018-19 was 18%. The Ministry target for school boards is 25%.
- Currently there are 50 SHSM programs across the five Secondary Schools.
- The board has applied to add 2 new SHSM programs for the 2019-20 School year:
 - ✓ Sports major at St. Benedict
 - ✓ Construction at Resurrection
- Approximately 3,000 certifications & awareness trainings earned by SHSM students (Sept-Feb) (E.g. Standard First Aid, Working at Heights, Customer Service, WHMIS training)

Dual Credits

- School Within A College (SWAC): Approx. 14 Students.
- Exploring the Construction Trades Program: Approx. 22 Students.
- College Cooperative Experiential Program (CCEP): Approx. 35 students over two semesters.
- College Apprenticeship Preparation Program (CAPP): Approx. 24 students currently enrolled with 4 students taking level one apprenticeship with registered training agreements.
- Summer Dual Credits three dual credits offered with approx. 20 students
- Community Build students – these students take two dual credits during semester two. Currently 14 students enrolled in this program.
- During semester 1, the WCDSB had a 100% success rate for 22 students earning four secondary credits in the exploring construction program at Conestoga College.
- For CCEP (College Cooperative Experiential Program) the WCDSB had 20 students attempt 80 credits and earned 70. Each student earned two dual credits and two coop credits for a success rate of 88%.

Ontario Youth Apprenticeship Program (OYAP)

- Of 314 students in co-op placements for semester 1 (which includes non-credit community placements), 86 were OYAP students.
- March is Secondary Skills Season: Currently hosting 10 Regional Skills Competition plus 8 students being mentored as they are directly advanced to the provincial competition.
- 40 girls attended the Young Women's Conference at Linamar in Guelph.

- 25 students attended workshops in Carpentry, Plumbing and Pipefitting
- 100+ people currently registered for Build a Dream event at Bingeman's. This is an evening parent and daughter career exploration event.
- UCEP and Indigenous OYAP promotional videos
 - ✓ <https://vimeo.com/304383392/7573c77dd5> (UCEP)
 - ✓ <https://vimeo.com/318207046/716b5868ba> (OYAP)
- New accelerated OYAP Programs for September 2019 include:
 - Auto Service Technician - Level 1 Dual Credit
 - Truck and Coach Technician - Level 1 Dual Credit
 - Brick and Stone Mason - Level 1 Dual Credit
 - Precision Machining - Level 1 Dual
 - Electrical Through IBEW Local 804
 - Plumbing and Steam Fitting Through The Plumbing and Pipefitters Union UA527
 - General Carpentry Through The Carpenters Union Local 785

Literacy

- Support of individual teachers and divisions at the elementary level
- **Mock Ontario Secondary School Literacy Test** – The School Improvement Program Head and their Literacy Teams provide an opportunity for all grade 10 students to write a mock Literacy Test customized to their school's perceived gaps
 - ✓ The Literacy Team, and in some cases the entire staff, engage in a moderated marking session, where the success criteria for each writing activity is discussed and a common language and rating is agreed upon
 - ✓ Teachers collaborate through this process in order to be consistent when evaluating student levels on the mock test, helping to identify those students who will need extra instruction in some areas, and determining those students who will need specific intervention to be successful on the test
- Support for the **Gap Closing Literacy Teachers** at each high school: the Gap Closing teachers meet 4 times a year for collaboration and professional development; we are currently engaged in a book study – *Visible Learning in the Literacy Classroom* by Douglas Fisher, Nancy Frey and John Hattie.
- **Closing the Gap Grade 7-12** – through grant money from the Ministry, Family-of Schools cross-panel groups meet to collaborate and share classroom-proven practices
 - ✓ The focus of this group continues to be making inferences, a need seen through CAT4 testing and our OSSLT results
- A new initiative this year - **The Culturally Responsive Resource Team** has been created in order to be responsive to the needs within our classrooms; it hopes to create guidelines for choosing resources which address the diversity in the classroom. The team is initially made up of Superintendents, Consultants (Religion, Early Years, Literacy, Innovation), our Library Support Services Supervisor, and our Mental Health Lead; this group will expand to include students, parents, teachers, library technicians and administrators, so that all voices are included in any decision-making regarding resources used in the classroom

Numeracy

- Teachers are continuously working on their pedagogical knowledge to improve their practice to better meet the needs of their students. The importance of this work aligns with ministry priorities for improving student achievement in mathematics.
- The focus began with Grade 9 but has moved beyond to reach all students as teachers are transferring these skills to other courses they teach.
- On the Numeracy PD Day ALL of our secondary math teachers learned about Building Thinking Classrooms from Dr. Peter Liljedahl of Simon Fraser University. Teachers took the stance of students to learn about this framework. Feedback showed that 83% increased their understanding of what a Thinking Classroom is. 94% reported new learning and identified something they could take back to their mathematics classrooms immediately.
- Secondary Math Lead Teachers are deepening their understanding of how to integrate, and the importance of integrating, Deep-Learning with Rich Tasks with OCSGE with Global Competencies while supporting positive mindsets and well-being with the adolescents they teach.

- With assessment and evaluation in the mathematics classroom, in addition to student products, all teachers are now learning the value of using observations and conversations to capture student understanding and thus move learning forward.
- 78% of all Grade 9 Applied students said having a Gap Closing Teacher/Assistant Teacher in class helped them improve their confidence.
- 88% of all Grade 9 Applied students stated the Gap Closing Teacher/Assistant Teacher has helped them be more successful in mathematics.
- 80% of all Grade 9 Applied students stated they initiate/seek assistance from the Gap Closing Teacher/Assistant Teacher every day or 3-4 times a week.

Paying attention to Girls' attitudes about mathematics and learning:

SEM 1 DATA 1-10 Scale	Gender	I Like Math	I'm Good at Math	I am Confident in my math ability	I am Persist solving problems	I am Able to answer difficult math	I do my Best in math class	Working & talking with others helps me learn
BEG	F	4.1	4.2	4.2	4.8	3.8	7.4	6.2
END	F	4.4	4.8	4.5	4.9	4.3	6.5	6.7

Graduation Rates

Ministry Data:	2016 – 4 year rate:	80.2%
	2016 – 5 year rate:	85.9%
	2017 – 4 year rate:	*80% (final verification in process)
	2017 – 5 year rate:	87%
	2018 – 4 year rate:	N/A
	2018 – 5 year rate:	85.4%

The larger story of graduation rates includes the support adult learners receive at St. Louis. For those students who are unable to graduate from one of our secondary day schools in four or five years have the additional support of our adult learning school community.

Next steps: As we observe a slight downward trend in our graduation rates, Director Notten has initiated a comprehensive review process of credit accumulation rates for senior students. As a result, superintendents have engaged with secondary school teams to complete reviews of credit accumulation for year 4 and 5 students with an emphasis on supportive strategies in place for successful completion of OSSD.

Re-engagement Strategy

The work of our re-engagement officer with the support of the Re-engagement Steering Committee is to reach out in support to all Waterloo Catholic students who have left school early or who are in-risk of not graduating due to deficits in credit accumulation, poor attendance, or incomplete compulsory community service hours.

What follows is our June 2019 summary:

Totals						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll St. Louis
WCDSB Students	72	191.5	19	7	34	7
Other Board Students	41	137	15	11	13	12
Early Leavers	95	56	2	2	11	18
Miscellaneous Re-Engagement	18	69	1	3	12	3
Total	226	453.5	37	23	70	40

Program Highlights

70 Graduates in program (5 grads Year 4 Cohorts, 60 Year 5 Cohorts and 5 Year 6 and up Cohorts)

13 Graduates from other school boards

40 Students currently on roll at St Louis

112 Coop credits completed through Gavin Burns (up from 77)

7 Pre Registered Students for the fall

10 Students ready to finish up in the fall

Year-to-date Re-Engagement Summary:

Totals						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll
WCDSB Students	62	100	4	6	17	28
Other Board Students	52	109	6	6	14	24
Early Leavers	272	43	9	2	11	19
Miscellaneous Re-Engagement	34	3	0	0	0	34
Total	420	255	19	14	42	105

Program Highlights

42 Graduates in program (0 grads - Year 4 Cohorts / 35 Grads -Year 5 Cohorts / 7 Grads - Year 6 and up Cohorts)

14 Graduates from other school boards

34 Students currently on roll at St Louis

51 Coop credits completed through Gavin Burns

Pre Registered Students for Sept. 2019 to be determined

Summary:

Recent announcements by the Ministry of Education about proposed changes to pupil-teacher ratios in secondary schools may have an impact on how we deliver these supportive programs and could affect our graduation rates.

Yet given these emerging constraints, the Student Success strategy intends to offer support to our most vulnerable students. This is best accomplished with an integrated approach where school and district teams work closely with each other to identify students in need, build personalized plans of support for each student, and utilize effective monitoring processes to evaluate the success of the strategies and programs employed. In our Catholic/Christian Tradition, the gospel imperative to seek those that are lost and return them to the embrace of the community is embedded in scripture

and in the corporal acts of mercy. Our schools are most effective and our mission is best realized when all students have the opportunity to succeed.

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: March 25, 2019
To: Board of Trustees
From: Director of Education
Subject: School Year Calendar 2019-2020

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, Ontario Regulation 304 ("School Year Calendar, Professional Activity Days")
PPM151(Professional Activity Days Devoted to Provincial Education Priorities)*

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

5. (1) For one or more schools under its jurisdiction a board may designate a school year and school holidays that are different from those prescribed in section 2 and, where a board does so, the board shall submit to the Minister on or before the first day of March a proposed school calendar for the school year next following in respect of such school or schools, identifying thereon each day of the school year as an instructional day, a professional activity day or a school holiday, and the board may, upon approval thereof by the Minister, implement such school calendar. R.R.O. 1990, Reg. 304, s. 5 (1).

Alignment to the MYSP:

Priority Area:

Nurturing Our Catholic Community

Strategic Direction:

Bear Witness to our Faith through joyful discipleship and our relationships with and in Christ

Goal:

Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter Renewing the Promise

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Foster maximum opportunity for success for all

Goal:

To improve Numeracy Achievement

To improve Graduation Rate

To improve Secondary Literacy Achievement

Background/Comments:

Regulation 304 provides that school boards are required to prepare, adopt and submit to the Minister on or before the first day of May, the school year calendar(s) to be followed by the schools in their jurisdiction for the subsequent school year.

School Boards are required to identify a minimum of 194 school days between September 1, 2019 and June 30, 2020, of which a minimum of 4 and a maximum of 7 days may be identified as PD days. Three of these must be for Ministry priorities. The remaining school days shall be instructional days. Boards may designate up to ten instructional days as examination days. Each school year calendar must be accompanied by a general outline of the activities to be conducted on PA days. The minimum number of instructional days is 187.

In the preparation of the 2019-2020 School Year Calendar, representatives from the following groups were asked to provide input:

- OECTA, CUPE, PASS, APSSP, OSSTF, Unifor
- Waterloo Catholic Administrators' Associations
- Learning Services Department
- Senior Administration
- Trustees
- Catholic Parent Involvement Committee

Consultation with representatives from our coterminous board, the Waterloo Region District School Board (WRDSB), also took place in the development of the 2019-2020 school year calendar. It should be noted that the WCDSB and, the WRDSB, share some transportation costs. Consequently, on days when we do not share transportation costs (*i.e.* when the WRDSB has scheduled a PA day and the WCDSB has not or, whenever WCDSB elementary and secondary schools do not share the PA Day) there are added costs. These non-aligned PA days in the 2019-2020 school year will cost the Board approximately \$66 000.00. However, these reflect WCDSB priorities (*i.e.* faith development day aligning with the liturgical calendar) or address particular aspects of reporting in secondary and elementary schools.

The first day of the school year will be Tuesday, **September 3rd**, 2019.

The last day of the school year will be **June 26th**, 2020

The last day of school in December will be December 20th, 2019 and the first day of school in the new year is January 6th, 2020.

Note: The proposed Christmas Break takes place between December 23rd, 2019 and January 3rd, 2020

The following charts outline Professional Activity Days and Examination Days.

Elementary P.A. Days 2019-2020

September 20, 2019	Designation: ½ Ministry Priority / ½ SIPSA /Developing and Implementing Board and School Improvement Plans
October 25, 2019	Designation: Ministry Priority FDK/ECE Inquiry-based learning & pedagogical assessment documentation (0.5) and Student Achievement, Student Success (0.5 JK/K; 1.0 Gr. 1-12)
November 15, 2019	Designation: Ministry Priority Student Achievement in Numeracy
December 6, 2019	Designation: Faith Day
January 24, 2020	Designation: Elementary Reporting
April 3, 2020	Designation: ½ OECTA / ½ Ministry Priority Student Achievement/Student Success/Special Education
May 29, 2020	Designation: Elementary Reporting

Elementary Report Card Distribution Dates

<i>Elementary Report Card Distribution Dates Report</i>	<i>Report Cards sent home:</i>	
Progress Report	November 5, 2019	Parent/Student/Teacher conferencing will be on November 7, 2019
Term 1	February 13, 2020	
Term 2	June 23, 2020	

Secondary P.A. Days 2019-2020

September 20, 2019	Designation: Ministry Priority Occupational Health & Safety (0.5)/Developing and Implementing Board and School Improvement Plans (0.5)
October 25, 2019	Designation: Ministry Priority Student Achievement, Student Success
November 15, 2019	Designation: Ministry Priority Student Achievement in Numeracy
December 6, 2019	Designation: Faith Day
January 31, 2020	Designation: OECTA
April 3, 2020	Designation: 0.5 OECTA /0.5 Ministry Priority

	Student Achievement/Student Success/Special Education
May 29, 2020	Designation: Student Achievement, Student Success, Safe & Inclusive Schools

Secondary School Examination Days

October 24, 2019	Student / Parent / Teacher Conference
Jan 24, 27, 28, 29, 30, 2020	Final Evaluations Semester 1
April 3, 2020	Student / Parent / Teacher Conference
June 22, 23, 24, 25, 26, 2020	Final Evaluations Semester 2

Recommendation:

The Board of Trustees approve the 2019-2020 School Year Calendar

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
Superintendent 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: March 25, 2018
To: Board of Trustees
From: Director of Education
Subject: Autism 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 Policy IV 003-Treatment of Students

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

PPM 140-Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) <http://www.edu.gov.on.ca/extra/eng/ppm/140.html>

PPM 149-Protocol for Partnership with External Agencies for the Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm149.pdf>

PPM 156-Supporting Transitions for Students with Special Needs
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf>

The Individual Education Plan (IEP), A Resource Guide, 2004, Ministry of Education

Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all:
 - ✓ Equitable access to learning opportunities

Student Engagement, Innovation and Achievement

- Nurture a culture of innovation:

- ✓ Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- Foster maximum opportunity for success for all:
 - ✓ Improve numeracy achievement
 - ✓ Improve graduation rate

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well being of all students and staff:
 - ✓ Increase in student attendance and engagement

Background and Comments: -

In February of 2019, the Ministry of Children, Community and Social Services (MCCSS) made an announcement outlining changes to the Ontario Autism Plan to be implemented effective April 1, 2019. The plan's articulated intent is to improve access to services and supports, so that more families of children and youth with autism can receive timely service. The government has promised \$140,000 per child and to clear the waitlist for therapy. With the announcement the funding will now be age-based (\$20k for children 2 to 5 and \$5k for children 6-18), as opposed to needs based. Funding is also now dependent on a family's income and the maximum funding amount is for household incomes of \$55,000 or less. Families currently receiving therapy must prepare for the changes to their funding effective April 1, 2019. Those students currently in therapy (e.g., IBI, speech, OT, etc.) during the school day will now be transitioning into their schools on a full-time basis.

The Developmental Service Ontario (DSO) provider for students 9 and under in Waterloo Region is Kidsability which previously received 4 million annually for autism services. Students 9 and over accessed the Developmental Services Resource Centre (DSRC) as the DSO provider and was to this point receiving \$600,000 annually to support families of children with autism. The DSO option has now been removed and parents will now use the Direct Funding Option (DFO) as their funding source. Parents no longer choose between the DSO and the DFO option. They will now access their own therapy using their eligible monies from the MCCSS. The eligibility for the childhood budget now rests with the Ministry of Children, Community and Social Services, and no longer with Erin Oaks who previously managed the waitlist for service. Families of children across the province believe that these changes mean that few children with autism will qualify for funding and families will be paying out of pocket for this service (i.e., therapy).

Schools will be transitioning students currently in therapy during the school day into full time school over the coming months and into the 2019-2020 school year. To support school boards in responding to the needs of these students, the Ministry of Education intends to provide additional funding for the remaining months of the 2018-2019 school year and will also provide a range of new and ongoing supports for the 2019-2020 school year. School Boards are anticipating additional clarification and messaging at the end of the week of March 18th, but those details are not readily available as this report goes to print.

Currently WCDSB has approximately 40 students who will transition to school full time school from therapy, many over the course of the next 4 months. Some students may be transitioned by a BCBA or ABA facilitator, with no ongoing, direct support required at the school (i.e., EA). Other students may require ongoing direct EA support. Transitions for some of our students started at the end of February, with the majority of transitions occurring in May of 2019.

Transitions for students with autism are instrumental and at WCDSB we take great pride in ensuring positive transitions in order to set our students up for success. As educators we rely on **PPM 140 and PPM 156** which speak to transition and the use of ABA as a universal tool supporting children with autism. Transitioning our students with autism requires skilled staff and our board employees (e.g., BCBA, ABA facilitator, SLP, Psych consultant, Psychologist) who understand the educational setting and programming within the context of a student's Individual Education Plan (IEP). Our school staff and student services staff support both the students and families in our schools.

At WCDSB we are uncertain as to the number of children who were expecting therapy to begin in their JK year (September 2019) who will now transition to FDK full time in September with no transition plan. During the past school year we have provided workshops and in-services in the area of Universal Supports which are ABA strategy-based tools and approaches necessary to working with children with autism but good for all children. An example of the in-service provided to our administrators is included in Appendix A of this report. All our staff have been receiving varying levels of training regarding Universal Supports and we will continue to work with our families to ensure the success of all our students as we strive to be heart of the community, success for each and a place for all.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Laura Shoemaker
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: March 25, 2019
To: Board of Trustees
From: Director of Education
Subject: Information on 2019-20 Education Grants and New Vision for Education

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

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

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

This report provides an impact assessment on the recent announcement of the government's New Vision for Education document as outlined in Memo 2019:B08. It also provides an outline of next steps in the budget process.

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

Board Policy IV 012 "Communication and Support to the Board"
Policy Statement: The CEO shall not permit the board to be uninformed or unsupported in its work.

Board Policy IV 008 "Financial Conditions and Activities"
Policy Statement: With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.

Ministry of Education [2019: B08 "New Vision for Education"](#)

Alignment to the MYSP:

Strategic Priority: Student Engagement, Innovation & Achievement
Strategic Direction: Foster maximum opportunity for success for all
Goal: Improve Numeracy Achievement
Goal: Improve Graduation Rate
Goal: Improve Secondary Literacy Achievement

Background/Comments:

On March 15, 2019, the Ministry of Education announced their *New Vision for Education*. The announcement contained information on program changes and budget changes, some of which are interrelated. This report provides a brief overview of each, while also summarizing some of the estimated budget impacts for 2019-20 and next steps.

The government has signaled that it is embarking on a comprehensive curriculum reform (some of which had been initiated under the previous government). In the main, the revisions will be released and introduced this spring, for implementation in the fall of 2019.

Some of the significant updates they have signaled include:

“A Cell Phone Ban” – while framed as a “ban” there is much discretion allowed to individual schools and boards, and they may be used for “educational purposes”, which allows for a proactive and constructive approach to their use/presence in the classroom.

eLearning – moving toward a *centralized* delivery model by the 2020-21 school year; the Ministry is looking to increase average class size average in these classes **to 35**. Students will take a minimum of 4 eLearning credits out of 30. These changes to graduate will be phased in as of 20-21. We may need to consider which courses we may wish to promote.

EQAO – looking at making some significant changes – probably most significantly how the denominator is identified in relation to high needs special education and new ESL students.

New four year Math strategy – first elements to be introduced in Sept 2019

Focus on STEM – with a related move to revise Career Studies Course in grade 10 to explore STEM fields and financial literacy, for implementation Sept 2019.

Skilled Trades – renewed a commitment to continue to focus on skilled trades – including introductions in K-8 to build pathway knowledge.

Indigenous Education – revised FNMI curriculum for grades 9-12 to be released late May for Sept implementation; strengthening indigenous content across all grades and courses. Moving from 5 courses to 10.

HPE – will be revised for Sept 2019 (so schools will use 2018 curriculum until then); grade of introduction for certain concepts will be moved higher; parents will have an opt out option.

Changes to Reg 274 (Hiring) – New teachers would have direct access to apply to permanent positions and remove maximum number of interviews required; there would be no OT or LTO roster – there would be just one roster. Boards will need processes to manage conflicts of interest that arise re hiring. PPMs to be developed to include diversity and equity considerations in hiring.

The government had for several months signaled to boards that changes would be made to next year’s budget and messaged that boards should begin preparing for reductions in revenue. As a result of this, and as was outlined in the budget update for February 2019, staff had modelled various scenarios using assumptions primarily based on changes in class size.

The 2019: B08 announcement contained a variety of funding reductions, the most significant of which was a shift in average secondary class size ratios (from 22 students per classroom teacher to 28 students per classroom teacher). Staff have taken this and the other announcements into consideration and have prepared a very preliminary impact summary. There are several factors which could affect the accuracy of the impact summary, the most obvious being that parts of the New Vision have been provided at a high level with details to follow. Examples of this are the addition of a teacher attrition fund, supplementary funding for student transportation, the afore-mentioned focus on e-learning, and specific direction on how the change in secondary class size is to work.

The Grants for Student Needs (GSNs) are typically received by boards at the end of March. This year, given the change in government and introduction of new priorities, the provincial budget has been scheduled to be released on or about April 11, 2019, and the education budget (GSNs) and web-based revenue calculation tool are anticipated closer to the end of April. Ministry staff have advised that the information in the 2019: B08 memo should be used in lieu of the normal March GSN announcement for purposes of planning and no major changes are expected to be made when the grants are officially announced.

Two appendices are attached:

1. A summary showing the estimated financial impact of grant changes for 2019-20. Some adjustments in the funding memo are cost neutral and are not shown.
2. A summary showing projected teacher staffing in both elementary and secondary panels.

The appendices present the estimated financial change to the board's 2019-20 budget but cannot comment on some of the impacts that may arise should class targets, particularly in secondary, be actualized as currently articulated.

It should be noted that the Ministry has launched two new consultation processes which may have some impact on budget (class size and hiring regulation). These consultation processes end on May 31, 2019, so any change resulting from public feedback would be implemented in the fall of 2019 or later.

Staff will use the information provided to date and will work toward preparing a balanced budget according to the timelines previously established and shared with Trustees. There has been some discussion at the Ministry level regarding extending the budget approval period (currently budgets are due at the end of June 2019), but that is not ideal for a variety of reasons.

One last item to note is the expiration of the Local Priorities Fund (LPF). This is a fund that was agreed upon through the last round of central negotiations with employment groups and which provides support for a variety of staff positions. The fund expires on August 31st and unless a new agreement to support LPF is reached centrally, it will not be available for 2019-20. Some of the staff funded by the LPF deal directly with students and support care, instruction, supervision, and training. For purposes of the financial summary provided in the first appendix, it has been assumed that all LPF funded positions will be removed from the budget. Realistically, these staff are currently providing needed support to students, but as management has not made any decisions on this topic, and must consider all of the budget implications, LPF supported staff are not being shown as being included at this point. LFP funded positions for 2018-19 are as follows:

LPF Funded Position	FTE
Training and Support	1
Educational Assistants	11
Lunch Hour Supervisors	5
Elementary Teachers	8
Secondary Teachers	6

LPF funded teachers are not eligible to be supported by the Ministry's new teacher attrition fund.

It is more than fair to say that there is much change happening simultaneously and that more information has to flow until a full understanding of impact is clearly grasped. As it has positioned the consultation, the government has indicated that it is grounding its decisions on the following five criteria:

Student Achievement
Protect Front Line staff
Fiscal Responsibility
Evidence Based Decision Making
Diverse Teaching Staff

As a school system, Waterloo Catholic will lead forward from a place of hope, collaboration and respect for all stakeholders, keeping students at the core of all our decisions.

Recommendation:

This report is being provided for information.

Prepared/Reviewed By:

Loretta Notten
 Director of Education

Shesh Maharaj
 Executive Superintendent, Corporate Services

Laura Isaac
 Senior Manager, Financial Services

Rob Connolly
 Manager, Business Operations – Con Ed (assisting with budget development)

Quality • Inclusive • Faith-based • Education
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Appendix 1 – Estimated Summary of Financial Impacts of 2019 B:08 Memo

Funding Changes	Revenue	Expenditure	Impact	Notes
DECE Benchmark Reduction	\$ (674,193)	\$ -	\$ (674,193)	Reduction to funding for DECEs
ECE Supply costs	210,000	-	210,000	Used 5 year board average supply cost; currently not receiving ECE supply funding
Grades 4 to 8	(942,903)	-	(942,903)	Reduction to funded portion of average class size
Grades 9 to 12	(6,823,392)	(6,649,140)	(174,253)	PTR increasing from 22:1 to 28:1
Attrition Protection for Teachers	3,703,318	3,703,318	-	Teachers impacted by ratio change (and not retired or on voluntary leave assumed fully funded)
Local Priorities Fund	(2,730,000)	(2,730,000)	-	Eliminated, subject to provincial negotiations
Cost Adjustment Allocation	(181,023)	-	(181,023)	Elimination of cost of labour support grant for education workers (not teachers)
HR Transition Supplement	(110,854)	-	(110,854)	Table amount to be removed; used to offset current HR S&B
Classroom Loading Factors - Facility/Renewal	(23,000)		(23,000)	Minor change to facilities grants given higher class sizes
Salary Benchmarks	2,045,738	2,045,738	-	Ministry to honour August 31st contractual increase for certain workers
Before Enrolment Increases	\$ (5,526,309)	\$ (3,630,084)	\$ (1,896,226)	
Enrolment Increases	5,472,000	4,392,808	1,079,192	Assumes a 3% increase to both panels
Net Impact	\$ (54,309)	\$ 762,724	\$ (817,034)	

Appendix 2 – Projected Changes to Classroom Teacher Staffing for 2019-20

	Elementary Teachers	Secondary Teachers	Totals	Secondary PTR
Current teacher staffing	982.8	372.3	1,355.1	22:1
Estimated Retirements	(20.0)	(15.0)	(35.0)	
Teachers available for 2019/20	962.8	357.3	1,320.1	
New hires related to enrolment	26.4	-	26.4	
New hires to replace retirements	20.0	-	20.0	
Projected teachers available after hires	1,009.2	357.3	1,366.5	23.6:1

Staffing Model Based On Current Methodology		
	Elementary	Secondary
Current Teaching Staff	982.8	372.3
Projected growth	26.4	9.4
Total	1,009.2	381.7
Proposed Staffing Model		
	Elementary	Secondary
Current teaching staff less retirements	962.8	357.3
Hiring for growth & retirements	46.4	-
Total	1,009.2	357.3
Change	-	(24.4)



Date: March 25th, 2019

To: The Board of Trustees

From: Izabella Tyc and Meghan Nemeth

Subject: Student Trustee Report

March was a restful and relaxing month with students and teachers beginning to enjoy the warmer weather during March break.

Resurrection had speaker Phil Boyte come in to talk to their grade 9 and 10 students as well as run a workshop for their student council. Ms. Godkin also invited students from other school's student councils to attend this fantastic leadership program as well.

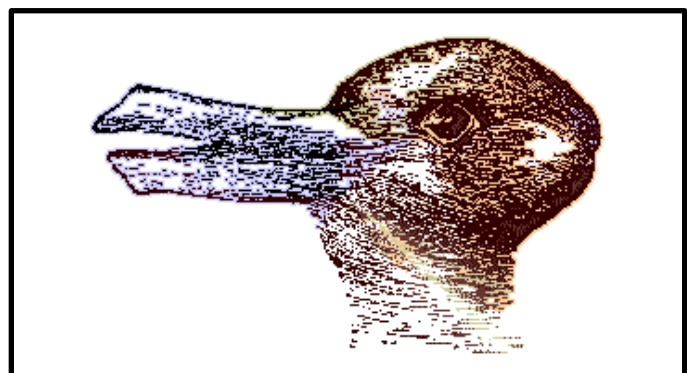
Several holidays were celebrated this month. Across the board students received pancakes for breakfast for Shrove Tuesday and ashes during their Ash Wednesday liturgies. International Women's day was also celebrated at several of our schools with announcements. Monsignor Doyle's student council handed out flowers to all female students that morning and had photo opportunities during lunch. St. Mary's also closed off Black History Month with an assembly for the entire school. Spoken word poets, dancers, musicians and motivational speaker Dwayne Morgan appeared at their celebration. St. David's also celebrated Pink shirt day in support of anti-bullying. St. Benedict's took time to give back to their students returning from March break by handing out cookies in the morning to students.

Many schools took on social justice and charity initiatives this month. St. Mary's and Resurrection's Relay committees also had the opportunity to go to London for Relay University and St. Mary's held their promotional Relay Rally this month. St. David's held an acoustic charity concert this month and proceeds went towards the Mennonite Central Committee to support families in South and Central America. Resurrection and St. David's also held their annual Hoops for Heart basketball tournament to raise money for the heart and stroke foundation.

Senate also met this month to discuss the release of Student Trustee applications and the planning of the Elementary Student Leadership Conference. This year it will be taking place at Resurrection on the April 12th PD Day. Amy Tepperman is this year's keynote speaker and will be doing her interactive dance workshop to highlight the theme of unity and diversity. The Co-Presidents will also be running their own workshops throughout the day for students and the Student Trustees are running the third workshop on multiculturalism.



Old woman or young lady?





Date: March 25, 2019
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

Type of Report: ☒ Incidental Information

Type of Information: ☒ Information only of the activities of the Chair

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

Policy I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Background/Comments:

The month of March provided the opportunity to attend school and community events.

- Attended K-W Trivia Challenge in support of Hospice Waterloo Region with Director Notten, Trustee da Silva, Trustee Dupuis, Trustee Gravelle, Trustee Reitzel, Trustee Schmalz, Trustee Van Alphen, Trustee Weiler (Mar 1)
- Attended International Women's Day Breakfast in Cambridge, guest speaker Brenda Irving with Trustee da Silva, Trustee Gravelle, Trustee Van Alphen (Mar 2)
- Attended Monsignor Doyle production of Mary Poppins with Trustee Van Alphen (Mar 2)
- Attended Luther Centre For Public Ethics Leadership Breakfast, guest speaker Karen Redman, Regional Chair, Waterloo Region (Mar 5)
- Attended SEAC meeting with Trustee Gravelle (Mar 6)
- Attended Beacons of Hope breakfast for Monsignor Doyle Family of Schools (Mar 7)
- Attended Education town hall, hosted by MPP Laura Mae Lindo (Kitchener Centre) & Marit Stiles (Davenport) with Trustee Gravelle, Trustee Van Alphen (Mar 17)
- Attended Governance meeting (Mar 18)
- Attended Clergy Dinner (Mar 19)
- Attended one on one meeting with Karen Redman, Regional Chair, Waterloo Region (Mar 20)
- Attending Beacons of Hope breakfast for Resurrection Family of Schools (Mar 26)
- Attending MP Bryan May Town Hall (Mar 26)
- Attending Dreams Take Flight Dinner & Auction in support of Monsignor Doyle & St. Benedict trip to Kenya (Mar 28)

Prepared/Reviewed By: Bill Conway, Chair



Ontario Catholic School
Trustees' Association

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

March 1, 2019

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Changes to the Government's Autism Program

As you may be aware, the Ministry of Children, Community and Social Services has recently announced substantial changes to the Ontario Autism Program in an effort to reduce wait times for various psychological services and behavioural supports. In summary, the key features of the new Autism Program include:

- Establishing a “childhood budget” for families with children with an Autism diagnosis. This will provide families with funding until their child is 18 years old to a maximum of \$140,000.
- Families will be able to purchase services with this new childhood budget from providers of their choice on a fee for service basis.
- Increasing the number of diagnostic centres.
- Establishing an independent intake agency.
- Increasing oversight and regulation of service providers.

The government also indicated that the Ministry of Children, Community and Social Services would work with the Ministry of Education to provide transition services and supports to children entering the school system through the “Connections for Students” program. This program is a student specific and school based transition team that work with service providers and families prior to a child entering the school system as he or she leaves intensive behavioural therapy programs.

Impacts on School Boards:

A number of issues have been raised by this new Autism program and its potential impact on school boards. For example, how many students will enter the school system requiring additional supports who were receiving behavioral services in community agencies? With special education resources and funding challenges currently faced by boards, gaining a better understanding of the potential impacts on boards will be key to ensuring the Ministry of Education addresses those challenges.

In order to assist OCSTA's advocacy efforts, please inform us of any specific concerns about the new Autism program. Once we gather sufficient feedback from boards, OCSTA will follow up with the Ministry of Education to share those concerns and possible recommendations for action. Please send your responses to Steve Andrews at sandrews@ocsta.on.ca.

If you have any questions, please contact Steve Andrews or myself.

PROMOTING AND PROTECTING CATHOLIC EDUCATION



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2019:F01

March 1, 2019

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

FROM: Beverley Eckensweiler, President
Patrick Daly, Chair, Labour Relations Committee

RE: 2019:B06 Memo from Nancy Naylor, Deputy Minister of Education re Funding

Yesterday, the Deputy Minister of Education, Nancy Naylor, issued memo 2019:B06 to the sector. The memo outlines the Ministry's recommendation that school boards "exercise prudence" in making hiring decisions in light of the upcoming budget and recent class size and hiring practices consultations. Further, school boards were advised to "defer the annual processes of filling vacancies" until an update to the sector is provided on or before March 15, 2019. Finally, the memorandum states that the Ontario government implemented a hiring freeze effective June 2018 and notes that school boards may wish to institute similar measures.

In light of yesterday's memorandum and numerous previous indications from the government regarding budgetary restraint and fiscal efficiencies, OCSTA believes it is important at this time to remind school boards that the system investment funds provided in the 2017-2019 extension agreements was funding which was guaranteed for the term of the extension agreements only, that is a two-year period ending August 31, 2019. Boards will recall that these funds were utilized to hire unionized staff. In addition to a number of other budgetary considerations, preparations for the 2019-2020 school year should include a review of these positions, with the expectation that the funding provided in the extension agreements will not likely be continued.

We will continue to monitor information that is provided from the Ministry of Education that may have an impact on our Catholic school boards. As committed in January 2019, OCSTA will continue to communicate issues of importance to the sector. Should you have any questions please do not hesitate to contact us.

From: OCSTA - Connie DeMelo [<mailto:CDeMelo@ocsta.on.ca>]
Sent: Tuesday, March 5, 2019 9:53 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA: REVISED Interim Nominations Report - March 5, 2019

TO: Trustees & Directors of Education

CC: OCSTA Directors & Staff
Board Secretaries & Administrative Assistants

SUBJECT: Interim Nominations Report – OCSTA Regional Director Positions

THIS MESSAGE HAS BEEN SENT DIRECTLY TO ALL TRUSTEES & DIRECTORS OF EDUCATION

This is a reminder that nominations are open for the position of OCSTA Director in Regions 1, 2, 3, 4, 5, 9, 10 & 11.

The following nominations, duly Moved and Seconded, for OCSTA Regional Director, have been received:

Region 1 1 Director	Huron-Superior, Nipissing-Parry Sound, Northeastern, Sudbury Colleen Landers, Northeastern CDSB
Region 2 1 Director	Kenora, Northwest, Superior North, Thunder Bay Frank Bastone, Kenora CDSB Paul Landry, Kenora CDSB
Region 3 (at large) 1 Director	Northern Regions 1 & 2 Michael Bellmore, Sudbury CDSB
Region 4 1 Director	Bruce-Grey, Huron-Perth, Waterloo, Wellington Marino Gazzola, Wellington CDSB
Region 5 1 Director	London, St. Clair, Windsor-Essex Linda Ward, St. Clair CDSB
Region 9 1 Director	Durham, Peterborough Victoria Northumberland & Clarington , Simcoe- Muskoka Tricia Chapman, Durham CDSB
Region 10 1 Director	Algonquin & Lakeshore, Eastern Ontario, Renfrew County Todd Lalonde, CDSB of Eastern Ontario
Region 11 2 Directors	Brant Haldimand Norfolk, Halton, Hamilton-Wentworth, Niagara • • • • •

A nomination form is available [HERE](#).

The deadline for receipt of nominations in the OCSTA Office is **9am (EST) on Friday, April 5, 2019**.
A list of nominations received by the deadline will be circulated to all member boards by April 8th.

CONNIE ARAUJO-DE MELO | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue
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CATHOLIC EDUCATION: *Living as Joyful Disciples*

Consultation: Education in Ontario

November 23, 2018



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Vision Statement

Ontario is enriched by a publicly funded Catholic education system, governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

1. If you are a member of a stakeholder group interested in Ontario's education system, please describe:

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Together, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

Catholic education is a cornerstone of Ontario's successful education system that has been internationally recognized as being one of the best in the world. At the heart of Catholic education is faith development and a view of the person as Christ-Centred. Teaching of Gospel values is integral to every part of Catholic education as students are called on to respect the dignity of all persons.

The key outcomes of Catholic education for our students is reflected in our Graduate Expectations—discerning believers, effective communicators, reflective, creative and holistic thinkers, self-directed, responsible life-long learners, collaborative contributors to the common good, caring family members and responsible citizens.

2. How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)?

Key Principles for Enhancing Student Performance

OCSTA believes that mathematics, science, technology and engineering instruction should be evidence-based and reflect best practice research in meeting the unique, God given learning capabilities of our students. School boards and staff should also have the resources, training and supports to deliver instructional material in these areas that meets the needs of students.

In the context of mathematics education, as a general trend, Ontario's Catholic schools tend to perform above the provincial average in grades 3 and 6 mathematics, as measured by EQAO test scores. It is concerning, however, that in general scores have been trending downwards in meeting provincial standards in mathematics. The reasons for this trend, we believe, are not simply due to one method of teaching mathematics at the elementary level. OCSTA believes that both "discovery methods" and "direct instruction" need to be incorporated into teaching strategies in order to best meet the learning requirements of individual students. Skills instruction and memorization are important in building a foundation of mathematics skills in order to do discovery based learning to explore more advanced forms of mathematics. In its statement of core principles, the Ontario Association for Mathematics Education states *"learning is enhanced when students experience a variety of instructional approaches, ranging from direct instruction*

to inquiry based learning.” (for a full statement see <http://oame.on.ca/main/index1.php?lang=en&code=principles>).

In terms of improving student performance in other STEM areas, OCSTA supports programs to enhance digital literacy in areas of transferable skills such as computational thinking, computer science theory and those skills necessary to use and create digital tools. This will require ensuring school boards have the critical broadband infrastructure and related funding and support to ensure our schools have the resources to implement STEM curriculum changes.

OCSTA Recommendations

- **Increase the mandatory mathematics and related STEM undergraduate course requirements for university students prior to entering Bachelor of Education programs;**
- **The Ministry of Education repurpose curriculum working groups with school boards, curriculum experts, parent groups to develop revised instructional materials for teachers and school board staff in the STEM areas;**
- **The Ministry of Education continue to fund and support Math Leads in school boards while enhancing professional development activities for teachers in the areas of mathematics, science, technology and engineering subject matter.**

3. How should our schools prepare students with needed job skills, such as skilled trades and coding?

Preparing students for post-secondary employment is a challenging exercise: what is needed today may not exist in the near to medium term. Foundational, transferable skills and competencies that are required include:

- Virtue formation—as outlined in our Catholic Graduate Expectations
- Transferable skills—problem solving, communication, creativity
- Modern skills—digital fluency, flexibility, resiliency, business acumen.

Recent reports from a range of business groups points to a more immediate need—skilled trades and technical computer programming skills. For example, the Business Council of Canada (BCC) (formerly the Canadian Council of Chief Executives) 2016 survey of the 90 largest Canadian private-sector employers found that large Canadian companies are not facing a comprehensive skills shortage in various areas (<http://thebusinesscouncil.ca/wp-content/uploads/2016/02/Developing-Canadas-Workforce-March.pdf>). At a more local level the Mayor of Hamilton created a task force of industry, education and other stakeholders to address the lack of skilled trades for new employers in Hamilton and the role of education programs.

In the education context, Ontario’s Catholic schools offer Specialist High Skills Majors programs to high school students that provide experiential learning opportunities in the

workforce. These are excellent programs in providing our students with the opportunities to develop competencies, and skills, and those hands-on experiences that enable them to attain our Catholic graduate expectations.

OCSTA Recommendations

- **Expand Ontario’s High Skills Majors Programs to ensure at least 25% of all students in grades 11 and 12 have exposure to these programs;**
- **Expand other experiential learning programs with employers in the skilled trades areas and develop specific, modern apprenticeship programs;**
- **Review and update Guidance and Career education curriculum to ensure it exposes students to diverse learning and career opportunities.**
- **Provide incentives for the development of partnerships between school boards, employers, community partners and post secondary institutions to identify skills gaps and design experiential learning programs.**

4. What measures can be taken to improve provincial standardized testing?

All school boards in Ontario participate in standardized testing at the end of grades 3, 6, 9 and 10 as administered by the Education, Quality Accountability Office (“EQAO”). These large scale tests are designed to measure achievement in mathematics, reading and writing. These tests are developed, reviewed and scored by Ontario educators and are based on the Ontario curriculum. The data received from these tests are used by our school boards to measure individual student achievement, identify strengths and weaknesses in our education programs and guide school improvement initiatives.

Standardized large scale tests of this sort are only one component of assessing a student’s performance and identifying gaps in knowledge and learning. Classroom assessment of student achievement is another key feature of the overall student evaluation process. These forms of assessment are developed by teachers to assist individual students in their learning and to determine student achievement.¹

OCSTA supports the use of system, Provincial, National and International assessments and the standardized test regime administered by the EQAO across grades 3, 6, 9, and 10. These assessments provide one valuable source of information to parents, trustees, and school board staff about student achievement and the design of various programs important for Catholic education. However, these assessments must not be used to rank school board performance, evaluate teacher performance or make student diagnostic claims.

¹ Classroom assessments can be broken down further into diagnostic assessments that measure a student’s readiness to learn new subject matter, formative assessments that include tests, assignments, task and summative assessments that occur at the end of learning segment such as projects, essays, and examinations.

OCSTA Concerns with EQAO Testing

OCSTA is concerned with how the tests are administered to students, especially those students with special needs and learning disabilities. EQAO needs to ensure appropriate accommodations are provided to these students.

In addition, OCSTA recommends that EQAO assessments be reviewed to ensure that they are culturally relevant for Ontario's diverse population, including indigenous students. The assessments must also reflect any new modifications that may be reflected in the curriculum. For example, the province is committed to revising the mathematics curriculum and therefore all EQAO math assessments will need to reflect those curriculum changes.

OCSTA Recommendations

- **Establish specific guidelines that reflect the appropriate accommodations and modifications to the testing environment for students with special needs and learning disabilities. This could include the use of universal design principles.**
- **Reform the EQAO to provide education sector stakeholders with reports and information on the appropriate use of large scale assessment data on student achievement.**

5. What more can be done to ensure students graduate high school with important life skills, including financial literacy?

Improving financial literacy has been a key concern for many governments around the world. The member countries of the Organization for Economic Co-operation and Development ("OECD") have agreed to promote financial literacy education for their populations recognizing that people need a wide range of skills and knowledge to make informed choices and to manage the risks involved in the global economy.

In 2011, the Federal Task Force on Financial Literacy submitted a report to the Federal Government that called for a National Strategy on Financial Literacy for all Canadians. In 2010 the Ministry of Education convened a working group to consult stakeholders and propose changes to the curriculum with a goal to improving student's financial literacy. Since 2011, the Ministry has developed curriculum materials for grades 4-8 and 9-12 with a wide range of supports for school boards and staff.

The Ontario approach enhances financial literacy within existing [Ontario curriculum](#) from grades 4-12. The goal of the Financial Literacy Education Initiative is to make financial literacy education a part of every child's learning by enhancing financial topics and concepts in the existing curriculum in grades 4-12. At the present time, a wide range of educational resources exist to support the implementation of financial literacy in Ontario's schools.

In Catholic schools, financial literacy is taught within the context of our "Family Life" curriculum. In 2012, the Catholic Curriculum Corporation, a consortium of most of our Catholic

school boards, developed a comprehensive resource guide to teach financial literacy from a faith based perspective for elementary grade students and high school students (<http://www.catholiccurriculumcorp.org/Units/FLelementarydocumentfinal.pdf> and <http://www.catholiccurriculumcorp.org/Units/FLsecondarydocumentfinal.pdf>).

The key issues for Catholic schools include:

- What values can be learned from Scripture that can be applied to financial matters?
- What does our Catholic community and tradition have to teach us about financial literacy?
- How do we speak of financial literacy within a foundational understanding of the human person created in the image of God?
- What does the social tradition of our Church teach us about private property, the dignity of work, economic justice, global solidarity and development, and our moral duty to care for the other?
- How do we ensure that financial literacy includes an understanding of right relationships – human/human, human/creation, human/material goods?
- Who are our Catholic role models of financial stewardship?
- When must financial decisions be guided by our faith?

OCSTA Recommendations

- **Ensure Catholic school boards have the resources and support necessary to continue to implement financial literacy programs from a faith-based perspective;**
- **Consider making financial literacy courses mandatory for secondary students;**
- **Fully integrate financial literacy material into the elementary school curriculum;**
- **Structure professional development activities for board staff to inform them about key issues in financial literacy education;**
- **Continue to review the financial literacy curriculum to ensure it is age-appropriate and reflects the lived reality of students and their families;**
- **Explore the use of digital technology as a teaching tool for financial literacy**

6. What steps could schools take to ban cellphone use in the classroom?

The widespread use of smart phones is an ongoing management challenge for school boards and staff. Parents of elementary age children often suggest that for safety and security reasons, their child must have access to their phone. For secondary students, smart phones tend to be used for educational and non-educational purposes. However, designing appropriate general policies for the use of smart phones is difficult given the variations in local school conditions and needs.

OCSTA Recommendation

- **Allow schools and School Boards to establish smart phone policies that reflect and support their instructional needs.**

7. How can we build a new age-appropriate Health and Physical Education Curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis?

OCSTA recognizes that it is the responsibility of Catholic school boards to follow the curriculum set out by the Ministry of Education in a manner that conveys, respects and models Catholic virtues to our students. As Catholics we believe that parents and guardians are the primary educators of their children.

Ontario's Catholic schools deliver the Health and Physical Education ("HPE") curriculum using the *Fully Alive* program, which is sponsored and developed with the approval of the Catholic Bishops of Ontario in collaboration with educators and families. *Fully Alive* is the program that delivers the family life curriculum, and after being updated in 2015 we are confident that it meets the needs of students as they encounter the challenges of 2018.

The *Fully Alive* program is consistent with our Catholic teachings, appropriate within the context of our Catholic classrooms, and complementary to the efforts of parents to guide their children to full Christian maturity. Catholic teachers will continue to present the issue of human sexuality within the fullness of a faith-based family life curriculum that teaches the content of our faith, the value of persons, human relationships, commitment, and social responsibility. As has been our tradition in Catholic education, the safety and well-being of students remains our priority and is reflected in the curriculum we deliver in our classrooms.

Catholic schools are committed to ensuring a safe, compassionate and nurturing learning environment for all students and developing mental health programs to support struggling students. As stewards of the life God has entrusted to us, we are charged to assist young people in recognizing that gift by:

- Affirming the God-given potential of each person, developing the body, mind and spirit of each and every student.
- Entering into open dialogue, increased self-awareness and shared information about mental health and well-being.

With an increased understanding of mental health issues, we expect that our students will be better equipped to serve the greater good, as they reach out to their communities with compassion, understanding and service. In support of these principles, the Catholic Curriculum Corporation has developed a resource for school boards Mental Health: Hope, Dignity and Our Compassionate Response, supports teachers in Grades 9-10 for use in Religious Education classes to begin the conversation with students about mental health and mental illness. The lessons are written from the lens of our Catholic Faith, with the intention of raising awareness, decreasing stigma and creating opportunities for open dialogue about mental health and wellbeing. (see <http://www.catholiccurriculumcorp.org/Units/MentalHealthfinalversion.pdf>)

In respect of recreational cannabis, OCSTA believes the ministry's curriculum reform should focus on highlighting the serious health issues connected to cannabis use, prevention strategies and the link between non-medical cannabis use and student mental health problems.

OCSTA Recommendations

- **Ensure Catholic school boards have the flexibility, autonomy and resources to implement HPE curriculum changes that focus on the distinct framework for students outlined in our Graduate Expectations and our Family Life/Fully Alive curriculum;**
- **Student mental health curriculum should focus on decreasing stigma/awareness/community supports and the link between cannabis use and mental health issues.**

8. What elements should be included in a Ministry of Education Parents' Bill of Rights?

One of the pillars upon which Catholic Education is built is the conviction that parents and guardians are the primary educators of their children. OCSTA fully supports Catholic parents and guardians playing an active role in their children's education. As educators, our school board staff work closely with parents to ensure all of our students needs are met and their well-being promoted. We encourage parents to work with their child's teachers and other school staff to ensure their concerns and issues are addressed in a respectful and in a timely manner. If issues cannot be resolved at the local level, that is, through dialogue between parents, teachers and principals, parents should contact the area Superintendent of their board to and if necessary School Trustee.

In terms of curriculum matters, for example, it has been a standard practice of Catholic boards to inform parents in advance of certain topics covered in the Family Life/Full Alive program. Parents have the option to have their children opt out of those particular lessons through the form of a letter addressed to the teacher/principal.

School Board policies currently cover the vast majority of the issues that give rise to parental concerns. For example, the results of an Identification, Placement and Review Committee recommendation related to special education services. Boards have in place an *appeals process*

and these are elaborated within specific board policies. Further examples include parents being notified if medical services are being provided to their child.

In terms of a Parents Bill of Rights, OCSTA would support a general statement of principles related to information sharing between the school and home, privacy protection and student well-being and achievement. OCSTA firmly believes that parents have the right to be informed about their child's educational achievement, key events and activities at school and various administrative procedures and school board policies.

The role of the Catholic school Trustee is critical as well in the context of communicating to parents and the Catholic community the views and decisions of the school board and facilitating communication between parents and school board staff.

OCSTA Recommendations

- **That any statement of a Parental Bill of Rights clearly recognize the role of democratically elected Trustees to represent the concerns of parents to their local school board;**
- **Ensure that the Bill of Rights recognizes each boards' current model of dispute resolution and encourages parents to work collaboratively with school staff;**
- **Outlines how parents have the right to be informed about various administrative policies and procedures impacting their child's achievement and well-being.**

Ontario Catholic School Trustees' Association
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2018-2019

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Ontario Catholic School
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10th Annual Silent Auction to support

TOONIES FOR TUITION

CCSTA Endowment Fund is a tuition assistance program which helps students receive faith-based Catholic education in provinces that do not publicly fund Catholic schools.

Friday, April 26, 2019 | 7:00 pm to 8:30 pm
Intercontinental Hotel Toronto Centre



As the co-host board of the 2019 OCSTA AGM & Conference, Dufferin-Peel Catholic District School Board trustees invite all Ontario Catholic school boards and trustees to contribute at least one quality auction item per board with a value greater than \$50 in support of **Toonies for Tuition**.

Examples of past gifts:

- Gift certificates to hotels/restaurants
- Tickets to cultural/sporting events
- Jewelry
- Gift baskets
- Electronics
- Art

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

We thank you in advance for your silent auction contributions to support Catholic education across Canada. For more information, contact carol.fernandes@dpcdsb.org



Ontario Catholic School
Trustees' Association

'Back-to-Basics' Math Curriculum, Renewed Focus on Skilled Trades and Cellphone Ban in the Classroom Coming Soon to Ontario

Minister of Education Lisa Thompson Unveils Government's Vision for 'Education that Works for You'

March 15, 2019 8:21 A.M.

TORONTO - Students and parents in Ontario can look forward to the implementation of stronger math, STEM, and financial literacy curricula, improved skilled trades opportunities, and a provincewide ban on cellphones in the classroom as part of the Government of Ontario's sweeping new vision for 'Education that Works for You,' Lisa Thompson, Minister of Education, announced today.

"This is our plan to protect a sustainable world-class education system for the students of today and the future," said Thompson. "We will make sure our students are leaving school with the skills they need to build good lives, families and careers right here in Ontario, while ensuring the system is both fiscally sustainable and respectful of parents."

The government's plan, [*Education that Works for You*](#), will modernize curriculum, modernize classrooms and empower educators to better prepare students for the realities of today's modern world.

"Shortly after we came to office we did what the previous government had been afraid to do - and threw the doors open to real, meaningful public and parental input into our education system," said Thompson. "We heard from more than 72,000 parents, teachers, students, employers and organizations making this the largest consultation of its kind in Ontario history. The people told us what wasn't working and what we need to protect."

The new vision will modernize Ontario's classrooms and provide students with more learning opportunities to prepare them for success in post-secondary education, apprenticeship and training, and the workforce. The plan would include:

- Modernizing classrooms by expanding broadband, developing a new policy that will ban the use of cellphones during class except for educational purposes and modernizing the approach to assessment and evaluation with a renewed focus on equity across the province.
- Introducing changes to education funding that keep resources focused on students in the classroom.
- Supporting teacher mobility, greater transparency, fairness, consistency and accountability to school board hiring practices of teachers.

- Maintaining class sizes for Kindergarten to Grade 3, establishing a consistent approach to class sizes for grades 4 to 8 and aligning secondary class sizes more closely with other Canadian jurisdictions, while introducing a new approach to e-learning and reducing pressure on school boards to put students in portables and split classes.

Undertaking curriculum reform that will include:

- A new math curriculum that will focus on math fundamentals for all grades;
- A renewed focus on STEM, skilled trades and financial literacy; and
- A modern and age-appropriate Health and Physical Education curriculum that will keep students safe.

There will be clear provisions for parents who wish to exempt their child or children from sexual health education, and online modules will be available for parents who want to discuss sexual health topics at home whenever they feel their child is ready.

The government is committed to discussing the key elements of the proposed plan, including hiring practices and class sizes, through a consultation process that allows partners to provide the benefit of their expertise, experience and ideas.

"We welcome conversation with any education stakeholder who is prepared to work with us in good faith to ensure our plan continues to serve the best interests of Ontario's students in a way that works for families and school boards and is fair to our educators." said Thompson.

"In January and February, we consulted with our partners and I look forward to continuing to work with them on this bold and transformative plan for Ontario's education system. Over the next few years, we will shift our focus towards helping our students build resiliency, as well as other relevant skills to create the best education system Ontario has ever seen," added Thompson.

Ontario's Government for the People held the [largest public consultation on education](#) in the province's history. The consultation included more than 72,000 engagements across three different consultation channels, which included an open submission form, online survey and telephone town halls held in every region of the province.

"We will continue to look for better ways to improve student learning. We will continue to adapt curriculum to address the needs of the modern world. And we will continue to take responsibility for every dollar spent," said Thompson. "Together we will build on a system that supports careers, promotes well-being and prepares every student for the future."

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO L'ORDRE DES PSYCHOLOGUES DE L'ONTARIO

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CONSULTATION – Ontario Boards of Education

Use of the Title *Psychologist* by all Psychological Service Providers in Ontario

The College of Psychologists of Ontario (College) is the regulatory body for the profession of Psychology in Ontario. As such, the College regulates the registration of, and services provided by, *Psychologists* and *Psychological Associates*. Our members work in hospitals, school boards, universities, agencies, correctional services, clinics and in private practice, and provide a variety of psychological services to clients of all ages and backgrounds. There are currently about 3925 members granted the title *Psychologist* and 485 with the title *Psychological Associate*.

The route to registration as a *Psychologist* is a doctoral degree and the route for *Psychological Associates* is a Masters degree plus four years post-Masters supervised experience. Once registered, all members, regardless of title, have the same scope of practice, access to the same controlled acts and can practice autonomously.

The College is requesting feedback, as part of a broad consultation being undertaken, regarding a decision taken by the Council of the College to permit all members of the College, regardless of their qualifying academic degree, to use the title *Psychologist*. This decision was seen to be in the public interest, in keeping with the College's statutory mandate.

We are requesting feedback from the Boards of Educations of Ontario as school boards regularly utilize the services of *Psychologists* and *Psychological Associates*.

Background

Currently, the College awards two titles to qualified psychological practitioners; *Psychologist* and *Psychological Associate*. The academic route to registration is different for these two groups. At the September 2018 meeting, the College Council passed a motion to pursue using only the title *Psychologist* for all current and future members of the College. This would include both Doctoral trained individuals, who are currently granted the title *Psychologist*, as well as those registered with a Masters degree plus four years post-Masters supervised experience who currently receive the title *Psychological Associate*.

Through this change all registered psychological service providers in Ontario would have access to the one title, *Psychologist*. This change would not alter the scope of practice for members, the services they provide, or the requirements for College registration.

Rationale

The mandate of the College is the protection of the public and to act in the public interest. It is through this lens that the College Council views all issues before it, including this matter. In making this decision, the Council considered several factors including:

- The misunderstanding among the public of the title Psychological Associate and whether those registered with this title are authorized as independent, autonomous psychological practitioners;

- Recognition that the Ontario requirement for eligibility to register at the Masters level includes four years of post-Masters supervised experience followed by an additional one year of supervised practice undertaken by all members of the College. This is in contrast to other Canadian jurisdictions which grant the title Psychologist at the Masters level, but without the four years post-Masters supervised experience requirement;
- Members registered with a Masters degree plus 4 years supervised experience have satisfied the College that they are qualified to practice autonomously in their authorized areas of practice as they have met the College's academic requirements and, like their Doctoral colleagues, have successfully completed an additional year of College authorized supervised practice, the North American Examination of Professional Practice in Psychology (EPPP), Ontario's Jurisprudence and Ethics Examination (JEE), and an Oral Examination;
- Members registered with a Masters degree plus 4 years supervised experience have the same scope of practice and access to the same authorized acts as their Doctoral colleagues. As well, these members must maintain the same professional responsibilities and accountability, and are held to the same professional standards;
- The Canadian Free Trade Agreement (CFTA), formerly the Agreement on Internal Trade (AIT), requires that the College grant the title Psychologist to individuals with Masters level training who receive this title in another Canadian jurisdiction; and,
- As a result of the CFTA, Ontario now has three types of autonomous practitioners, all with identical scopes of practice; Psychologists with a Doctoral degree (3,574 members), Psychologists with a Masters degree (332 members), and Psychological Associates with a Master degree (481 members). This is seen to further increase the lack of clarity among the public.

In approving this change, the College Council is not suggesting that members with a Masters degree have the same academic background and experience as their Doctoral trained colleagues. Rather, the Council is recognizing that either a Doctoral degree or the combination of a Masters degree plus four years post-Masters supervised experience qualify an individual to apply for autonomous, independent practice of psychology in Ontario.

The College would appreciate any feedback on this change you might wish to provide. Specifically, it would be helpful to know:

1. Are there other reasons you believe this change is in the public interest?
2. Are there reasons you believe this change is not in the public interest?
3. Will this change impact on the provision of psychological services to school boards in Ontario?
If so, please describe the impact.
4. Are there any other comments you wish to offer as we value your feedback?

If you wish to provide feedback to us, your reply by April 12, 2019 would be appreciated.

Yours truly,



Rick Morris, Ph.D., C.Psych.
Registrar & Executive Director

From: CCSTA / ACCEC [<mailto:ccsta@ocsb.ca>]
Sent: Monday, March 11, 2019 1:17 PM
To: Loretta Notten <Loretta.Notten@wcdsb.ca>
Subject: Successes, Awards, & Engaging Tech - CCSTA Stories

For these and other stories, please visit our [CCSTA Website](#).



What's Happening in Catholic Education

We've got a lot to share, such as a Catholic school board leveraging technology to engage its community, advocating for Catholic education in Alberta, and celebrating successes.

Check out some of the stories we've posted recently:

[St. Clair uses technology to give whole community a voice in creating strategic plan](#)

The St. Clair Catholic District School Board has always made it a priority to consult with their wider community when developing strategic plans. So, when Director of Education Deb Crawford learned about an online tool that could make community engagement more accessible, inclusive, and far reaching, she was interested immediately.

"We were looking for ways to expand our strategic planning process," says Mrs. Crawford.



"We wanted to hear from a wide variety of voices, so that the people in our community would see themselves in our strategic plan."

[Learn more about St. Clair's high tech engagement](#)

Four school principals from *Conseil scolaire catholique de Nouvel-Ontario* (CSCNO) receive provincial honour



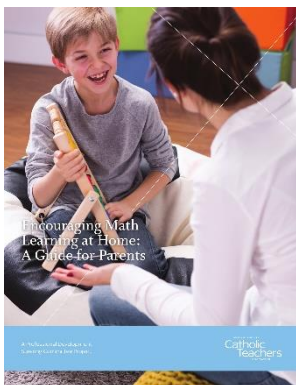
Four school principals from the *Conseil scolaire catholique de Nouvel-Ontario* (CSCNO) were recently recognized by the *Association des directions et des directions adjointes des écoles franco-ontariennes* (ADFO). All four received awards at the ADFO's annual conference on October 18th in Toronto.

Yves Laliberté, Principal at École secondaire catholique Champlain (Chelmsford), and Paul Henry, Principal at École secondaire du Sacré-Cœur (Sudbury) and Carrefour Options+, both received the first-ever ADFO Leadership

Award. The award recognizes principals for their exceptional leadership contributions to their communities.

[Read more about why these inspiring principals are being recognized](#)

OECTA shares educational resources they've developed with Catholic educators across the country



In late 2016, Marshall Jarvis, Ontario English Catholic Teachers' Association (OECTA) General Secretary, approached CCSTA Executive Director Julian Hanlon about forming a partnership between the two organizations. OECTA is the only union in Canada that represents only Catholic teachers

"We got together with them in Toronto for a meeting, and we talked about cooperating in areas where we could," said Mr. Hanlon. "And OECTA has a lot of professional development resources available for teachers."

[Learn more about OECTA's available resources](#)

Grateful Advocates for Catholic Education (GrACE) founded to promote Catholic education in Alberta

The recently formed Grateful Advocates for Catholic Education (GrACE) is an Alberta-based organization that seeks to celebrate Catholic education in the province.

The Chair of GrACE, Michael Ouellette, says that the founding of a group like this has been talked about for a while, but it's now finally being acted upon.



[Learn more about GrACE and its mission](#)

Ministry of Education numbers show Catholic schools in Ontario continue to flourish

Recently released statistics from the Ontario Ministry of Education show that Catholic schools in the province continue to succeed in creating well-rounded high school graduates

Both French and English Catholic school boards perform well above average. The Ministry sets its target 5-year graduation rate at 85%, and 27 out of the 35 Catholic school boards with numbers available are at or above that benchmark. In addition, two Catholic school boards are less than 1% away from the province's goal.

"As someone involved in Catholic education, I'm very proud of what our schools do in Ontario and across the country," says CCSTA Executive Director Julian Hanlon.

[Read more about the success of Catholic education in Ontario](#)

Chair of the *Conseil scolaire de district catholique de l'Est ontarien* (CSDCEO) receives honour

François Bazinet, chair of the Conseil scolaire de district catholique de l'Est ontarien (CSDCEO), will be inducted into the Order of the Pleiades for the year 2019.

He will be receiving the Order of the Pleiades of the Parliamentary Assembly of the Francophonie. He's one of six recipients of the order within the Ontario Chapter of the Parliamentary Assembly of the Francophonie (APF), the medal recognizing dedication and outstanding contribution to the vitality of Ontario's Francophonie.



[Read more about why Mr. Bazinet is being honoured](#)

We're always looking for Catholic education stories to feature on our blog. If you have a Good News story you'd like to share with us, we'd love to hear from you.

[Connect with CCSTA today](#)

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

March 20, 2019

Minister Lisa Thompson
Minister of Education

Minister Lisa MacLeod
Minister of Children, Community and Social Services

Dear Minister Thompson and Minister MacLeod:

The Ontario Catholic School Trustees' Association is concerned about the impact on education to result from the government's plans to change the Ontario Autism Program (OAP). We do not know how many families currently receiving supports and intensive therapy for their children outside of schools will now be admitting their children to schools on a full-time basis or for longer periods of time than before.

With the funding changes set to take place on April 1, this leaves very little time and inadequate resources to meet important needs that are still unquantified. As we have communicated to the government over successive years, special education continues to be an under-funded area in Ontario schools. Addressing the needs of our most vulnerable children and youth is our utmost priority.

We are encouraged by the government's recent decision to reach out to boards and gather information on estimated new enrollment of children transitioning to school full-time or approaching boards for supports. While this survey will surface important information about the kinds of services that might be needed, the timing of the survey is close to the deadline set for funding changes.

If the necessary resources are not or will not be available by April 1, it is our hope that the government will delay implementation until there is certainty that boards will have the resources necessary to equip schools with what is required to effectively support every student in the classroom.

Sincerely,

Beverley Eckensweiler, President

cc. Matthew Bondy, Chief of Staff, Ontario Ministry of Education
Tim Porter, Chief of Staff, Ontario Ministry of Children, Community and Social Services



Ontario Catholic School
Trustees' Association



Borden Ladner Gervais

**NAVIGATING THE *MUNICIPAL CONFLICT OF INTEREST ACT*:
A MANUAL FOR CATHOLIC SCHOOL BOARD TRUSTEES**

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Overview

This manual has been prepared as a resource for the Ontario Catholic School Trustees' Association and its member Catholic District School Boards ("Boards") and is intended to provide information on trustees' obligations in relation to addressing conflicts of interest.

Determining whether a conflict of interest arises in any particular situation requires an assessment of the facts on a case-by-case basis. If there are any doubts about a conflict of interest, trustees should seek their own legal advice.

The legislative and policy framework governing conflicts of interest by trustees of your Board includes the following:

- *Municipal Conflict of Interest Act*, R.S.O. 1990, c. M. 50 (the "*Municipal Conflict of Interest Act*");
- *Education Act*, R.S.O. 1990, c. E.2 (the "*Education Act*"); and
- Your Board's Trustee Code of Conduct.

What is a Conflict of Interest?

In general, the law in Ontario takes a strict view of what constitutes a conflict of interest for a school board trustee. As noted by Ontario's Divisional Court:¹

Trustees, like Caesar's wife, must be, and appear to be, beyond temptation and reproach.

As the above statement indicates, determining whether a trustee is in a conflict of interest and required to recuse themselves accordingly does not depend on whether the trustee considers themselves to be in conflict. Rather, the legal test considers the objective, "reasonable person" standard, described in one court decision as follows:²

Would a reasonable elector, being apprised of all the circumstances, be more likely than not to regard the interest of the [trustee] as likely to influence that [trustee]'s action and decision on the question?

(See "The test for finding a conflict of interest under the *Municipal Conflict of Interest Act*", below, for further discussion)

The conflicts of interest that are the focus of the *Municipal Conflict of Interest Act* are pecuniary conflicts of interest relating to a trustee's monetary or economic interests. A pecuniary interest that gives rise to a conflict may take one of three forms:

1. A *direct pecuniary interest*, which arises from the trustee themselves having a monetary or economic interest in a matter.

¹ *Re Moll and Fisher*, 1979 CarswellOnt 575 (Div Ct) [*Moll*].

² *Whiteley v. Schnurr*, 1999 CarswellOnt 2123 (ONSC) [*Whiteley*] at para 10.

2. An *indirect pecuniary interest*, which arises from the trustee being a shareholder, owner, part-owner, director, officer, or member of a corporation or body having a monetary or economic interest in a matter.
3. A *deemed pecuniary interest*, which arises when the parent, spouse or child of the trustee has a direct or indirect pecuniary interest that is known to the trustee.

(see “Types of interests that give rise to conflict”, below, for further discussion)

Where these interests are legally considered to be so remote or insignificant that they cannot reasonably be viewed as likely to influence a trustee, a conflict of interest may not arise. **When dealing with decisions of a budgetary of financial nature, however, trustees’ direct, indirect or deemed pecuniary interests are generally not considered to be remote.** As stated in a recent decision of Ontario’s Divisional Court that supported this view:³

The courts have held that the conflict of interest legislation must be interpreted harshly to control members given the highest level of trust.

Where a trustee is in a conflict of interest and fails to recuse themselves in accordance with the requirements of the *Municipal Conflict of Interest Act*, a court may impose any of the following sanctions:

- reprimand (as of March 1, 2019);
- suspension of remuneration for a period of up to 90 days (as of March 1, 2019);
- declaration of the trustee’s seat as vacant;
- disqualification of the trustee or former trustee from being a member during a period of not more than seven years after the date of the order; and
- if the contravention has resulted in personal financial gain, requiring the trustee or former trustee to make restitution to the party suffering the loss, or, if the party’s identity is not readily ascertainable, to the school board.

(See “Consequences for contravention”, below, for further discussion)

In addition to the above, your Board’s Trustee Code of Conduct may include additional recusal requirements and penalties that apply to such conflicts of interest; and that may provide for a broader set of circumstances that require recusal as well as additional sanctions for violating these requirements. (See “The Education Act and the Board’s Trustee Code of Conduct”, below, for further discussion)

³ *Baillargeon v. Carroll*, 2009 CarswellOnt 633 (ONSC Div Ct) [*Carroll*] at para 77.

What are Trustees Required to Do?

Identifying a conflict of interest requires a consideration of the facts and the applicable law on a case-by-case basis. Trustees who are uncertain about whether their circumstances amount to a conflict of interest under the *Municipal Conflict of Interest Act* or their Board's Trustee Code of Conduct should seek their own legal advice or guidance from a Municipal Integrity Commissioner.

Where a trustee identifies a direct, indirect or deemed conflict of interest in a matter and is present at a meeting of the board or committee of the board in which the matter is being discussed, he or she must take the following measure to recuse themselves:

1. Publicly declare the conflict of interest before any discussion of the matter begins, stating the general nature of the interest and having the declaration recorded in the minutes of the meeting;
2. File a written statement of the interest and its general nature with the secretary of the committee or board (effective March 1, 2019; see Appendix "A" for a template "Statement and Declaration of Interest");
3. Do not vote on any question in respect to the matter;
4. Do not take part in any discussion of the matter;
5. Do not attempt to influence the voting on any question related to the matter; and
6. In a closed (i.e., *in camera*) session of a committee or board of trustees meeting, the trustee with conflict should leave the room for as long as the matter is discussed and have that fact recorded in the minutes.

(See "Recusal requirements where a conflict arises from a pecuniary interest", below, for further discussion)

Further recusal requirements may apply under your Board's Trustee Code of Conduct. Accordingly, it is recommended that trustees familiarize themselves with any conflict of interest provisions in their Board's Trustee Code of Conduct, and seek guidance and their own legal advice as needed in any particular fact scenario where a potential conflict of interest arises.

What Changes Came into Force on March 1, 2019?

The *Modernizing Ontario's Legislation Act, 2016*, also known as Bill 68, passed third reading and received Royal Assent in Ontario's Legislature on May 30, 2017. Bill 68 amended 16 pieces of legislation at that time, and included changes to the *Municipal Act, 2001* and the *City of Toronto Act, 2006* that required municipalities to begin to appoint Integrity Commissioners. **Bill 68 also made important amendments to the *Municipal Conflict of Interest Act* that came into effect on March 1, 2019.**

The basic definition of a conflict of interest remains unchanged by the amendments under Bill 68. It remains the case that a conflict of interest arises where a trustee has a direct, indirect, or deemed *pecuniary interest* in a matter that is before the board of trustees and that interest is *not remote*.

In brief, the changes that came into effect on March 1, 2019 include the following:

- Trustees who declare a conflict of interest will now be required to file a written statement with a secretary of the Board disclosing the trustee's interest. This written statement must include a description of the general nature of the conflict of interest (see Appendix "A" for a template "Statement and Declaration of Interest").
- In turn, the Board will be required to maintain a registry where copies of such written statements may be accessed by members of the public.
- Any member of the public, in reviewing the information in the Board's public registry or from any other source, will be entitled to make an application to a court to determine whether any trustee has acted contrary to the *Municipal Conflict of Interest Act*. This is a departure from the legislation's previous provisions extending this right to only an individual who qualified as an *elector* of the trustee in question.
- Where an application is made to a court alleging that a trustee has violated the *Municipal Conflict of Interest Act*, the court will now have discretion to consider whether the trustee took reasonable measures to prevent the contravention, including considering whether the trustee consulted with a municipal Integrity Commissioner. This amends the previous regime which called for courts to strictly consider contraventions as a "yes-no" issue without considering mitigating factors in cases where trustees acting in good faith may have nevertheless crossed the line.
- In line with the new discretion to take trustees' reasonable measures into account, courts will also have a new ability to impose a range of penalties for contraventions of the *Municipal Conflict of Interest Act*. This range of penalties runs from lesser penalties such as a reprimand and suspension of remuneration, to more significant penalties such as declaring the trustee's seat vacant, disqualifying the trustee from running for re-election for up to 7 years, and ordering financial restitution where the trustee has made a financial gain as a result of their contravention. Under the previous regime, only the more significant of these penalties were available and were applied to any circumstance where a trustee had violated the *Municipal Conflict of Interest Act*, regardless of any mitigating factors.

The following sections contain detailed information on the law surrounding trustee conflicts of interest.

If there are any doubts about a conflict of interest, trustees should seek their own legal advice (See "Measures to prevent contravention", below, for further discussion)

The Structure of the *Municipal Conflict of Interest Act*

Purpose of the *Municipal Conflict of Interest Act*

Together with the *Education Act*, the *Municipal Conflict of Interest Act* governs the determination of conflicts of interest and applicable recusal requirements that apply with respect to the economic interests of a trustee.

In *Re Moll and Fisher [Moll]*,⁴ a 1979 decision, the Ontario Divisional Court (the “Divisional Court”) recognized the broad purpose and application of the *Municipal Conflict of Interest Act* as a tool for protecting the public’s trust in its elected officials. This definition was affirmed and adopted in the 2009 decision of the Divisional Court in *Michael Baillargeon v. Oliver Carroll [Carroll]*:⁵

The obvious purpose of the Act is to prohibit members of councils and local boards from engaging in the decision-making process in respect to matters in which they have a personal economic interest. The scope of the Act is not limited by exception or proviso but applies to all situations in which the member has, or is deemed to have, any direct or indirect pecuniary interest. There is no need to find corruption on his part or actual loss on the part of the council or board. So long as the member fails to honour the standard of conduct prescribed by the statute, then, regardless of his good faith or the propriety of his motive, he is in contravention of the statute. And I should say at once, that in so far as this case is concerned there is no suggestion that the appellants acted out of any improper motive or lack of good faith.

This enactment, like all conflict of interest rules, is based on the moral principle, long embodied in our jurisprudence, that no man can serve two masters. It recognizes the fact that the judgment of even the most well-meaning men and women may be impaired when their personal financial interests are affected. Public office is a trust conferred by public authority for public purpose. And the Act, by its broad proscription, enjoins holders of public offices within its ambit from any participation in matters in which their economic self-interest may be in conflict with their public duty. The public’s confidence in its elected representatives demands no less.

[emphasis added]

This description of the scope of the *Municipal Conflict of Interest Act* was echoed by Justice Belleghem in *Haltons Hills (Town) v. Equity Waste Management of Canada*, stating:⁶

The Act is crystal-clear. It is harsh. It must be. It controls the actions of [public officials]. They are the repositories of the citizens’ highest trust. [...] They must not only be unshrinkingly honest they must be seen to be so – by those who voted *for*

⁴ *Moll, supra.*

⁵ *Carroll, supra.*

⁶ 1995 CarswellOnt 1048 (ONCJ (Gen Div)) at para 9.

them, and those who voted *against* them. Their role, though noble in its calling, is demanding in its execution. It is onerous in the extreme.”

[emphasis in the original]

Types of interests that give rise to conflict

The *Municipal Conflict of Interest Act* refers to three kinds of pecuniary interest: (i) direct; (ii) indirect; and (iii) deemed. The same recusal requirements will apply to a trustee under the *Municipal Conflict of Interest Act* where any of these forms of pecuniary interest arise and where such interests are not remote.

A “pecuniary” interest is essentially a monetary or an economic interest. If a question before the Board is one in which a trustee has an economic interest, then it is a **direct pecuniary interest** for purposes of the *Municipal Conflict of Interest Act*.

The definition of **indirect pecuniary interest** broadens the matter. Section 2 of the *Municipal Conflict of Interest Act* provides:

A member has an indirect pecuniary interest in any matter if:

- (a) the member or his or her nominee,
 - (i) is a shareholder in, or a director or senior officer of, a corporation that does not offer its securities to the public,
 - (ii) has a controlling interest in or is a director or senior officer of, a corporation that offers its securities to the public, or
 - (iii) is a member of a body,that has a pecuniary interest in the matter; or
- (b) the member is a partner of a person or is in the employment of a person or body that has a pecuniary interest in the matter.

Under section 3 of the *Municipal Conflict of Interest Act*, the direct or indirect pecuniary interest of a parent, spouse or child of a trustee is a **deemed pecuniary interest** of the trustee so long as such interest is known to the trustee.

Where a trustee has a close relative who may experience direct or indirect economic effects as a result of the trustee’s decision on a matter, that trustee will be considered as having a pecuniary interest in that matter – giving rise to a resulting conflict of interest. This applies regardless of whether such economic effects stand to be adverse or beneficial to the close relative.

Recusal requirements where a conflict arises from a pecuniary interest

Subsection 5(1) of the *Municipal Conflict of Interest Act* provides that where a trustee has a pecuniary interest in a matter to be discussed by the Board, the trustee is required to take the following *mandatory* measures to recuse themselves from participation in proceedings regarding such a matter:

- (a) prior to any consideration of the matter at the meeting, disclose the interest and the general nature thereof;
- (b) not take part in the discussion of, or vote on any question in respect of the matter; and
- (c) not attempt in any way whether before, during or after the meeting to influence the voting on any such question.

Subsection 5(2) of the *Municipal Conflict of Interest Act* sets out additional recusal requirements where the meeting addressing the matter that gives rise to a conflict is not open to the public (i.e., “in camera” meetings). In the case of such meetings, a trustee must withdraw from their place as member and leave the room in which the meeting is held for the duration of the consideration of the matter.

Under the amendments to the *Municipal Conflict of Interest Act* that came into effect on March 1, 2019, a new section 5.1 requires that, at a meeting where a trustee discloses an interest or as soon as possible thereafter, the trustee must also file a written statement of the interest and its general nature with the secretary of the Board. A record of this statement and corresponding Board minutes will then be kept in a public registry by the Board.

A conflict of interest does not arise where the possibility for influence is remote

Section 4 of the *Municipal Conflict of Interest Act* enumerates various exceptions to the recusal requirements otherwise found in the Act. In particular, subsection 4(k) provides that these recusal requirements do not apply to a pecuniary interest that a member may have “by reason only of an interest of the member which is so remote or insignificant in its nature that it cannot reasonably be regarded as likely to influence the member [emphasis added].”

The criteria that a trustee should use in determining whether a conflict is so remote or insignificant that it cannot reasonably be viewed as likely to influence the Trustee will depend on the individual circumstances in each case. In making this determination, courts have examined criteria such as whether there is a “real connection”, a “predictable relation” or an “undeniable historical relationship” between the interest of the trustee and the decision placed before the Board.

Consequences for contravention

The decision to declare a conflict of interest is the personal responsibility of individual trustees who find themselves in circumstances giving rise to a conflict under the *Municipal Conflict of Interest Act*. The Board cannot force a member to declare a conflict or to leave the room when a decision is made. However, significant consequences may arise for trustees and the Board decisions in which they participate if a court determines that a trustee acted in contravention to the *Municipal Conflict of Interest Act*.

Under Section 10 of the *Municipal Conflict of Interest Act*, where a trustee is found by a court to have contravened the Act, a judge shall declare the seat of the trustee vacant unless the contravention was committed through inadvertence or a *bona fide* error in judgment. The trustee found to have contravened the Act will be deemed unqualified to fill the resulting vacancy. In addition to declaring such vacancy, a judge may:

- disqualify the trustee from serving as such for a period of up to seven years; and
- where the contravention has resulted in personal financial gain, require the trustee to make restitution to the party suffering the loss, or, where such party is not readily ascertainable, to the school board.

Further, where a resolution is passed by a school board and a trustee having a conflict had voted, that resolution is liable to be set aside. Section 12 of the *Municipal Conflict of Interest Act* provides that the failure of a trustee to declare an interest in a matter does not invalidate the Board's proceedings in respect of the matter, but the matter is nevertheless *voidable* at the instance of the Board unless this would adversely affect the rights of any third person who acquired such rights as a result of the proceedings, and who was acting in good faith and without actual notice of the trustee's contravention.

As of March 1, 2019, judges have new discretion to choose from a range of penalties where a contravention of the *Municipal Conflict of Interest Act* is found. Accordingly, as of March 1, 2019, trustees who have acted in contravention of the *Municipal Conflict of Interest Act* are subject to penalties short of removal and disqualification from service in certain circumstances.

The full range of penalties available to judges under the *Municipal Conflict of Interest Act* as of March 1, 2019 include:

- reprimand;
- suspension of remuneration for a period of up to 90 days;
- declaration of the trustee's seat as vacant;
- disqualification of the trustee or former trustee from being a member during a period of not more than seven years after the date of the order; and
- if the contravention has resulted in personal financial gain, requiring the trustee or former trustee to make restitution to the party suffering the loss, or, if the party's identity is not readily ascertainable, to the school board.

Measures to prevent contravention

When determining whether to exercise discretion to impose a more lenient penalty, such as reprimand or suspension of pay, as of March 1, 2019, courts will consider whether a trustee acting contrary to the *Municipal Conflict of Interest Act* had:

- taken reasonable measures to prevent the contravention;
- disclosed the pecuniary interest and all relevant facts known to him or her to an Integrity Commissioner in a request for advice from the Commissioner, and acted in accordance with the advice, if any, provided to the trustee by the Commissioner; or
- committed the contravention through inadvertence or by reason of an error in judgment made in good faith

As a result of amendments passed under Bill 68, the *Municipal Act, 2001* and the *City of Toronto Act, 2006*, provide for Integrity Commissioners to be appointed by municipalities. The role of these Commissioners includes advising school board trustees with respect to their obligations under the *Municipal Conflict of Interest Act*, as well as any rules, policies, codes or other official documents governing these trustees' conduct.

While acting in an advisory capacity, municipal Integrity Commissioners do not assume the role of legal counsel and communications with an Integrity Commissioner are accordingly not subject to solicitor-client privilege. Where legal advice is sought in relation to compliance with the *Municipal Conflict of Interest Act*, the Board is entitled to retain and consult its own legal counsel, and individual trustees may also retain and be advised by independent legal counsel as permitted by the Board's by-laws and policies.

The test for finding a conflict of interest under the *Municipal Conflict of Interest Act*

The "reasonable person" test

Courts have held that the determination of whether a conflict of interest arises is not a subjective one. The relevant question is **"Would a reasonable person think that the Trustee has a conflict in these circumstances?"** According to the courts, a reasonable person making this determination would consider any "present or prospective [...] benefit or detriment financial or otherwise, that could result depending on the manner in which the member disposed of the subject matter before him or her".⁷ As determined by courts, this threshold will be met so long as some real, non-remote connection exists between a trustee's decision and a consequence impacting on the direct or indirect pecuniary interests of that trustee, or of their parent, spouse or child. Courts have found that the mere *possibility of influence* is sufficient to establish such a connection.

Leading decisions applying the "reasonable person" test

In its 1979 decision in *Moll*,⁸ the Divisional Court addressed a situation involving two elected trustees, each of whom was married to an *elementary school teacher* employed by the school board served by the trustees. However, the trustees had each voted on a proposed collective agreement with the school board's *secondary teachers*. One of the trustees also chaired a sub-committee on policies related to the collective agreement with secondary teachers, and both of the trustees voted upon a report presented by that sub-committee. Agreeing with a lower court, the Divisional Court concluded that, in these circumstances, a sufficiently real connection existed between the elementary and secondary collective agreements of the school board in question as to lead a reasonable person to conclude that a conflict of interest existed. Speaking for the Court, Justice Robins stated:

[...] Their family purse is in conflict with their public duty. Trustees, like Caesar's wife, must be, and appear to be, beyond temptation and reproach. The law sets a high objective standard of conduct.

⁷ *Whiteley v. Schnurr*, 1999 CarswellOnt 2123 (ONSC) [*Whiteley*] at para 19.

⁸ *Moll*, *supra* at pages 5 to 6.

In a subsequent decision in *Benn v. Lozinski*⁹ a trustee was found to be in a conflict of interest where he was Chair of the Windsor separate school board and also employed by the co-terminus public school board. The conflict precluded the trustee from involvement in matters related to collective bargaining matters involving teachers because a settlement in the separate board would impact the settlement in the public board.

In the recent decision of the Divisional Court in *Carroll*,¹⁰ an applicant alleged that a school board trustee had debated, voted upon and influenced voting on the matter of a reduction in teaching staff despite the trustee's knowledge that his daughter would be affected by the decision on that matter. The trustee acknowledged that he had participated in a discussion of a matter in which he had an interest by reason of his daughter's interest in the possible reductions in numbers of teaching staff, which could have affected her continued employment with the school board. The trustee nevertheless took the position that he was entitled to participate in general budget discussions so long as he did not participate in *specific* discussions on particular line items that could have affected his daughter's continued employment.

Addressing the trustee's arguments, the Divisional Court in *Carroll* considered the issue of remoteness and took the strict view that trustees' decisions must be considered in a holistic manner that recognizes the inherently interconnected nature of any financial matters when dealing with a finite budget and limited resources. Such a holistic approach necessarily takes into consideration that a decision on a seemingly unrelated budgetary matter nevertheless *could* impact upon the pecuniary interests of close family members employed at a school board. The court in *Carroll* stated that a conflict of interest exists where *merely the possibility for such influence* arises. The court further stated that the school board trustee in question should have had a heightened sense of awareness that he was in a conflict of interest regarding any matter that could affect the employment of his children.

The Divisional Court's more recent decision in *Mondoux v Tuchenhausen [Mondoux]*¹¹ further illustrates the low threshold that applies to finding that an individual has a pecuniary interest under the *Municipal Conflict of Interest Act*. In *Mondoux*, a Thunder Bay city councilor had sent an email to a staff member to indicate that he may be interested in bidding on a property that the City had acquired as a result of unpaid taxes. After viewing the property and placing a bid on it, the councilor proceeded to disclose his pecuniary interest to his fellow city councilors in accordance with the *Municipal Conflict of Interest Act*. The Divisional Court nevertheless concluded that the councilor's actions were contrary to the *Municipal Conflict of Interest Act*; finding that his pecuniary interest crystallized when he formed the intention to consider placing a bid on the property in question. Once formed, this intention gave rise to the *possibility* that the councilor's involvement in decisions concerning the property could potentially affect his future economic interests. As stated by the Divisional Court:¹²

"Pecuniary interest" is not defined by the [*Municipal Conflict of Interest Act*]. Generally, it is a financial interest, an interest related to or involving money. A decision to buy, or offer to buy, property is demonstrative of a pecuniary interest.

⁹ 1982 CarswellOnt 772 (Essex County Ct).

¹⁰ *Carroll*, *supra*.

¹¹ 2011 ONSC 5398 (Div Ct); appeal quashed in 2012 ONCA 567.

¹² *Ibid* at paras 31 and 32.

[...]

“The question that must be asked and answered is ‘does the matter to be voted upon *have a potential* to affect the pecuniary interest of the municipal councillor?’” [Emphasis added] (see: *Greene v. Borins* (1985), 50 O.R. (2d) 513, at para. 42). As soon as Robert Tuchenhausen saw himself as a potential buyer, he had become a person with a pecuniary interest. The e-mail he sent on July 2, 2008 indicated that he might be interested in bidding on the property. At that point, he was no longer looking at this only from the perspective of a member of Council with the public responsibilities that entails. From the moment he decided he might make a bid, he began examining the situation to see how it could advantage his private interests. He had acquired a pecuniary interest.

In other words, the Divisional Court affirmed in both *Carroll* and *Mondoux* that the mere possibility of having one’s financial circumstances impacted by a decision is sufficient to give rise to a pecuniary interest under the *Municipal Conflict of Interest Act*. Accordingly, in order for no conflict of interest to arise in relation to decisions on budgetary matters, it must be *impossible* for a trustee’s decisions to impact upon the pecuniary interests of close family members employed at their school board.

The *Education Act* and the Board’s Trustee Code of Conduct

In accordance with subsection 218.2(1) of the *Education Act*,¹³ your Board has adopted a Trustee Code of Conduct. Subsection 218.1 of the *Education Act* establishes that the requirements set out under this Trustee Code of Conduct are included among the duties of trustees. The authority of the *Education Act* therefore holds trustees as duty-bound to act in accordance with the Board’s Trustee Code of Conduct. Depending on its specific contents, the Board’s Trustee Code of Conduct may both encompass and expand on the conflict of interest obligations arising from the *Municipal Conflict of Interest Act*.

Trustees who act in contravention of the *Municipal Conflict of Interest Act* may be subject to consequences under their Board’s Trustee Code of Conduct that are in addition to the consequences that follow from the *Municipal Conflict of Interest Act* itself. Moreover, to the extent that the requirements of the Board’s Trustee Code of Conduct set a more strict threshold for determining conflicts of interest than the reasonable person test that is applied under the *Municipal Conflict of Interest Act*, a trustee may be found to have violated the Trustee Code of Conduct based on a conflict of interest even where that conflict is not strictly in contravention of the *Municipal Conflict of Interest Act*.

Where the standard set by the Board’s Trustee Code of Conduct is not met, regardless of whether a court finds that a trustee acted in contravention of the *Municipal Conflict of Interest Act*, the trustee may nevertheless be found by the Board to have breached the Trustee Code of Conduct and may be subject to any of the following sanctions under the authority of the *Education Act*:

1. Censure of the trustee;

¹³ RSO 1990, c E.2.

2. A resolution disassociating the Board from the actions of the trustee;
3. Barring of the trustee from attending all or part of a meeting of the Board or a meeting of a Committee of the Board; and/or
4. Barring of the trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.

Helpful Hints

1. Trustees should ensure that schools within their jurisdiction operate according to the *Education Act*, its regulations and other statutes. Legal accountability for Board of Trustees decisions applies to the Board as a corporate entity rather than to individual trustees.
2. Trustees must be sensitive to potential conflicts of interest. A member who identifies a direct, indirect or deemed conflict of interest in a matter before the board of trustees must declare it before any discussion of the matter begins. If there are any doubts about a conflict of interest, trustees should seek their own legal advice.
3. Public interests must always prevail over private, individual interests. A trustee must not use his or her office to advance his or her own personal interest or the interests of a family member or associate.
4. Trustees must not solicit or accept a personal benefit, or a benefit to a family member, in connection with the performance of his or her duties. Exceptions to this broad rule exist where the gift or benefit is in the public interest, the acceptance of the gift or benefit will not bring the integrity of the trustee or Board into disrepute or the gift or benefit received is an incident of the protocol or social obligation of being a member of the Board.

Overall, trustees have a duty to act in the best interest of the Board. This includes both statutory and common law obligations and obligations to uphold public confidence in the Board. Trustees should recognize when a battle is lost. Losing battles, even key battles, is part of political life, as well as public life. The Board of Trustees operates by majority rule.

In situations where a trustee feels that the best interests of the Board are served other than as the majority sees fit, the appropriate response is to register that view through meeting procedures. Any dissenting opinions or viewpoints may be registered in public meetings by casting dissenting votes. In extreme situations, a trustee may be required to resign where he or she wishes to register his or her dissent outside of the meeting room. This will be the case where the trustee considers it necessary to take an adversarial position contrary to the position of a majority of the Board of Trustees.

Policy development is a key way in which trustees can affect the direction of education. This work is complex and requires a broad perspective, with the recognition that policies must be applied to the whole Board. Policy decisions are not always unanimous. Trustees who disagree with a majority decision may enter a minority report. However, once the vote has been decided, the new policy becomes the property of the whole Board of Trustees.

Appendix “A”

TEMPLATE

[NAME OF BOARD]

[BOARD CONTACT INFORMATION]

Statement of Interest

Trustee Name: _____
Board/Committee Meeting Date: _____
Agenda Item: _____
Topic: _____

Statement of Interest (including the general nature of the interest)

Signature

Date

Date Filed in Registry



Ontario Catholic School
Trustees' Association

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

March 6, 2019

MEMORANDUM

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

FROM: Brian O'Sullivan, Director of Catholic Education

SUBJECT: **Catholic Education Week – May 5 – May 10, 2019**
Catholic Education: *Living as Joyful Disciples*

The theme for Catholic Education Week 2019, "*Living as Joyful Disciples*," reminds us that publicly funded Catholic education is a call to service. Regardless of our position or our responsibilities within Catholic education, our role is a call, birthed in our Baptism, to bring the saving message of Jesus Christ into the lives of those students and their families whom it is our privilege to serve.

Each year, the Catholic community of Ontario engages in a week-long celebration of the unique identity and distinctive contributions of Catholic education during Catholic Education Week. This year's celebration is entitled, "Catholic Education: *Living as Joyful Disciples*" and will be celebrated during the week of May 5 – May 10. The theme for CEW 2019 was inspired by three sources: *Renewing the Promise*, The Pastoral Letter on Catholic Education from the Bishops of Ontario; *Gaudete et exsultate*, the Apostolic Exhortation of Pope Francis on the Call to Holiness; and *Young People, the Faith and Vocational Discernment*, the October 2018 Synod of Bishops. Mindful of the Synod on Youth, the theme and sub-themes are very much directed to the young people in our schools, especially in their growth in holiness and their formation as disciples of Christ through the discernment of their vocational pathways. In the section of *Renewing the Promise* entitled, "A Community that Forms Joyful Disciples," we read, "*Our Catholic schools help to form joyful disciples as hearts and minds are opened to the transforming love of God and to the flame of faith in action. On a daily basis, Catholic schools demonstrate the joy of believing and witness the Good News to the communities that they serve.*"

...Continue

I would like to highlight several points leading up to CEW 2019:

- The CEW theme song has been posted on the OCSTA website. Schools and boards can download this copy for their CEW activities.
- Please note that the 2019 CEW posters have been produced in both English and French in acknowledgement of the collaboration between our English and French Catholic school boards. We believe these posters will be very popular with French programs offered in your school boards. These will be mailed to your school board by early March.
- All CEW materials are posted on our website at www.goodnewsforall.ca.

I would like to conclude by wishing all of you a wonderful 2019 Catholic Education Week. Please do not hesitate to contact me at bosullivan@ocsta.on.ca if you have further questions.

Sincerely in Catholic Education,



Brian O'Sullivan, MA, Ed., D.
Director of Catholic Education, OCSTA





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

March 7, 2019

MEMORANDUM

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

FROM: Nick Milanetti, Executive Director

SUBJECT: **Navigating the Municipal Conflict of Interest Act: A Manual for Catholic School Board Trustees**

Please find attached a Manual prepared for OCSTA by Borden Ladner Gervais on Conflict of Interest changes that came into effect on March 1, 2019. It is important that trustees publicly declare the conflict of interest before any discussion begins on the matter in conflict and that the declaration of conflict be recorded in the minutes of the meeting. In addition, trustees who declare a conflict of interest will now be required to file a written statement for public record indicating the general nature of the conflict.

Please share this information with your trustees to assist them in their roles.

[Members' Centre](#)[Provincial Labour Portal](#)

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OCSTA Newswire – March 11, 2019

Mar 11, 2019 | OCSTA Newswire

OCSTA Responds to Autism Support Funding Enhancements

March 11, 2019

"Today's announcement by the Minister of Education represents a first step towards providing the kinds of additional resources school boards require to support students with ASD transitioning to Ontario schools on a full or part-time basis. OCSTA remains concerned about the adequacy of the funding announced, given the still to be quantified level of need arising from the government's changes to the Ontario ASD program. We will comment further upon review of more detailed information from the government."

Beverley Eckensweiler, President

Provincial Budget Release: April 11

The 2019 Ontario Budget will be released on April 11.

On March 7, Minister of Finance, Vic Fedeli announced that the recently released Ontario *2018-19 Third Quarter Finances* "forecasts an improvement of \$1.5 billion in the Province's deficit to \$13.5 billion".

Read the full [announcement](#) regarding the upcoming April 11 budget release. View [OCSTA's current Finance Brief](#).

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CATHOLIC SCHOOL BOARD DIRECTORY



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Maggie MacDonnell, 2017 Global Teacher Prize Award Winner – *"Lessons for Life"*

Jim Grieves, Former Educator and Ministry of Education ADM – *"Leadership on the Line: How to Shine in Challenging Situations"*

Meetings with MPPs



Left to right: OCSTA Executive Director Nick Milanetti, President Eckensweiler, Minister Tibollo and Vice President Michelle Griepsma

On Friday, March 8, OCSTA President Beverley Eckensweiler, Vice President Michelle Griepsma and Executive Director Nick Milanetti met with The Hon. Michael Tibollo, Minister of Tourism, Culture and Sport and MPP for the constituency of Vaughan-Woodbridge. The meeting provided an opportunity for OCSTA representatives to share with the Minister the priorities of Catholic school boards in Ontario and articulate the contributions that Catholic schools make to the vitality and success of the province's education system and all communities as a whole.

The meeting was very positive and the Minister acknowledged the value and importance of publicly funded Catholic education in this province.

NOTE: This week is MPP Constituency Week (March 11 – 15). Legislative Assembly will resume on March 18.

Toonies for Tuition – The Ontario Campaign

REMINDER: The deadline for raising funds as part of the Ontario Campaign for Toonies for Tuition is [Catholic Education Week](#) (campaigns can conclude any day during the week May 5 – May 10).

After the conclusion of Catholic Education Week, OCSTA will announce the total amount raised by Catholic school boards for the Ontario Campaign to Support Toonies for Tuition.

For details on the campaign please see the [August 23 – Ontario Campaign Memo](#).

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

February 20, 2019

The Honourable Lisa Thompson
Minister of Education
900 Bay Street
Mowat Block
Toronto Ontario M7A 1L2

Dear Minister Thompson:

Re: Class Size Engagement Guide and Ontario School Boards Hiring Practices Consultation

The Ontario Catholic Schools Trustees Association (OCSTA) appreciates the opportunity to participate, along with other stakeholders, in this public consultation about important issues affecting publicly funded education. We note that invitations have also been extended to numerous other education partners, including our Trustee Association counterparts, Directors of Education, the Catholic Principals' Council of Ontario, the Council of Ontario Directors of Education as well as all teacher federations and education worker unions.

We understand that the Ministry is actively reaching out to stakeholders as a follow-up to the government's public consultation on education reform, which has sought input from parents, students, educators, employers and sector organizations on a variety of issues.

OCSTA joins these voices in the spirit of its mandate as an organization dedicated to excellence in Christ-centered education and the constitutional protections of Catholic education. For more than 85 years, OCSTA has safeguarded and promoted the interests of Catholic education in Ontario. We are a primary source of information about government funding and initiatives affecting Catholic education. OCSTA has made numerous submissions to all levels of government on the management and delivery of educational programs and services, both with respect to the system as a whole, and as they affect the distinct mission of Catholic education.

OCSTA also recognizes the public policy importance of the issues raised by the Minister and their impact on student success and achievement. We do therefore take this opportunity to raise and discuss concerns, and to highlight challenges associated with the regulatory status quo. We would urge the Ministry to consider these concerns in assessing new directions, and identifying options, should that be the ultimate outcome. We do so as the Provincial advocate for Ontario's 29 English Catholic school boards and in support of their mission to provide high quality, faith-filled education for the approximately 550,000 students who attend their schools.

We also acknowledge that certain aspects of hiring practices and class size have in past been the subject of discussions with labour partners in the collective bargaining context. OCSTA is, and remains, committed to the collective bargaining process, the duty to bargain in good faith, and to the constitutional protection of Catholic education.

Regulation 132/12 – Class Size

Hard Caps and Board-Wide Average Class Sizes

OCSTA has consistently advocated for an education funding model built on the following four principles:

Equity - A funding formula must distribute education dollars equitably among all Ontario school boards and their students;

Adequacy - The level of funding for education must be adequate to ensure quality Education for today's students;

Autonomy/Flexibility - The model must allow school boards the autonomy and Flexibility in spending they require to achieve the distinctive goals of their system, and to meet local needs;

Accountability - The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

These principles are rooted in student well-being and academic excellence, and flow from a desire to make pedagogically sound decisions in the best interest of students. Creating classrooms based on hard cap restrictions is not in the best interests of students and often unnecessarily restricts classroom organization without a focus on maximizing student well-being. Additionally, the principles set out above, flow from Catholic school boards' commitment to be good stewards of available resources and to provide programs to students as efficiently and effectively as possible. In OCSTA's estimation, determinations with regard to class size should be similarly rooted. In this regard, restricting school boards' ability to make pedagogical and student well-being choices based on requiring compliance with regulatory restrictions imposing hard caps, is neither pedagogically sound, nor fiscally efficient.

Rather, opting for determinations of class size based on system averages would provide school boards with much needed flexibility in allocating scarce educational resources. Such flexibility would allow school boards the ability to distribute resources where they have the greatest impact on students, optimizing the focus on student well-being. It would also reduce the requirement to create and reorganize classes after the beginning of the school year, minimizing student, and staff, disruption. Maintaining transparency, school boards would still be required to organize classes to meet system-wide requirements, albeit within a more flexible model allowing for pedagogical decision-making on a school by school basis, informed by input at the grassroots level. Finally, school boards currently provide significant reporting to the Ministry with respect to classroom organization. Such transparency and accountability would continue to be supported by school boards in a system wide average revised model.

Kindergarten Classroom

OCSTA appreciates the significant investment that has been made in the full-day kindergarten program. Many millions of dollars and countless hours have been spent at each of the provincial, board and school levels putting in place a program that all hoped and anticipated would result in meaningful and sustained gains for our youngest learners. School boards report positive impressions of the program in its current form. Additionally, initial information is promising, though to date there is limited research that demonstrates a clear link between the program and prolonged academic gains for students.¹ The program as originally conceived and articulated in the 2009 report recommended a different structure than that which was implemented. Bearing all this in mind, and to better inform any view, OCSTA would support that a detailed review of the program, and any accompanying gains, be undertaken to assess effectiveness, prior to any program changes being implemented.²

Overall Class Size

With respect to overall class size, the matrix of considerations are broad and should be premised on the needs of the students within a classroom/school. These include particular supports, including special education, English as a second language, cultural diversity and a host of other differentiated needs. Thereafter, significant issues such as existing school space and the ability to physically and comfortably accommodate students and staff are very important considerations. OCSTA reiterates that allowing school boards flexibility with respect to staffing and class composition through system-wide averages, can best assist in meeting the needs of our students.

Regulation 274/12 – Hiring Practices

Ontario Regulation 274/12 was first enacted in 2012 subsequent to an agreement signed exclusively between OECTA and the Ministry of Education. Following the enactment of the regulation, collective agreement language was imposed via the *Putting Students First Act*, through Orders in Council. The *Putting Students First Act* was ultimately found to be unconstitutional.

OCSTA has maintained that teacher hiring is critically important to student well-being and academic excellence, and further that such hiring is the responsibility of the employer to conduct in a fair and equitable manner, reflective of local needs.

¹ Some research attempts to evaluate Ontario's full-day kindergarten program include: J.P. Pelletier and J.E. Corter, *A Longitudinal Comparison of Learning Outcomes in Full-day and Half-day Kindergarten*, The Journal of Educational Research, January 2019 available at <https://doi.org/10.1080/00220671.2018.1486280> and the 2013 report – *A Meta-Perspective on the Evaluation of Full-Day Kindergarten During the First Two Years of Implementation*, conducted by the Social Program Evaluation Group – Queen's University, The Offord Centre for Child Studies – McMaster, available at <http://www.edu.gov.on.ca/kindergarten/fdkreport2013.pdf>. Some studies have shown that full-day programs provide short term academic and social gains with these gains fading over time. For example, see, J.S. Cannon et. al. *Is Full Better than Half? Examining the Longitudinal Effects of Full-day Kindergarten Attendance*, (2006) 25 (2) Journal of Policy Analysis and Management at 229-321; and M.D. Brownell et. al., *Long-term Benefits of Full-Day Kindergarten: A Longitudinal Population-Based Study*, (2015) 185(2) Early Childhood Development and Care at 291-316.

²Pelletier and Corter (2019) comment, "It is critical to understand both the context and the outcomes in FDK research; these contextual factors may affect the fade-out issue. More long-term follow up studies are needed to explore the potential lasting effects of such programs and to consider the diversity in contexts in which such programs are offered....Indeed, Bailey et. al. urged us to continue to track longer-run effects of FDK. This is particularly important in the context of the Ontario FDK program because this program differs from other full-day programs in important ways." (p.3).

Under these guiding principles, below is a list of challenges that have been articulated by our member boards with respect to Regulation 274/12.

Teacher Mobility

Many school boards have indicated that certain of the requirements of Regulation 274/12 impede the ability of teachers to transfer between boards, in some instances despite significant teaching experience. Smaller, northern boards have articulated the greatest concern in this regard, citing exacerbated recruitment challenges.

Teacher Continuity in the Classroom

School boards have indicated that the requirements of Regulation 274/12 negatively impact on teacher continuity in the classroom. School boards have noted that the posting and interview requirements of the regulation can often be an impediment to having a position filled quickly and with a single teacher. This can have a deleterious effect on student achievement and wellbeing. By way of example, in a large Catholic board in each of 2016/2017 and 2017/2018, 12 classes had more than 2 long-term occasional teachers over the course of a single academic year. Further, in a large Catholic board as of October 15 2016, 227 classes did not yet have a “permanent” long-term occasional teacher assigned. In 2017, 123 classes did not have a “permanent” long-term occasional teacher assigned by October 15, 2017.

Availability of Occasional Teachers

Many school boards have reported difficulty ensuring that all classes with an absent teacher are filled quickly and consistently. It is reported that beyond increased absenteeism this may be due, in part, to the limited availability of occasional teachers as many occasional teachers are employed with multiple boards in order to increase their chances of obtaining long-term or permanent employment. In some instances, teachers work very little for each of the boards with whom they are engaged and this does not serve to foster a sense of community within a school and board.

Teachers Applying to Multiple Positions

Numerous school boards have indicated a concern with teachers applying to many positions, causing ripple effects and significant delays in interviewing and filling positions. In addition, Regulation 274/12 provides no flexibility in granting an interview to candidates seeking to be placed on the occasional teachers list if certain conditions are met, regardless of whether that teacher has been unsuccessful in numerous previous interviews. In a large Catholic board to date in the 2018/2019 year, 156 candidates each applied for in excess of 50 open positions (permanent and LTO combined) creating administrative burdens and adding to delays in filling positions. A small number of candidates (2) have applied for in excess of 300 open positions.

Qualifications

School boards have articulated that Regulation 274/12 is an impediment to filling positions with the best candidates, particularly in specialized positions such as French, special education and high skills, as some candidates have obtained qualifications but are not necessarily proficient or sufficiently experienced for the position. Some school boards have reported what they view as a contradiction between section 1(2) of Regulation 274/12 and the effect of the hiring process.

Administrative Burden and Process Inefficiencies

School boards have reported that Regulation 274/12 imposes a significant administrative burden on principals and board staff. This is particularly exacerbated during the spring and fall, when numerous vacancies (both permanent and long-term) must be filled. It is reported that the required processes are, in large measure, not efficient sometimes necessitating that the same candidate be interviewed numerous times, as outlined above in Teachers Applying to Multiple Positions. Additionally, some boards report that the requirement to post all but the shortest long-term assignments, negatively impacts efficiency in the filling of vacancies and can cause challenges to continuity of learning. In this regard, it is interesting to note that a large Catholic board filled 534 LTOs in 2017/2018 and of those 46% were either full year/semester.

Equity, Diversity and Geographic Disparity

A number of school boards report that the process requirements of Regulation 274/12 can hinder attempts to foster equity and diversity within certain schools. In some instances, a candidate who is not available for hire given the required process, might have been placed at a school with a student population that would benefit from strategic hiring in order for the students to see themselves reflected in their classroom. In addition, some of our more rural and Northern boards report an inability to maintain newly hired permanent teachers at specific, more remote locations where the successful candidates do not live in the surrounding communities. At a small, rural board, one school has experienced a teacher turnover rate of 41% over the last 3 academic years, and another school has experienced a teacher turnover rate of 24% for the same time frame. This board reports that teachers who do not live in the communities in which these schools are located will often seek transfers to schools which are more proximate to their home, very shortly after obtaining permanent employment. This has a detrimental effect on the students and school community.

Sincerely,



Beverley Eckensweiler
President

cc: Nancy Naylor, Deputy Minister of Education
Andrew Davis, Assistant Deputy Minister Education Labour and Finance Division



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

March 15, 2019

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Ministry of Education Announcement – March 15, 2019

Today the Minister of Education, the Hon. Lisa Thompson, delivered an announcement that addressed a number of initiatives under the government's new plan for education – "Education That Works for You."

Under this plan are changes to hiring practices, class sizes, cellphone use in classrooms, EQAO, Technology (Broadband), e-learning, GSN, student transportation funding changes and curriculum reform (new Health and Physical Education Curriculum – for September 2019, new Math Curriculum, and renewed focus on STEM, skilled trades and financial literacy).

Attached, for your reference, are the government backgrounders from today's announcement and relevant OCSTA submissions containing the Association's positions on topics referenced today.

Note:

Class Sizes

OCSTA was disappointed in the government's decision to maintain hard caps with respect to class sizes. In our submission to the government, we had indicated Catholic school boards' preference for the setting of class sizes based on system averages.

The Association is also concerned about the impact resulting from the significant increase in secondary school class sizes to 28.

OCSTA will be reviewing more detailed documents arising from this announcement and will keep boards informed.

OCSTA Public Statement

Today's announcement by Minister of Education, Lisa Thompson reflects the government's plan for education. The government's direction on class sizes creates some concern for Catholic School Boards. We had hoped that class sizes would be determined based on system averages and not hard caps which limit boards' abilities to make decisions based on local data. In addition, we are concerned about the impact of the significant increase in secondary class size caps to 28.

The government's plan for education includes various initiatives that we look forward to examining in detail.

Beverley Eckensweiler, President

Education that Works for You - Modernizing Classrooms

Province Modernizing Classrooms

March 15, 2019 8:09 A.M.

Today, Ontario's Government for the People announced its plan to modernize classrooms across the province.

To better prepare students for the demands of the future, the Province's plan modernizes classrooms in a number of innovative ways.

Technology (Broadband)

Digital skills are essential for everyone to be able to safely and effectively use technology. These skills are also needed as students advance in their education journey, and eventually enter the workplace. Broadband is foundational for supporting modernized digital learning in the classroom.

That is why all Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second for every student in all regions of the province. The project will be completed by 2021-22, and will include all boards, schools and students.

This will give students access to technology that will better develop their digital skills and will provide quality broadband service for students in rural and northern communities.

To complete this project, the needs of each school will be individually assessed and then individual technical solutions will be implemented. Broadband expansion is underway at a majority of northern and rural schools. Already 32 per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

This strategy and vision was developed by the Ministry of Education, and follows a broader government vision for broadband expansion across the province.

This infrastructure will support enhanced e-learning opportunities and access for students to the ministry's Virtual Learning Environment wherever educational resources are available.

E-learning

The government is committed to modernizing education and supporting students and families in innovative ways that enhance their success. A link to e-learning courses can be found here: www.edu.gov.on.ca/elearning/courses.html.

Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario.

Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes will be phased in, starting in 2020-21.

With these additional modernizations, the secondary program enhancement grant will no longer be required.

Cellphones

During the consultation on education reform in fall 2018, parents, students and teachers told us cellphones have the potential to be useful learning tools — but too often they are a distraction from learning and have a negative impact on the classroom experience.

In response to this feedback, the Provincial Code of Conduct will be updated to prohibit cellphone use in schools during instructional time, as of September 2019.

Use of cellphones during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator.
- For health and medical purposes.
- To support students with special education needs.

Boards and stakeholders will be consulted to ensure students and parents are clear on the new guidelines, including exceptions.

The Provincial Code of Conduct sets clear provincial standards of behaviour. All school boards must ensure that their board codes of conduct are up to date and consistent with the provincial Code of Conduct.

EQAO

The government is working with the Education Quality and Accountability Office (EQAO) to modernize the agency and its processes, while using data to build better assessment and evaluation models that have a greater focus on equity.

EQAO is a leading authority for measuring school system performance and it is critical that their insights are maximized. The government will work with EQAO on promising themes in education:

- Transferable skills like collaboration, problem-solving and citizenship.
- Supporting greater parent engagement.
- Using digital platforms for student learning, assessment and evaluation.
- Learning from other high-performing education jurisdictions.
- Assessing learning in ways that feel comfortable for students.
- Providing useful feedback to teachers and parents.

Student achievement is one of the keys to success in a competitive global economy. EQAO can provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.

Class Sizes

The government is committed to supporting students and families, and modernizing education funding in a responsible manner.

The ministry has consulted with education partners to modernize and improve Ontario's education system and sought input on the Grants for Student Needs funding formula, followed by a consultation on class sizes from Kindergarten to Grade 12.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback by February 22, 2019.

Ontario currently has one of the lowest student-to-teacher ratios among Canadian provinces that have restrictions on class sizes. To better balance student success and system sustainability, the government is proposing a measured approach to changes in class sizes.

Our government will protect the current framework for class size caps for students from Kindergarten to Grade 3.

We look forward to continued advice and consultation with our education partners to help shape our vision. The proposed changes for 2019-20 are as follows:

- Kindergarten - no changes to the class size caps.
- Primary (grades 1 to 3) - primary class size caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) - all school boards would be required to maintain a board-wide average class size of 24.5 or less, while the funded average class size would be

minimally increased from 23.84 to 24.5. This would standardize funding and class sizes across the province, as historically there was variability for these grades.

- Secondary (grades 9 to 12) - average class size requirements adjusted from 22 to 28 students to align secondary class sizes more closely to other jurisdictions across Canada. School boards would be required to maintain a board-wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.

The proposed changes in class size would be phased in, with attrition protection.

To provide families, staff, and school boards with certainty on the government's direction, the government will move forward on next steps, including any required legislation, in time for the next school year.

Hiring Practices

Ontario Regulation 274/12, under the *Education Act*, establishes mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers. These processes prioritize seniority, rather than specific skills or previous performance, as the most important criteria in hiring.

However, since the regulation was implemented in 2012, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation - such as increased principal workload and classroom teacher turnover.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. Stakeholders were also invited to provide written feedback. The ministry received 80 written submissions from stakeholders and the public. The majority of submissions were supportive of increased teacher mobility.

To address these concerns, the government's objective is to work with its education partners to improve teacher mobility, while increasing transparency, fairness, consistency and accountability in teacher hiring across all school boards. Ontario's students deserve the best teacher available in each and every classroom, and principals should be empowered to hire teachers based on merit and fit for the role.

Grants for Student Needs

The Province invests in our publicly funded education system through the Grants for Student Needs (GSN), which is the provincial funding formula for Ontario's school boards.

The GSN is a collection of grants described in detail in an annual regulation under the *Education Act*.

Funding allocations for school boards are generated based on a variety of factors, including on a per-pupil, per-school, or per-board basis depending on the structure of each grant within the GSN regulation.

The government undertook a comprehensive review of the GSN and engaged in an in-depth consultation with stakeholders as the long-term success of Ontario's publicly funded education system depends on sustainable funding that is focused on students and the classroom.

As a result of the review and feedback received from stakeholders, the 2019-20 GSN will reflect modest changes focusing on providing the resources to support outcomes for students and a sustainable funding model that can deliver for years to come.

While adjustments will be made to the following components of GSN funding, it is important to note that key program areas will not be changed, specifically to special education and student transportation funding.

Local Priorities Fund

The Local Priorities Fund (LPF), first established in 2017-18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The increases related to salary will continue, as well as the principals' and vice-principals' funding, which is not set to expire until August 31, 2020.

Cost Adjustment Allocation

Historically, the base amount of the Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks. As school boards have flexibility through other grants in the GSN to address their staffing needs, this amount has been discontinued for the 2019-20 school year.

Human Resource Transition Supplement

The Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements. This temporary transitional supplement amount has been discontinued for the 2019-20 school year.

Classroom Loading Factors

To reflect the proposed secondary class size changes, the factors that determine the amount of funding for the operation of school facilities will be adjusted.

Utilities Funding

As in previous years, funding will be increased to support increased costs associated with the heating and lighting of school facilities.

Student Transportation Funding

As in previous years, funding will be increased to support higher costs associated with student transportation. Also, additional funding supports are planned for school boards that run efficient transportation operations, but for which the costs of student transportation exceed the funding provided for that purpose.

Finally, the ministry intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

These proposed changes are part of Ontario's new vision for education: [Education that Works for You](#). The new vision will modernize Ontario's classrooms and provide students with more learning opportunities to prepare them for success in post-secondary education, apprenticeship and training, and the workforce.

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Education that Works for You - Modernizing Health and Physical Education

Province Modernizing Health and Physical Education

March 15, 2019 7:33 A.M.

Today, Ontario's Government for the People announced its plan to modernize the elementary Health and Physical Education (HPE) curriculum.

The 2019 HPE curriculum will cover various topics, including active living, movement skills, and healthy living - which is where students learn about human development and sexual health.

Following feedback from the largest provincial consultation on education, the government heard the need for an HPE curriculum that is age-appropriate and relevant.

The revised elementary HPE curriculum will be released in late May for September 2019 implementation. From now until the end of the 2018-19 school year, educators will continue using the 2018 curriculum, their professional judgement and age-appropriate resources to teach the students in their classroom.

To ensure parents are respected, the government will provide an opt-out policy similar to other jurisdictions. The ministry will also be introducing online modules for parents who may want to introduce topics at home whenever their child is ready. Both of these options will be available for the 2019-20 school year.

What will Change in the Primary Grades (1 to 3)?

- Students begin to learn knowledge and skills related to important concepts to support their mental health, including resiliency (grades 1 to 3), as well as healthy eating (grades 1 to 3); personal safety, including concussions (grades 1 to 3); and caring behaviours, including preventing bullying (grade 1 and 3). Students will also learn the proper names of body parts, including genitalia (Grade 1).
- Students will also begin to learn knowledge and skills on important topics like building positive body image (grades 2 and 3), consent (grades 2 and 3), family and healthy relationships (Grade 2) and online safety (grades 2 and 3).

New Learning in the 2019 curriculum will include:

- Body image in grades 2 and 3 (not previously taught in primary grades)
- Bullying in Grade 3 (in addition to existing learning in grades 1 and 2)
- Concussions in grades 1 to 3 (new mandatory learning)
- Consent in grades 2 and 3 (not previously taught in primary grades)
- Family and healthy relationships in Grade 2 (new content for mandatory learning)
- Mental health in grades 1 to 3 (new content for mandatory learning)
- Online safety in grades 2 and 3 (not previously taught in primary grades)

What will Change in the Junior Grades (4 to 6)?

- In the junior grades, students will build on their learning related to the important concepts introduced in grades 1 to 3.
- Students will also begin to learn knowledge and skills on important topics related to substance use, addictions and related behaviours. This is when students learn new information on cannabis and the significant risks of opioids (Grade 6).
- Puberty (grades 4 to 6), sexual reproduction (Grade 5) and sexual orientation (grades 5 and 6) are also introduced.

New Learning in the 2019 curriculum will include:

- Concussions in grades 4 to 6 (new mandatory learning)
- Consent in grades 4 to 6 (not previously taught in junior grades)
- Family and healthy relationships in grades 5 and 6 (new content for mandatory learning)
- Mental health in grades 4 to 6 (new content for mandatory learning)
- Online safety in Grade 6 (in addition to existing learning in grades 4 and 5)
- Sexual orientation in Grade 5 (in addition to existing learning in Grade 6)

What will Change in the Intermediate Grades (7 to 8)?

- In the intermediate grades, students will build on their learning related to the important concepts introduced in the primary and junior grades.
- Students will also begin to learn knowledge and skills on important topics like abstinence (grades 7 and 8), sexting (Grade 7), contraception (grades 7 and 8), tolerance and respect (grades 7 and 8), intercourse (grades 7 and 8), and sexually transmitted infections (grades 7 and 8).
- Additionally, in the second half of the Grade 8 school year, students will learn about gender identity and gender expression.

New Learning in the 2019 curriculum includes:

- Abstinence in Grade 8 (in addition to existing learning in Grade 7)
- Bullying in Grade 8 (in addition to existing learning in Grade 7)
- Cannabis in grades 7 and 8 (in addition to existing learning in Grade 6, as well as new learning on vaping and opioids)
- Concussions in grades 7 and 8 (new mandatory learning)
- Family and healthy relationships in grades 7 and 8 (new content for mandatory learning)
- Mental health in grades 7 and 8 (new content for mandatory learning)
- Online safety in Grade 8 (in addition to existing learning in Grade 7)
- Sexual orientation in Grade 7 (in addition to existing learning in Grade 8)

The revised HPE curriculum will reflect research, benchmarking with other jurisdictions, and the consultation data. The ministry is currently working with School Mental Health Ontario (formerly School Mental Health ASSIST) to enhance learning about Mental Health in the curriculum. The ministry is also working across the government to bring expertise in several areas including concussion, consent and human trafficking.

These curriculum changes are part of Ontario's new vision for education: [Education that Works for You](#). The vision will modernize Ontario's classrooms and provide students with more learning

opportunities to prepare them for success in post-secondary education, apprenticeship and training, and the workforce

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[Disponible en Français](#)

Education that Works for You - Modernizing Learning

Province Modernizing Learning

March 15, 2019 7:21 A.M.

Today, Ontario's Government for the People announced its plan to modernize learning in the publicly funded education system.

Following feedback from Ontario's largest ever consultation on education, the province will be improving learning in the following areas.

Math

The government has announced a new four-year math strategy to ensure students have a strong understanding of math fundamentals and how to apply them. This approach will:

- Improve student performance in math
- Help students solve everyday math problems
- Increase students' employability for the jobs of tomorrow.

The strategy will feature a new math curriculum for all students in all grades phased in over four years. The curriculum will emphasize basic concepts and skills contributing to students' future success and be accompanied by parent and teacher resources. The first elements of the new curriculum will be available in September 2019.

In addition to an improved curriculum, online resources will be available to support student learning. The government has also introduced legislation that would require new teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, the legislation would ensure teachers are confident and capable in teaching math and, by the spring of 2020, would be required to pass the test in order to be certified by the Ontario College of Teachers.

For teachers already in the system, the government will provide funding to support additional qualification courses in math.

STEM

The government is committed to preparing Ontario students for success by equipping them with the skills they need in Science, Technology, Engineering and Math (STEM).

The new K-12 Ontario STEM Education Strategy will enable our province to become a global leader in STEM learning. By partnering with educators, students, parents and postsecondary institutions, as well as industry leaders, the government will create new and enriched learning experiences in STEM.

An immediate step will be a revised mandatory Career Studies Grade 10 course, which will include a strand on the changing nature of work, the role of transferable skills, and the importance of STEM in key high growth industries. This course is scheduled to be released in late May for implementation in September 2019.

The strategy will also include revised Business Studies and Computer Studies curricula focused on developing job skills such as entrepreneurial skills, computational thinking and coding. In 2019-20 we will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

Skilled Trades

Ontario students have experienced significant success through Specialist High Skills Majors and Dual Credit programs which have provided opportunities for students to experience skilled trades and apprenticeships. The Ministry of Education will work closely with the Ministry of Training, Colleges and Universities to increase student and parent exposure to skilled trades, technology and apprenticeship training, and focus on promoting these high-demand career pathways.

We want to ensure that students are exposed to:

- A broad range of opportunities that will offer exposure to skilled trades and technology careers, and that they are exposed to these opportunities starting in elementary school.
- Experiential, hands-on learning through community partnerships and co-op placements.

Financial Literacy

Financial literacy learning is essential to student success, to building a well-educated, responsible workforce and to preparing Ontarians for a more prosperous future.

Financial literacy will be a major component of the mandatory learning in the revised Grade 10 Career Studies course which will be released in late May for implementation in September 2019.

It will also be an area of focus in the revised math curriculum being phased in for all grades.

Indigenous Education

A revised First Nations, Métis, and Inuit Studies curriculum for Grades 9-12 will be released in late May for implementation in September 2019. The curriculum was developed in collaboration with Indigenous partners to increase learning about Indigenous perspectives, cultures, contributions and histories.

Building on this, the government will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

Digital Curriculum

A new digital platform will be phased in to modernize access to Ontario's curriculum. This new digital space will help educators, parents and students access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time. The first phase of the new platform will be launched in September 2019 and will grow steadily with more content and features in line with user needs and feedback.

These proposed changes are part of Ontario's new vision for education: [Education that Works for You](#). The new vision will modernize Ontario's classrooms and provide students with more learning opportunities to prepare them for success in postsecondary education, apprenticeship or training, and the workforce.

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Option/Suggestion

ARTICLE 8 TRUSTEE VACANCY

8.1 Vacancy Filled by Appointment

If, more than one month before the next election, the office of a Trustee becomes vacant before the end of the Trustee's term, the remaining Trustees shall appoint a qualified person to fill the vacancy within ninety 90 days after the office becomes vacant, provided that a majority of the total number of Trustees remains in office. Waterloo Catholic District School

8.2 Vacancy Within One Month Before Next Election

When the vacancy occurs within one month before the next election, the vacancy shall not be filled.

8.3 Process to Fill Vacancy

"Trustees have the discretion to decide the process which will be used to fill the vacancy. They may appoint a qualified individual of their choosing or request applications. If Trustees decide to accept applications from the public, the process shall be governed as outlined below."

8.3.1 (8.3 becomes 8.3.1) The Secretary of the Board shall advertise the office, qualifications and deadlines in a newspaper having circulation in the area to be represented and in the parishes located in the area.

8.3.2 (8.4 becomes 8.3.2) A committee established by the board shall review the qualifications of applicants and report to the board.

8.3.3 (8.5 becomes 8.3.3) Applicants will be interviewed by the Committee of the Whole Board open to the public at a date and time determined by the Chair in consultation with the Secretary.

8.4 Selection of Candidate (8.6 becomes 8.4)

Selection of a candidate shall be made in the manner prescribed in subsection 4.4.3 at a regular or Special Meeting of the Board not later than ninety 90 days after the office became vacant.

8.5 Appointee To Take Office (8.7 become 8.5)

The candidate appointed to fill the vacancy shall take office at the Meeting at which the selection is made, shall make the declaration and Oath of Office required by Section 209 of the ACT, and shall hold office for the remainder of the term of the Trustee who vacated the office.

LINKAGES COMMITTEE TERMS OF REFERENCE 2019

PRIMARY AIM: To ensure that the Board of Trustees communicates effectively with its various stakeholders to build and strengthen relationships to ensure support for board ends.

OBJECTIVES:

1. assisting trustees with learning about linkages, and connecting with stakeholders, partners and community;
2. assisting trustees with developing communications suggestions that celebrates the good work of the board;
3. inform the trustees of the board on preferred communication methods for linkages;
4. provide the annual report of the linkages committee;

GENERAL LIMITATION: The committee may not violate the policies or values of the Board of Trustees.

Specific Limitations:

Limitation A. The committee may not: suggest a communication strategy without consulting the trustees for input.

Limitation B. The committee may not: strategize on other topics without the consent of the Board of Trustees.

Limitation C. The committee members may not: work without timelines determined by the Board of Trustees.

Limitation D. The committee members may not: operate without a budget approved by the Board of Trustees.

Limitation E. The committee members may not: operate with less than three (3) trustees.

Pastoral Care Committee Terms of Reference

1. **Description:** Established to assist the trustees in their pastoral needs. Focus is on nurturing the spiritual welfare of trustees and building our relationship with senior staff.

2. Action Item Outcomes

- a) Introducing creative and meaningful prayers, with deeper reflection.
- b) Spiritual Retreat with budget and trustee approval.
- c) Consider inviting other groups, former student trustees, churches and schools to take part in prayer with us.
- d) Add to library material and CDs in the trustee's lounge and encourage trustees to borrow.

3. Consultation Requirements

- a) Utilize Spiritual Animator regularly in discussion and consultation.
- b) Liaise with other pastoral teams as needed.

4. **Budget Implications:** All recommendations from the pastoral team will include budget implications where needed.



Number: II 008
Subject: The Role of the Chair

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: March 29, 2010, February 27, 2017

Policy Statement:

The work of the Chair is primarily to be the Chief Governance Officer of the Board, assuring the integrity of the board's process and, secondarily, occasionally representing the board to outside parties. The Chair is first among equals and accords no special privileges or knowledge over other members of the board.

Accordingly:

1. The job result of the Chair is that the board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization:
 - a) meeting discussion topic (or content) will be only those issues which tie to policy and/or the goals of the Multi-Year Strategic Plan
 - b) deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.
2. The Chair is authorized to use any reasonable interpretation within topics covered by Board policies on Governance Process and Board-CEO Linkage, with the exception of:
 - a) employment or termination of CEO
 - b) where the board specifically delegates portions of this authority to others.
3. The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore the Chair has no authority to supervise or direct the CEO.
4. The Chair will set, in consultation with the Board, the agenda for the meetings of the Board of Trustees.
5. The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g.: ruling, recognizing) and will work constructively towards achieving consensus when arriving at decisions.
6. The Chair is empowered to assign trustees to Board committees and, at the request of the CEO, staff operating committees taking into account the need for trustee work to be proportioned fairly and the need for trustee experience and development to be fostered.
7. The Chair may represent the board to outside parties in announcing board-stated positions and in stating chair decisions and interpretations within the area delegated to her or him.

8. The Chair will ensure that there is an orientation to the organization and work of the Board of Trustees, with any new CEO or staff assigned to support the Board.
9. The Chair, with the support of trustees, will ensure a continuity of work of the Board of Trustees by ensuring files of all Board correspondence and process/procedures are maintained.
10. The Chair must select the recipient of the Chair's award.
11. The Chair may delegate its authority to another trustee, but remains accountable for its use.
12. The Chair will monitor and authorize the expenses of trustees
13. The Chair will monitor and authorize the personal expenses of the CEO and will report annually to the Board on this monitoring.



Number: II 013
Subject: Cost of Governance

Approval Date: September 2, 2009
Effective Date: September 2, 2009
Revised: September 7, 2010, November 26, 2012, September 29, 2014, October 22, 2018

Policy Statement:

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Accordingly:

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - a. Training and retraining will be used liberally to orient new trustees and candidates for trustee, as well as maintain and increase existing trustee skills and understandings
 - b. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
 - c. Outreach mechanisms will be used as needed to ensure the board's ability to listen to owner viewpoints and values
2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability. The Board will develop its budget by May of each year to assure its inclusion in the overall budget and will include allowances for:
 - a. Training, including attendance at conferences and workshops
 - b. Audit and other third-party monitoring of organizational performance
 - c. Surveys, focus groups, opinion analyses, and meeting costs.
3. The Board will pay an honorarium to its trustees in accordance with the provisions in legislation. For the term of December 1, 2018 to November 14, 2022, the honorarium will be:
 - a. \$10,209 per year composed of a base amount of \$5,900 and an enrolment amount of \$4,309
 - b. The Chair of the Board will receive an additional honorarium of \$5,000 per year, plus an additional enrolment amount of \$1,108 per year.
 - c. The Vice-Chair of the Board will receive an additional honorarium of \$2,500 per year, plus an additional enrolment amount of \$554 per year.
4. Student trustees shall be paid an honorarium of \$2,500 per year.
5. Trustees will be reimbursed for reasonable expenses incurred in the execution of their assigned duties, including all claims for mileage driven on board business. Mileage will be reimbursed at the standard rate established in Board administrative policy.



Number: II 014
Subject: Trustee Expenses

Approval Date: February 22, 1999
Effective Date: February 22, 1999
Revised: September 25, 2000; August 30, 2002; December 19, 2005; February 26, 2007; May 2008;
September 29, 2008, November 30, 2009, January 30, 2017

Policy Statement:

The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse Trustees for expenses reasonably incurred in carrying out their role as Trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that Trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Trustee.

References:

The Education Act and Regulations
The Income Tax Act.
Report of the Auditor, December 2005
MOE Trustee Expense Guideline, July 2009

COMMENTS AND GUIDELINES

Travel

1. The Board will reimburse automobile expenses at the current system rate for all travel incurred on behalf of the Board.
2. Trustees will be reimbursed for travel for business to/from their home.
3. Trustees will be reimbursed based on the standard travel distance, where applicable or for actual mileage travelled.

Convention and Conference Expenses

4. The Board will underwrite the expenses incurred by a Trustee in attendance at conventions, conferences etc. in the following manner:
 - a) When accommodation is required, the traveller should stay at a host hotel, in the case of a conference, at the lowest rate offered to attendees; otherwise standard hotel room accommodation will be reimbursed. Reasonable expenses eligible for reimbursement include telephone, internet, and

standard parking charges. Expenses of personal nature such as hotel movies, mini bars, and valet parking (when a self-serve option is available) are not eligible for reimbursement;

- b) Registration fees for conference – in most cases the registration fees will be paid directly by the administration office prior to the conference.
 - c) Travel expense is defined as the most practical mode of transportation to suit to the occasion at standard pricing. The reimbursable cost of air travel shall be up to Economy Air Fare or equivalent.
 - d) Expenses containing a personal component will not be reimbursed. If such expenses are charged to a Board purchasing card, the claimant will be required to reimburse the Board for these costs.
5. The Chair has the right to approve or disapprove attendance and number of persons at any conference, etc. to ensure the Board operates within budget allowances.

Meals

6. Meals will be reimbursed at actual cost up to a maximum of \$75.00 (CDN) per day including taxes, gratuities and other reasonable sundry expenses while at conferences, conventions, or other Board related business. The lesser of the actual cost or the maximum will be reimbursed. Gratuities will be capped at 15% and the employee will be responsible for anything above the maximum.
7. All meals must be accompanied by an original, separate, and itemized receipt including written on the back – the names of the people at the meal and the business reason for the meal (i.e. attending conference). Meals appearing on a Trustee's hotel bill must be accompanied by an itemized receipt.

Gifts and Donations

8. Gifts to any groups or individuals will not be reimbursed unless approved in advance by Board of Trustees.
9. Donations may be made on behalf of the Board of Trustees if approved by the Board in advance. Supporting a fundraiser or event for a specific political party is not eligible for reimbursement.

Advertising and Communications

10. Trustees will not be reimbursed for expenses related to political advocacy. Only Board approved advertising and communication will be reimbursed.

Office Supplies

11. The Board does not reimburse Trustees for home office equipment. The Board will reimburse Trustees for printer paper and toner. Any other purchases require special approval from the Board.
12. All items must be returned to the Board, and all expenses will cease to be covered upon the Trustee's end of term or date of resignation.

Alcohol

13. Alcohol will not be reimbursed under any circumstance. Alcoholic beverages appearing on meal receipts will not be reimbursed.

Other Considerations

14. The Board recognizes that certain expenses (such as those incurred for professional development and conferences) may create a financial burden for elected Trustees or Student Trustees. As such these costs will be expensed through the Chair of the Board of Trustees or the Executive Administrative Assistant of the Board of Trustees purchase card.

Other Expenses

15. Any other extraordinary or unusual expenses that a trustee feels should be paid by the Board must be submitted to the Chair of the Board with a written explanation and request for payment. The Chair of the Board may approve or disapprove of payment.
16. The Chair of the Board will be issued a Board Purchase Card with a limit of \$1,000. This is in recognition of the extraordinary expenses incurred in this role. The Purchase Card must be used for board expenses as noted above. When purchases made on the Purchasing Card are reconciled, the Chair must submit original receipts as per the normal Purchasing Card expenditure process as outlined in the Business Services Manual.

Approval of Expenses

17. An expense voucher may be submitted at the end of each month for payment but must be submitted at least quarterly listing dates, location and reasons for the claim.
18. All expense must be accompanied by original receipts and the original bill/invoice providing the details of the expense.
19. At year end, all expenses must be approved and submitted to accounting for reimbursement prior to the second Friday in September. Claims filed after that date will be denied.
20. All trustee expense claims must be approved by the Chair.
21. The expense claims of the Chair must be approved by the Superintendent of Business and Treasurer.
22. On an annual basis, the Internal Auditor will review and make available a summary report on all Trustees and their compliance with this policy.

Where an expense claim is denied

23. When a Trustee's expense claim has been denied, the Trustee will be informed of the reason in writing. If the Chair of the Board denies the claim, the Chair will inform the Trustee. If the Superintendent of Business and Treasurer denies the claim, the Superintendent of Business and Treasurer will inform the Trustee outlining the reason(s) for the denial.

If the Trustee disagrees with the denial, the Trustee may bring the matter to the next regular meeting of the Audit Committee for a recommendation. In making their decision, the Audit Committee will determine whether or not the denial is consistent with the terms of the Board Policy. If a satisfactory resolution is not reached then the affected party shall contest the decision during a public meeting of the Board of Trustees.



Number: III 005
Subject: Monitoring CEO Performance

Approval Date: April 28, 2008

Effective Date: April 28, 2008

Revised: June 24, 2013; December 12, 2016; March 27, 2017

Policy Statement:

Systematic and thorough monitoring of CEO job performance will be primarily against expected CEO job outputs; organizational accomplishment of board policies on Ends, as connected to the annual priorities identified and mapped to the Multi Year Strategic Plan, as well as organizational operation within the boundaries established in board policies on Executive Limitations.

Accordingly:

1. Monitoring is simply to determine the degree to which board policies are being met. Data which do not do this will not be considered to be monitoring data.
2. the Board will acquire monitoring data by one or more of three methods:
 - a) by internal report, in which the CEO discloses monitoring reports identified in Multi Year Strategic Plan compliance information to the board,
 - b) by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies and
 - c) by direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.
3. In every case, the standard for compliance shall be the board assessing a reasonable interpretation in consultation with the CEO.
4. All policies which instruct the CEO will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule as defined in Appendix A.
5. Performance Appraisal Review will take place annually between the Board of Trustees and the CEO, using a mutually agreed upon process

Appendix A WCDSB Monitoring Schedule 2017

	<u>Method</u>	<u>Frequency</u>	<u>Date</u>
<u>I AIMS/ENDS</u>			
• 001 AIMS/ENDS		Annual	
<u>II GOVERNANCE PROCESS</u>			
• 001 General Governance Commitment	Direct Inspect	Annual Review – approval only for changes	June
• 002 Governing Style	Direct Inspect	Annual	September
• 003 Board Job Description	Direct Inspect	Annual	October
• 004 Advocacy and Advertising	Direct Inspect	Annual	November
• 005 Consultation	Direct Inspect	Annual	December
• 006 Celebration of Excellence	Direct Inspect	Annual	January
• 007 Board Members' Code of Conduct	Direct Inspect	Annual	February
• 008 Chairperson's Role	Direct Inspect	Annual	March
• 009 Board Committee Principles	Direct Inspect	Annual	June
• 010 Board Committee Structure	Direct Inspect	Annual	June
• 011 Student Representation on the Board	Direct Inspect	Annual	May
• 012 Student Trustee Role Description	Direct Inspect	Annual	May
• 013 Cost of Governance	Direct Inspect	Annual	March
• 014 Trustee Expenses	Direct Inspect	Annual	March
• 015 Ownership Linkage	Direct Inspect	Annual	April
<u>III BOARD-DIRECTOR RELATIONSHIP</u>			
• 001 Global Governance-Management Connection	Direct Inspect	Annual Review – approval only for changes	May
• 002 Unity of Control	Direct Inspect	Annual	January
• 003 Accountability of the CEO	Direct Inspect	Annual	February
• 004 Delegation to the CEO	Direct Inspect	Annual	February
• 005 Monitoring CEO Performance	Direct Inspect	Annual	March

• 006 CEO Compensation & Benefits	Direct Inspect	Annual	September
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<u>IV EXECUTIVE LIMITATIONS</u>				Partially Compliant	Fully Compliant
• 001 General Executive Limitations	Internal	Annual Review	May/June	<input type="checkbox"/>	<input type="checkbox"/>
• 002 Treatment of the Public	Internal	Annual	February	<input type="checkbox"/>	<input type="checkbox"/>
• 003 Treatment of Students	Internal	Annual	February	<input type="checkbox"/>	<input type="checkbox"/>
• 004 Treatment of Staff	Internal	Annual	April	<input type="checkbox"/>	<input type="checkbox"/>
• 005 Hiring and Promotions	Internal	Annual	March	<input type="checkbox"/>	<input type="checkbox"/>
• 006 Legal Responsibilities	Internal	Annual	April	<input type="checkbox"/>	<input type="checkbox"/>
• 007 Financial Planning/Budgeting	Internal	Annual	May/June	<input type="checkbox"/>	<input type="checkbox"/>
• 008 Financial Conditions and Activities	Internal	Quarterly	Nov, Apr, Jun	<input type="checkbox"/>	<input type="checkbox"/>
	External	Annual	November		
• 009 Asset Protection	Internal	Annual	May	<input type="checkbox"/>	<input type="checkbox"/>
• 010 Facilities Accommodations	Internal	Annual	March	<input type="checkbox"/>	<input type="checkbox"/>
• 011 Emergency CEO Replacement	Internal	Annual	Feb	<input type="checkbox"/>	<input type="checkbox"/>
• 012 Communication and Support to the Board	Internal	Annual	March/Apr	<input type="checkbox"/>	<input type="checkbox"/>
• 013 Leadership	Internal	Annual	January	<input type="checkbox"/>	<input type="checkbox"/>



Date: March 25, 2019
To: Board of Trustees
From: Director of Education
Subject: Hiring and Promotions IV 005

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

Type of Information: ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy **IV 005**
☐ Information only of day-to-day operational matters delegated to the CEO

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

Hiring and Promotions IV 005

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

Ontario Human Rights Code
Accessibility for Ontarians with Disabilities Act (AODA)
Ontario Regulation 274
Conflict of Interest, Nepotism and Cronyism Hiring/Supervision APS 043
Fair and Equitable Hiring and Promotions APO 028
Staffing Operating Guidelines
Various collective agreements

Alignment to the MYSP:

Strategic Direction: Promote a culture of belonging and respect, that supports success for all.

Background/Comments:

1) The CEO shall not cause or allow hiring/promotions to occur without procedures in place to recruit, hire and promote the best possible candidates and to be fully compliant with all related legislation.

Administrators

- Candidates are invited to apply to Administrator Pools (secondary principal, secondary vice-principal, elementary principal and elementary vice-principal).
- Postings for the Pools are placed on the Board website and distributed via Staff Announcements. Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process in order to ensure compliance with the AODA.
- Candidates are screened for the basic qualifications identified in the posting.
- Participation in the Board's Catholic Leadership Program is indicated as a desirable asset on the posting.

- Candidates are interviewed by the Director, Superintendent of Human Resources, a Superintendent of Learning and two administrators. Candidates are invited to bring a portfolio to the interview that can be accessed when providing responses. Candidates are provided the questions for review immediately prior to the interview and complete a written assignment prior to the interview. The interview questions and written assignment are reviewed by the Superintendent of Human Resources to ensure compliance with the Ontario Human Rights Code. The interviews and written assignments are scored by all members of the interview panel.
- References are checked by the Superintendent of Human Resources.
- Consensus on hiring recommendations is reached by the interview panel.
- The Superintendent of Human Resources offers placement in the respective pools.
- When administrator vacancies occur assignments are offered to candidates in the pool based on system and school needs at the time of the vacancy.

Teachers

Daily Occasional Supply List

- Staff visit jobs fairs and faculties in order to recruit teacher candidates.
- All postings are managed through the “Apply to Education” (ATE) website. Postings are also distributed to faculties and parishes, posted on Twitter and through various media outlets and job-search websites.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process in order to ensure compliance with the AODA.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by two administrators (retired or current) and the questions are reviewed by the Superintendent of Human Resources and at least one Superintendent of Learning. All interviews are scored by the interviewers.
- Administrators are asked to declare conflicts of interest per APS 043 prior to interviews.
- References are checked by the interviewers.
- Recommendations to hire are provided from administrators to Human Resources Services (HRS).
- HRS makes job offers to candidates.

Long-term Occasional List (LTO List)

- The LTO List is mandated by Regulation 274 and must be posted twice per year.
- All postings are managed through ATE.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process in order to ensure compliance with the AODA.
- Candidates are screened per the criteria indicated in Regulation 274
- Candidates are interviewed by two administrators and the questions are reviewed by the Superintendent of Human Resources and at least one Superintendent of Learning. All interviews are scored by the interviewers.
- Administrators are asked to declare conflicts of interest per APS 043 prior to interviews.
- References are checked by the interviewers.
- Recommendations to hire are provided from administrators to HRS.
- HRS informs candidates if they are successful and appointed to the LTO List.

Long-term Occasional Assignments (LTO assignments)

- Postings for LTO assignments occur per Regulation 274.
- All postings are managed through ATE.
- LTO assignments of thirty days or greater are posted and up to five candidates are interviewed by the administrator at the school where the vacancy occurs.
- Administrators are required to identify any conflicts APS 043.
- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.

Permanent Teaching Assignments

- Postings for permanent assignments occur per Regulation 274.
- Postings occur as vacancies arise and are managed through ATE.
- Up to five candidates are interviewed by two principals, one being the principal of the school where the vacancy occurs.
- Administrators are required to identify any conflicts APS 043.

- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.

Classroom Supervisors

- Candidates are invited to apply to a posting on the Board website.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process in order to ensure compliance with the AODA.
- Candidates are screened per the basic qualifications on the posting (Baptismal Certificate and experience working with school-aged children)
- Candidates are interviewed by two administrators (retired or current).
- Administrators are asked to declare conflicts of interest per APS 043 prior to the interviews.
- The references for candidates are checked by the interviewers.
- Recommendations to hire are provided from administrators to HRS.
- HRS makes job offers to candidates.

Education Assistants, Child and Youth Care Workers and Early Childhood Educators (ECE)

- Staff visit college programs and attend job fairs to recruit candidates.
- Employees are hired to the supply lists. Postings for new hires are placed on the Board website, at colleges and faculties, the Association of ECEs of Ontario, the Early Learning Professional Resource Center.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process in order to ensure compliance with the AODA.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by administrators. All interviews are scored by the interviewers. Administrators are asked to declare conflicts of interest per APS 043 prior to the interviews.
- The references for candidates are checked by the interviewers.
- Recommendations to hire are provided from administrators to HRS.
- HRS makes job offers to candidates.

Technical, Clerk, Administrative, Custodial and Maintenance, Supervisory, Student Services and Senior Manager Positions

- Postings are placed on the Board website and other locations deemed appropriate for the position – Indeed, Workopolis, newspapers, professional colleges and associations, OASBO, etc.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process in order to ensure compliance with the AODA.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by the hiring supervisor and at least one other management staff member and/or a Human Resources Officer, depending on the position. One other method of assessment is applied to candidates such as a test, written assignment, in-basket exercise or case study. All interviews and assessments are scored by the interviewers.
- References are checked by the interviewers.
- Recommendations to hire are provided to HRS.
- HRS makes job offers to candidates.

Supervisory Officers

- Postings for academic supervisory officers are posted internally to administrators and distributed via email to the Catholic Principals' Association of Ontario, and the Ontario Catholic Supervisory Officers' Association.
- Postings for business supervisory officers are posted on the OASBO website and other locations deemed appropriate for the position.
- Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process in order to ensure compliance with the AODA.
- Candidates are screened for the basic qualifications in the posting.
- Candidates are interviewed by the Director of Education, Superintendent of Human Resources, a Superintendent of Learning and two Trustees. In addition, candidates participate in a timed case study and are assigned a written assignment prior to the interview. All interviews and assessments are scored by the interviewers.
- Two references for each candidate are checked by the Director or Superintendent of Human Resources.

- Consensus is reached by the interview panel on the successful candidate and the job offer is made by the Director.

2) The CEO shall not hire anyone who is not willing to support the values of Catholic education in the performance of their duties.

- All administrator and supervisory officer positions require baptismal certificates, pastoral references and a declaration of commitment to live consistently with Church teachings, to infuse gospel values across all curriculum and influence spiritual growth.
- All new teachers are required to provide a baptismal certificate, pastoral reference and a declaration of commitment to be eligible for long-term occasional or permanent positions.
- Where an exception to this policy is granted, any new teachers who are not Catholic are required to sign a declaration of commitment indicating agreement
 - To participate in the religious instruction of students in the Catholic Faith using the curriculum approved by the Board as requested by the principal.
 - To seek to infuse gospel values across the curriculum.
 - To influence and strengthen the spiritual growth of students and act as an appropriate role model in a manner consistent with the Catholic Church.
 - To attend and support school and Board celebrations and liturgies, including Mass.
- All candidates to the LTO List are required to provide an updated pastoral reference.
- All new ECEs are required to provide a baptismal certificate, pastoral reference and a declaration of commitment to be eligible for permanent positions.
- Interviews for all other positions include a statement that candidates are applying to a faith based organization where there are expressions of faith such as prayer, liturgies and mass. Education Assistants and Child and Youth Care Workers are informed they will be required to attend religious celebrations such as school masses. Candidates are asked if they are comfortable working in such an environment.

3) The CEO shall not hire teachers who have not completed a Pastoral Declaration Form and who do not have Religious Education Part 1, or equivalent, or a commitment to undertake the course within two years and shall not hire Early Childhood Educators who have not completed a Pastoral Declaration Form.

- All candidates to teaching positions are required to provide a pastoral declaration form to be eligible for long-term occasional and permanent positions. In rare circumstances where a teacher with specialized qualifications cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
- All candidates to ECE positions are required to provide a pastoral declaration form to be eligible for permanent positions.
- All teachers newly hired to a permanent position are advised in writing that they must have Religious Education Part 1 completed within two years from the date of hire.

4) Promote to an academic position of responsibility including that of Principal, Vice- Principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education without a Pastoral Declaration from a Catholic priest and their commitment to mandatory participation in ongoing leadership and faith formation programs of the school system.

- Candidates to Administrator Pools and Program Heads of Religion and Consultant of Religious Education/Family Life education are required to provide a Pastoral Declaration and a commitment to faith formation.

5) The CEO shall not Hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.

- Qualifications requested of candidates is consistent with those identified in the Guidelines.
- Resumes of the successful candidate through the selection process are sent to the Diocesan Office for review and approval by the Bishop prior to a job offer being made.

6) The CEO shall not provide for the hiring/promotion of a supervisory officer without Board approval to proceed and without consultation with the Board of Trustees as to their possible representation on the selection team.

- All supervisory officer vacancies are brought to the Board for approval to proceed.
- The Board is consulted on the representation of Trustees on the selection team.
- The current process involves two Trustees on the interview panel.

Recommendation:

That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005

Prepared/Reviewed By: Loretta Notten
Director of Education

Jason Connolly
Superintendent of Human Resources

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