



## Committee of the Whole Meeting

**Date:** Monday, September 9, 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 Cymbron, Rori Schaefer

**Senior Administration:**

Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Trustee	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting	Individual Trustees		
<b>2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</b>			

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
<b>3. Consent Agenda: Board (Minutes of meetings)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of May 13, 2019 Committee of the Whole Minutes	Trustees	pp. 4-7	Approval
<b>4. Delegations</b>			
<b>5. Advice from the CEO</b>			
5.1 Inaugural Service Learning for Credit Course	E. Riley, L. Mackay, A. Denomme, M. Rocha & L. Notten	pp. 8-9	Information
5.2 Update on Branding	L. Notten & D. Davis	pp. 10-11	Information
5.3 Update on Summer Boost	L. Shoemaker & P. Runstedler	pp. 12-25	Information
5.4 BIPSA Update	J. Klein	pp. 26-30	Information
5.5 CEC Renovation Update	L. Notten & S. Maharaj	pp. 31-33	Information
<b>6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)</b>			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
<b>7. Reports from Board Committees/Task Forces</b>			
<b>8. Board Education (at the request of the Board)</b>			
8.1 <b>OCSTA Communications</b>	B. Conway	pp. 34-133	Information
8.2 <b>OCSTA 2019 Regional Meeting – Questions for Discussion</b>	B. Conway	pp. 134-135	Discussion
8.2 <b>OCSTA Modules:</b>  Module 9: Family and Community Engagement  Module 10: Advocacy: Engaging the Public	Trustees		Discussion
<b>9. Policy Discussion (Based on Annual Plan of Board Work)</b>			
<b>10. Assurance of Successful Board Performance (monitoring)</b>			
<b>11. Assurance of Successful Director of Education Performance (monitoring)</b>			
11.1 Monitoring Reports & Vote on Compliance			
<b>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated): •Sept 4 – SEAC •Sept 9 - COW •Sept 16 – OCSTA Regional Mtg •Sept 18 – Diocesan Mass – CTK Hamilton •Sept 23 – Board •Sept 24 – Audit Committee – Facility Services •Oct 2 – SEAC •Oct 5 – Feast of St. Jerome •Oct 7 – COW •Oct 28 – Board			
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
<b>15. Adjournment</b> <b>Confirm decisions made tonight</b>	Director of Education		
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	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

## Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, May 13, 2019 at St. Benedict CSS, Cambridge.

### Trustees Present:

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

### Student Trustees Present:

Izabella Tyc, Meghan Nemeth

### Administrative Officials Present:

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

### Special Resources For The Meeting:

### Regrets:

Richard Olson

### Absent:

### Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

## **1. Call to Order:**

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

### **1.1 Opening Prayer & Memorials**

The opening prayer was led by Trustee Gravelle.

### **1.2 Approval of Agenda**

Amendments:

- 7.1 Audit Committee Update and 7.2 CPIC Update to be spoken to after approval of consent agenda.
- Move into Private, Private after Section 15.
- 

**2019-18 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:**

**THAT the agenda for Monday, May 13, 2019, as amended, be now approved. --- Carried by consensus.**

### **1.3 Declaration of Pecuniary Interest**

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



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

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

### **3.1 Approval of Minutes of Regular and Special Meetings**

#### **3.1.1 Minutes of April 8, 2019 Committee of the Whole Minutes**

Approval of April 8, 2019 minutes upon edit to Section 8.3 “clarified that 5.1.5 of the By-laws allows” should read “clarified that 4.1.6 of the By-laws allows”

**2019-19 -- It was moved by Trustee Van Alphen and seconded by Trustee Dupuis:  
THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved. ---  
Carried by consensus**

## **4. Delegations**

## **5. Advice From the CEO**

### **5.1 School Travel Planner Update**

Superintendent Maharaj introduced Leslie Maxwell of Student Transportation Services of Waterloo Region (STSWR). Ms. Maxwell provided the Board of Trustees with an update on School Travel Planning including benefits, funding of projects, data and projects/partnerships.

### **5.2 Numeracy Updates**

Superintendent Klein introduced Nancy Snyder (7-12 Numeracy Consultant) and Sherrie Rellinger (1-8 Numeracy Consultant). Mrs. Snyder and Mrs. Rellinger provided the Board of Trustees with an update on numeracy at WCDSB including: Elementary & Secondary Math Lead Teachers, Gap Closing Teachers, After school Professional Learning Opportunities, Cross-Panel Financial Literacy and Instructional Coaches Collaborative Inquires.

Trustees completed a math activity typically given to students. Trustees asked clarifying questions and provided feedback.

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

### **6.1 Linkages Activity**

Trustees reported back from the Linkage Committee. Highlights include debrief from Community Leaders Breakfast. Preparation of correspondence to retiring clergy, committees, schools. Letters will be sent to Alice for distribution. Also discussed annual report.

### **6.2 Pastoral Care Activity**

Trustees reported back from the Pastoral Care Committee. Highlights include planning of the May 25<sup>th</sup> Mass and Dinner at St. Mary's of Seven Sorrows in Kitchener.

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

(Reported after 3.1)

### **7.1 Audit Committee Update**

Jessica Perkovic of the WCDSB Audit Committee provided the Board of Trustees with an update on 2018-2019 Work & Accomplishments and Challenges faced.

### **7.2 CPIC Update**

Linda Gregorio, Chair for CPIC, provided the Board of Trustees with an update on the CPIC committee, including successes, partnerships, recap of goals and challenges faced.

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

### **8.1 OCSTA Communications**

Trustee Conway reviewed communications. It was noted that Trustees were experiencing difficulties in receiving the survey email from OCSTA with respect to the AGM. OCSTA thought it may be a firewall preventing same. Trustee Conway to send A. Figueiredo the e-mail from OCSTA for investigation.

### **8.2 OCSTA Modules:**

#### **Module 7: The School Board's Role as Policymaker**

*"What new learning can you share?"*

*"What you can bring into practice to the board?"*

#### **Module 8: Conflict: Managing it Creatively**

*"What new learning can you share?"*

*"What you can bring into practice to the board?"*

Trustees reviewed and discussed module 7 and 8.

## **9. Policy Discussion**

## **10. Assurance of Successful Board Performance**

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

11.1 Monitoring Reports & Vote on Compliance

## **12. Potential Agenda Items**

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

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

- May 14: Bishop's Banquet
- May 21: 40th Anniversary of CCFOWR
- May 22: Annual School Board Mtg Cambridge
- May 25: Dinner & Mass – St. Mary's of Seven Sorrows
- May 23-26 OSTA-AECO AGM
- May 27: Board of Trustees (St. Benedict)
- May 29: ICP Graduation
- May 29- Jun 2: CCSTA AGM
- June 3: Special Board of Trustees (St. Benedict)
- June 5: Mayor Shantz 2019 State of Union
- June 10: Governance
- June 11: Resurrection Graduation
- June 17: Board of Trustees Resurrection CSS
- June 20: Retirement Celebration - St Jerome's
- June 21: Board Office Mass – St Mary's of Seven Sorrows
- June 25: St. Mary's Graduation
- June 26 : St. Benedict Graduation
- June 26: St. David Graduation
- June 27: Monsignor Doyle Graduation\

It was noted that June 17 Board of Trustees will take place at St. Benedict CSS not Resurrection CSS as indicated.

## **14. Items for the Next Meeting Agenda/Pending Items**

## **15. Adjournment – Confirm decisions made tonight. Closing Prayer**

The Recording Secretary confirmed the meeting decisions.

2019-20-- It was *moved* by Trustee da Silva and *seconded* by Trustee Weiler:  
*THAT the meeting moves into Private, Private* at 8:05 p.m.

2019-21-- It was *moved* by Trustee da Silva and *seconded* by Trustee Schmalz:  
*THAT the meeting be extended beyond 9:00 p.m. at 9:00 p.m.*

#### **16. Closing Prayer**

#### **17. Motion to Adjourn**

2019-22-- It was *moved* by Trustee Gravelle and *seconded* by Trustee da Silva:  
*THAT the meeting be now adjourned.* T meeting was adjourned by consensus at 9:40 p.m.

---

Chair of the Board

---

Secretary



**Date:** September 9, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Service Learning for Credit

**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)**

Ontario Catholic School Graduate Expectations

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

Ontario Catholic School Graduate Expectations  
APO 004 Educational Excursions

**Alignment to the MYSP:**

(Indicate Priority area/strategic direction and goal(s))

Nurturing Our Catholic Community

Bear witness to our Faith through joyful discipleship and our relationships with and in Christ  
Provide Opportunities to live out and inform our faith through implementation of our Pastoral Plan

Student Engagement, Achievement and Innovation

Foster maximum opportunity for Success for all  
Increased Opportunity for Experiential Learning

**Background/Comments:**

For the past number of years, Waterloo Catholic DSB has given high schools students the opportunity to have an experience in the global south, specifically in the Dominican Republic. The purpose of the trip is to seed students for service in the context of international and intercultural dialogue. The overall impact for students and staff who have had this experience has been consistently positive. That said, there has never been an opportunity to connect this experience to a credit bearing course experience.

Further, in the summer of 2017 the Director of Education was invited to participate in the first ever Directors' Immersive Learning Experience with WE. The trip was based in Kenya, and was framed as an opportunity to learning about the WE Global Village model of sustainability within the content of an experiential learning trip.



During that trip and subsequent to it, there was an introduction to a service learning for credit model that was intriguing to us at WCDSB as it aligned well with our articulated strategic planning goals toward greater incorporation of experiential learning, and also to our pastoral plan and gospel values. It also provides students the opportunity to experience faith in action, to see their role as global citizens and change-makers. Further it builds nicely on the previously mentioned service learning experiences, which indeed can be a strong foundation or springboard into this more intensive and fully immersive learning experience.

Seminal and perhaps most importantly, the WE approach is predicated on the vision that all work in the communities in which they work globally must be sustainable over time, so that the people engaged are ultimately able to journey forward independently. To coin their motto – *“It is a hand up not a hand out”*. WE now has a presence in a number of countries globally, including but not limited to Kenya, Tanzania, India, China, Ecuador, Haiti and Dominican Republic. In each case there are individuals who have committed to support the WE Villages model. Most often in the case of school boards, it comes in the form of staff and students who participate in “builds” and/or become involved in reciprocal professional development and learning. The opportunity for staff and students to have this global experiential learning is invaluable in so many ways, both to the countries they visit and to the participants themselves.

In the 2018-19 school year St Benedict's CSS and Monsignor Doyle CSS ran our inaugural 3 credit service learning experience. Students spent the year planning for their trip through local encounters and fundraising activities. In the second semester they began their formal course work which was intended to strengthen their knowledge base about the country they would visit, Kenya, as well as the various dynamics impacting the specific community which they would visit. Seeing the interconnection of education to health, water, food and opportunity being critical points of learning. Mapping to a religion, social justice and co-op credit, students were able to experience a transformative learning experience which really does reflect our Board's mission statement that “we educate and nurture hope in all learners to realize their full potential to transform God's world.” This first group of students were pioneers in exploring the infinite possibilities that are borne of service learning for credit programs. (Staff and students will share highlights of their experience at the COWB meeting.) This coming year Resurrection CSS will participate in the experience as profiled in this report.

### 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:** September 9, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** WCSB Branding Guidelines

**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)**

Executive Limitation IV 002 Treatment of the Public

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

IV 002 Treatment of the Public

**Alignment to the MYSP:**

(Indicate Priority area/strategic direction and goal(s))

Nurturing Our Catholic Community

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

Increase Parent and community Engagement in all our Catholic school faith-related activities

**Background/Comments:**

In the spring of 2017 the WCDSB engaged in a review of our marketing and branding materials. This work resulted in a realization that there was disparity in the materials and colours being used by various departments and staff. This was a reflection of an evolution over time of WCDSB branding and marketing, and different departments progressing at varied times with changes in the WCDSB colours. Over time, previous to the summer of 2019, there were 5 evolutions of the WCDSB logo, with 4 being grounded in variations of the same logo of a child evolving into a graduate, against the backdrop of a crucifix.

Further through the engagements of the spring of 2017 and subsequent dialogues with the senior team during strategic planning sessions related to the MYSP, there was dialogue and consultation regarding the WCDSB motto of "Quality Inclusive Faith-Based Education". Once again there was strong endorsement that while the motto has grounded WCDSB for many years now, it continues as an ideal encapsulation of who we are as a system and what makes us truly distinct.



As the new 2018-2021 MYSP was rolled out in the winter of 2018-19, the colour and branding of the previous 2015-2018 MYSP evolved. There was agreement at that time that all documents and plans flowing from the MYSP, such as the Board Learning Improvement Plan, the Pastoral Plan and the Well-Being Plan would follow similar branding as to make the alignment clear not only in terms of substance (the goals and actions plans), but visually as well.

The work that has subsequently taken place has resulted in a complete refresh of the Board branding, bringing consistency to all aspects of the operation, from Board website, to Strategic Plans, the Board templates for reports, letterhead, memos and administrative procedures to PowerPoint templates. It builds strongly on our history favouring an evolution of the traditional board logo and by capitalizing on our belief that WCDSB provides Quality, Inclusive, Faith-Based education. The complete Brand Style Guide is available on the Trustee Team site and will be highlighted at the Board meeting. From here forward all staff and trustees should be employing the new style guide and branding in any new or refreshed materials that are produced.

### **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: Monday, September 9, 2019  
To: Board of Trustees  
From: Director of Education  
Subject: Summer Boost 2019

---

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)  
Council of Ontario Directors of Education (CODE)

Policy Statement and/or Education Act/other Legislation citation:  
Policy 1001 - Ends

Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all.

Student Engagement, Achievement and Innovation

- Foster maximum opportunity for success for all.

Building Capacity to Lead, Learn and Live Authentically

- Investment in global competency development and leading technologies.

Background/Comments:

During the 2019 Summer Boost program, three schools in WCDSB offered 3 classes of 15 students each at Sir Edgar Bauer in Waterloo, Christ the King in Cambridge and St. John School in Kitchener. For three weeks in July students in Grades 1-6 attended Summer Boost between the hours of 9-2pm Monday to Friday.



The goal of Summer Boost was to provide an exciting educational program aimed at improving the numeracy and literacy skills of students through:

- Having a variety of opportunities for hands on learning from Science experiments to trips to the Outdoor Education center and Library;
- Served healthy snacks daily and engaged in regular physical activity that emphasized teamwork, skills and fair play;
- Engaged in fun literacy/numeracy activities at school and home with family members as part of the Home Numeracy/Literacy Program;
- Received an integrated arts education as cooperative activities were designed each week to promote creative and thinking and expression through music, drama and visual arts;
- Accessed technology including chromebook;
- Made new friends and developed a belief in themselves as learners through the power of perseverance.

#### Highlights:

- Use of Read/Write facilitated by classroom teacher and implemented in 70% of our classrooms.
- Scratch coding introduced in the Gr. 3/4 of 5/6 classes at one site.
- Variety of assessment methods and strategies including timely, precise feedback reflective journaling and teacher and peer conferences reflect improvement in student learning
- Faith formation activities including prayer and meditation were implemented daily at each site
- Using diagnostic resources created by our numeracy resource teacher Sherrie Rellinger based on Jean Vandevelds work for Gr. 1-3 and the Ministry Gap closing resources for Gr. 4 – 6 we focused on representing and renaming and ordering whole numbers in the NS & N strand. An analysis of pre-post data indicated that of the 60 target students an average of 10% showed an increase in the number of correct responses in one or more of the focus areas listed above.

A report was submitted to CODE outlining a summer learning plan and report back for the Summer Boost program of 2019. The report (see Appendix A) detailed what was planned for the summer learning program and the achievement of students who participated in the program. Ministry officials who oversaw the program provided feedback regarding the quality of the program, the engagement of students in the program as well as the increase in student achievement based on the data that was submitted in the Summer Boost report. Overall significant gains were demonstrated by the students in literacy and numeracy and the WCDSB staff will examine the success of the program to gain insight into promising practices that can be transferred to the day school program.

#### Recommendation:

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.”

## 2019 Summer Learning Board Plan and Report Back

Summer Learning Programs  
June 2019

### ***The Board Plan for Summer Learning 2019***

As last year, for Summer Learning 2019, boards are asked to complete the following template which provides information in two categories: the first section (Plan) outlines the board's plan e.g. what is planned for Summer Learning 2019, and the second (Outcomes) reports on the outcomes e.g. the results achieved by students participating in the Summer Learning Program.

*Boards will submit this report twice: the first part of attached template is due June 28, 2019 and will include the board plan(s) for Summer Learning 2019; the second part is due August 23, 2019 and will report on the outcomes accomplished.*

**Please return the completed board plan and report back by email to Janette Jensen, [janette@ontariodirectors.ca](mailto:janette@ontariodirectors.ca), at the CODE office on the dates specified above. A copy should also be forwarded to the CODE Regional Lead for your board.**

**Only one Plan/Report Back (document) encompassing all regular SLP programs offered is required. Boards are encouraged to focus on numeracy programs for summer 2019.**

### Board Information

The statistical information requested below will inform the development of the final report, providing a Provincial overview of the project.

Name of Board:	Waterloo Catholic District School Board
Board Contact:	Pat Runstedler(Principal), Laura Shoemaker (Superintendent)
Allocation by Board:	5 classes
Total No. of Classes	9 classes
Breakdown of Classes:	3 Classes (Gr ½, ¾, 5/6) of 15 students at each site * 3 sites
Literacy	N/A
Numeracy	N/A

Representing/Représentant :

Blended Literacy/Numeracy	5
Support for Indigenous Students – Literacy	N/A
Support for Indigenous Students – Numeracy	N/A
Support for Indigenous Students – Blended	N/A

## Question # 1 –Assessment of Student Learning

It is important to determine the impact of summer learning for students.

Please outline the assessment strategies that you plan for the 2019 summer learning program to assess its impact on students both individually, as a class and/or as a board. Please also indicate in your response below if you are using board developed assessment tools and/or standardized tests (Note: please see Appendix A Summer Learning Program: Monitoring for Student Impact)

### Plan

- Home school student profiles – profiles from home school teachers completed to provide a better understanding of the students participating in the summer learning program. Teachers can pre-plan and be more responsive to specific needs based on information from the student's home school.
- Early in the program begin developing student learning profiles which would include interest inventories, teacher feedback forms and diagnostics allowing for precision and responsive programming
- Use of math diagnostics provided by our board math (Sherrie Rellinger) including Elementary and Middle School Mathematics by Van de Walle et al. resource for Grades 1 – 4 and the Gap Closing materials for Grade 5/6.
- Use of Leaps and Bounds resource with

### Outcomes

- Invitation extended to summer boost teacher to reach out to home school teachers. Teachers who exercised this option were more readily able to respond to student needs.
- Access to student IEP's (Individualized Education Plans), safety plans and behaviour support plans were utilized to support identified needs.
- A variety of MI indexes and inventories were used allowing for more precision and differentiated programming
- Leaps and Bounds was used selectively as we had extra student books from the previous year. In addition, we implemented *Knowledge Hook* which can be adjusted 'real time' to best fit students' needs.
- Teachers utilized existing student RAZ Kids accounts to determine reading levels and focus areas including decoding, fluency

Representing/Représentant :



<p>build in diagnostics for each concept in the NS&amp;N strand. The multiple entry points and practice will allow us to identify specific growth areas. Used minimally</p> <ul style="list-style-type: none"> <li>- Use of <i>3 Minute Reading Assessment Tool</i> (Scholastic) that measures word recognition/vocabulary, fluency and comprehension. This will be administered as a Pre and Post measure for five target students.</li> </ul> <p><b>Qualitative Data</b></p> <ul style="list-style-type: none"> <li>- Smiles on students faces – happy students who feel safe and valued leaving with a stronger sense of self (well-being)</li> <li>- Strong attendance numbers – students enjoy coming to the Program and fully participate</li> <li>- Students demonstrating Grit – believing that through perseverance, effort and time all students can learn</li> <li>- feedback from program stakeholders (i.e., students, parents, volunteers, staff, support staff (custodial, secretarial, school-based administrative, etc.), superintendent, etc.)</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>- Frequent check-ins such as exit cards</li> <li>- Reflections in journals about what the students enjoyed from the day/week, opportunities to write about what they would like to learn each week – goal setting</li> <li>- Peer discussions as well as individual conferences on what is going well, goals, and ways of achieving those goals</li> <li>- Video to be shared with principals/trustees with testimonials from students/parents/teachers/volunteers</li> <li>- Portfolios of student learning (scrapbooks)</li> <li>- anecdotal and documented participant achievements (e.g., samples of work, observations, etc.)</li> <li>- number of past participants returning</li> <li>- Student survey (How do you feel you did?)</li> </ul>	<p>and/or comprehension.</p> <ul style="list-style-type: none"> <li>• Testimonials from all stakeholders indicates students are leaving with a stronger sense of self-efficacy</li> <li>• Variety of assessment methods and strategies including timely, precise feedback reflective journaling and teacher and peer conferences reflect improvement in student learning</li> <li>• Video created to share and showcase student growth</li> <li>• Analyzed diagnostic pre-test data to inform instruction</li> <li>• Completed and shared at the Celebration of Learning in paper and/or digital format</li> <li>• Summer Boost certificates issued that included the most significant growth area for each student</li> </ul>
---	--

**Representing/Représentant :**

What did you learn? What activities did you enjoy best? Where do you think you have improved?)

## Question # 2 - Professional Learning

How will the 2019 summer learning program continue to assist and influence teachers in their own professional development, specifically in the areas of instructional practices and parent engagement? Are there plans in place to assist school administrators in becoming more knowledgeable and supportive of the summer learning program and math instruction? Please elaborate with specific examples.

### Plan

- Initial staff meeting in mid June allows for grade level partners from different sites to share best practice and strategies to support Summer Boost
- Incidental staff checkins allows for same site teachers to strategize around integrate and optimize their Summer Boost and classroom learning environment
- Closing Staff meeting – teachers will be offered the chance to collaborate at end of the program to offer feedback and share celebrations of learning which will inform classroom program and Summer Boost learning for the following year.
- Sharing of celebrations and best practices through the use of our google site (photos)
- In collaboration with our Faith Formation consultant in 2018 and each other, teachers will model Christian Meditation and facilitate student/teacher discussions on how to build a community that promotes the teachings of the Ontario Catholic Graduate Expectations at each site
- Assistive Technology – teachers' will model use of Read/Write and voice notes within the Google environment at each site.
- Computer programming using Scratch (In Conjunction with RBC and the Learning Partnership) will be introduced to develop

### Outcomes

- Initial and closing staff meetings helped inform teacher instruction, facilitated the share of ideas and assisted in optimizing and celebrating the Summer Boost experience
- 21<sup>st</sup> century technologies and classroom management tools including Google shared folders made teacher sharing of ideas and resources seamless which ultimately allowed for growth in teacher capacity and student learning
- Use of Read/Write facilitated by classroom teacher and implemented in 70% of our classrooms. May consider bringing in Assistive technology teacher again to continue our learning if budget allows. Considerable growth in teacher's comfort level integrating read/write as another tool in their ever-growing toolkit of teaching strategies.
- Scratch coding introduced in the Gr. 3/4 of 5/6 classes at one site. Teacher's surrendering control and learning alongside students
- Mentor texts provided and used at the discretion of the teachers stimulating deep questions and new learnings
- School and accounts created for all Summer Boost students. Teacher's used the program successfully and hope to add it to the

Representing/Représentant :



- problem solving strategies and Grit
- Mentor texts selected in partnership with teachers and the Literacy/Numeracy Teachers sharing of strategies to enhance reading/writing and critical thinking skills.
- Use of Knowledgehook (math software program) in numeracy as a way to engage students and deepen student understanding in NS & N by creating missions and game shows.
- Use of Math Up's (Marion Small) 3 Part lessons with an emphasis on consolidation to help students meet identified essential understanding u
- Daily Physical Activity strategies offered by Bridgette Webster to teachers to implement at all sites
- Continuous conferencing with Principal of Program to support individual teacher needs
- Teachers will be exposed to Robotics as high school mentors create engaging challenges for kids through the use of EV3 Lego kids, We-Do lego, Cublets, Ozobots, Sphero's and more.

### Administrators:

- Principal Lead to share overview of the program with fellow principals at Principal Meeting in March. Encourage promotion of program on outdoor signs/social media etc
- Link on board website outlining program accessible to the public
- Use of social media throughout program to highlight successes/celebrations (twitter)
- Early Bird Newsletters and Flyers distributed to the principal at each host site sharing Program goals and registration information.

- [illegible]

**Representing/Représentant :**

## Question # 3 - Connecting Summer Learning to School Year Programs

Please detail the strategies/activities that you plan to have in place to support summer students when they return to school in September. In the outcome section, be specific as to the most successful transition supports for students and receiving teachers and principals.

Plan	Outcomes
<ul style="list-style-type: none"> <li>- Kelly Roberts (Board Researcher) creating a marker/flag within Compass that would highlight student participation in Summer Boost or have it added as an intervention strategy</li> <li>- Upload samples of student work/Summer Boost certificates in numeracy/literacy using Twitter.</li> <li>- Principal of the program will recommend that Summer Learning program be included as a literacy and numeracy intervention strategy in our Board Plan.</li> <li>- A list of all Summer Learning students be offered to the home schools and forwarded to their home teacher via email.</li> </ul>	<ul style="list-style-type: none"> <li>• Working alongside Kelly Roberts (Compass) to create a Summer Boost student tracker group which will indicate to receiving teachers that a student has participated in Summer Boost. Summer Boost will be recorded as an intervention in Encompass for teacher's to see.</li> <li>• Samples have been uploaded on Twitter daily highlighting literacy and numeracy gains.</li> <li>• Faith formation activities including prayer and meditation were implemented daily at each site</li> <li>• Through the sharing of this report, and the CODE Director/SO site visits this year and in the past, the hope is that consideration will be given to include the summer learning program as a gap closing strategy in our Board Improvement Plan.</li> </ul>

## Question #4 – Communicating the Effectiveness of Summer Learning Program to the System and Board of Trustees

As summer programs expand and diversify there is greater interest among parents, board staff and trustees in summer learning programs.

Please explain how you plan to communicate the success(es) of your summer learning program and what your board does with this information/data. An expectation for boards (as detailed in the Letter of Agreement) is that each board prepares a report on the 2019 SLP that will be presented to its Board of Trustees at the conclusion of the summer learning program.



<ul style="list-style-type: none"> <li>- Plan</li> <li>- At the Trustee Meeting in March/April the Summer Boost principal alongside a Summer Boost teacher will share a slideshow and/or video outlining the program, share the results of testing using our diagnostic tool, parent engagement strategies as well as other data (portfolios, artifacts, student logs)</li> <li>- A video including testimonials from all stakeholders (cross-section of students, teachers, volunteers, parents) will be shared to the trustees. Parents will be invited to a celebration of learning on the last day allowing students to showcase their learning – Trustees/Director will be invited to attend</li> </ul>	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• A slideshow/video will be shared at a forthcoming Trustee Meeting</li> <li>• A video, incorporating all stakeholders, will be created and shared at the Trustee Meeting</li> <li>• Parents attended and shared in the Celebration of Learning at all sites. All parents were given a parent information letter including various websites to assist in solidifying a home/school connection.</li> </ul>
--	---

## Question #5 - Parent Engagement

Having parents engaged in their child's learning increases opportunities for success in school, and summer learning programs offer unique occasions to connect with parents.

Please share how plan to support and involve parents in your board's summer learning program, and how these successes are being used to encourage greater parent engagement during the school year.

<p><i>Plan</i></p> <p><b>Principal/Lead teachers</b> will be visible and on site on the first day to welcome and review the learning focus of the Program</p> <ul style="list-style-type: none"> <li>- <b>Newsletters, notes home and learning logs</b> shared with parents daily</li> <li>- Use of <b>social media</b> to celebrate successes</li> <li>- <b>Celebration of Learning</b> to take place at each site at completion of Program. Parents will be invited in to the site to share in the learning of their child. Student artifacts will be displayed and presented by the students in the program. A explanation o of the math bag contents will be shared with parents</li> <li>- <b>Scrapbooks of Learning/Portfolios</b> – students will create scrapbooks throughout the course of the Program and will be used at the Celebration of Learning to offer documentation of student achievement.</li> <li>- Parent supervisors/Volunteers invited to</li> </ul>	<p><i>Outcome</i></p> <p>All staff were visible on the first day to review and welcome all parents/students. Sneak Peek was offered to the parents and students at host summer Boost teachers and engage in the school environment.</p> <ul style="list-style-type: none"> <li>• Twitter was used extensively at all sites to celebrate successes and student growth.</li> <li>• A Celebration of Learning took place at all sites which included a student showcase of learning, robotics carousel and a slide show including student video and pictures. In addition, information was offered to the parents around supporting literacy and numeracy moving forward</li> <li>• Scrapbooks were created and showcased</li> <li>• Parent Supervisors/Volunteers were present at all sites in various capacities within the classroom and on field trips</li> <li>• Testimonials were gathered and included in</li> </ul>
---	--

Representing/Représentant :

<p>participate on field trips and in the classroom</p> <ul style="list-style-type: none"> <li>- Parents will be asked for testimonials of the Program to ensure connectedness to the Program and the anticipated outcomes.</li> <li>- Take home Math Bags were not included this year due to reduction in funding</li> </ul>	<p>our Program video</p> <ul style="list-style-type: none"> <li>• During our Celebration of Learning teacher's highlighted different resources.</li> </ul>
--	--

## Question #6–Instructional Practice

Please describe some of the instructional practices that are being used to support student learning in A) literacy; and B) numeracy.

<p><b>A) Literacy</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Implement a Balanced approach to literacy that includes an appropriate blend of inquiry, direct, shared, guided, independent using a gradual release model</li> <li>- Engaging mentor texts that invite deep, critical thinking</li> <li>- Intentional word study</li> <li>- Multisensory approach (games online/print, experiential, magnets, platercine)</li> <li>- Multisensory approach including concrete materials (mini whiteboards, platercine, magnets) and 21st century technologies (Brightlinks, chromebooks, D2L, ipevo) to language concepts</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Provide ongoing, timely, explicit <b>descriptive feedback</b> to students as part of the learning process</li> <li>- Plan <b>multiple opportunities</b> for critical feedback at critical checkpoints points through the learning process (e.g. Ticket out the Door, Show what you Know, EQAO type question) Co-construct <b>Learning Goals and Success Criteria</b> so they are expressed in language meaningful to students and visibly accessible to students in the classroom</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>- Provide a classroom in which students can use the room for information (3rd Teacher) including, but not limited to, graphic organizers, anchor charts, journals, visuals</li> <li>- Provide opportunities for students to dialogue and collaborate with each other (preferential</li> </ul>	<p><b>Outcome</b></p> <p>Using BLAM and/or a 3 minute Reading Assessment students were tracked for word recognition, fluency and comprehension. Each teacher tracked 5 students for a total of 45 students (5 students * 9 classes). The results showed that in the area of word recognition accuracy the majority (Over 90%) students improved. In fluency almost all (over 95%) students made gains in a combination of expression and volume, intonation, smoothness and pacing. Finally, the comprehension gleaned demonstrated that all students maintained their current level while 30% of students increased the depth of their comprehension one level. BLAM assessment was used for our Gr 1/2 students and results indicated that gains were made by all students in letter name, letter sound, rosner and site vocabulary.</p>
--	--

Representing/Représentant :



<ul style="list-style-type: none"> <li>seating, varied groupings)</li> <li>- Vocabulary present in the classroom (Word Wall) and used across strands</li> </ul>	
<p><b>B) Numeracy</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Number Sense Routines daily for 10 min to improve automaticity</li> <li>- Implement a Balanced approach to teaching all subjects in addition to mathematics that includes an appropriate blend of inquiry, direct, guided, independent, math fluency and practice</li> <li>- Integrate math into all subjects throughout the day (e.g. phys-ed, science and tech)</li> <li>- Provide support with representing solutions (move from a visual, to a concrete to a written explanation)</li> <li>- intentionally consolidate the math using open-ended probes to help students understand what they have done and what they are thinking</li> <li>- Create rigorous tasks (meaningful, challenging)</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>- Provide a classroom in which students can use the room for information (3rd Teacher) including, but not limited to, graphic organizers, anchor charts, math journals, visuals</li> <li>- Provide opportunities for students to dialogue and collaborate with each other (preferential seating, varied groupings)</li> <li>- that allow students to be creative and critical thinkers solving problems in a variety of ways.</li> <li>- Develop a program growth mindset culture in mathematics (e.g. Mathematicians persevere, "not yet")</li> <li>- Use of manipulatives, concrete materials (mini whiteboards) and 21st century technologies (Brightlinks, chromebooks, D2L, ipevo) to investigate mathematical concepts and problem solving.</li> <li>- Plan using additional online and print resources e.g. Math Up (not as a program but as supplement and home support for struggling students), Marian Small (Eyes on Math, Knowledgehook, Open-ended questions)</li> <li>- Reciprocal Teaching</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Provide ongoing, timely, explicit <b>descriptive</b></li> </ul>	<p><i>Outcome</i></p> <p>Using diagnostic resources created by our numeracy resource teacher Sherrie Rellinger based on Jean Vandevelds work for Gr. 1-3 and the Ministry Gap closing resources for Gr. 4 – 6 we focused on representing and renaming and ordering whole numbers in the NS &amp; N strand. An analysis of pre-post data indicated that of the 60 target students an average of 10% showed an increase in the number of correct responses in one or more of the focus areas listed above.</p>

<p><b>feedback</b> to students as part of the learning process</p> <ul style="list-style-type: none"> <li>- Plan <b>multiple opportunities</b> for critical feedback at critical checkpoints points through the learning process (e.g. Ticket out the Door, Show what you Know, EQAO type question)</li> </ul> <p><b>Co-construct Learning Goals and Success Criteria</b> so they are expressed in language meaningful to students and visibly accessible to students in the classroom</p>	
--	--

## Question #7 - Activities and Healthy Living

Each summer learning program in addition to literacy and numeracy learning must include an activity and fitness component focusing on healthy living, the Arts, cultural activities, guest speakers, fitness, games, etc. **(Please note there must be at least 45 hours of literacy and numeracy instruction during the three-week program, that does not include fitness and/or other activities. In addition to the information below, please attach a program timetable outlining daily time allocations.)**

In the Plan section below outline your proposed schedule including time allocations and activities; and in the Outcomes section which components were in place during the 2019 summer learning program.

Plan	Outcome
<ul style="list-style-type: none"> <li>- <b>Recreation &amp; Leisure/DPA</b> – (both whole group and class specific) opportunities throughout our day to expose students to cooperative games/activities/stretching that promote healthy active living</li> <li>- <b>Christian Meditation/Yoga/Reflection</b> – helps students develop mindfulness and self-regulation skills - we ended each day with these activities as a group</li> <li>- <b>Outside structured physical and recreational activities</b> during breaks</li> <li>- <b>Activity based field trips</b> – local water park</li> <li>- <b>Guest speakers</b> and programs including Potterty-to-go, FNMI speaker, Robotic Mentors</li> <li>- <b>Connections</b> made to the larger school community using experiential learning and invitation of local, relevant community agencies that are site-specific to enhance the connections between school and community</li> </ul>	<ul style="list-style-type: none"> <li>• DPA was incorporated daily into all classrooms across all sites</li> <li>• Christian Mediation was facilitated by classroom teachers at all sites. Daily reflection activities were led by teachers within individual classrooms.</li> <li>• Daily use of playground equipment and physical structures during natural breaks and daily lessons facilitated by teacher leads.</li> <li>• Guest speakers visited all sites. Many sites also requested further visits from Coding/Scratch/FNMI and were successful in having them come out to specific sites 2-3 times during the Program.</li> <li>• Specific sites took planned walks to connect with the local neighborhoods association to enhance the school/home/community connection (e.g. Learning Commons at St. Benedict for Christ the King students).</li> </ul>

Representing/Représentant :

# CODE

Council of Ontario Directors of Education/  
Conseil ontarien des directions de l'éducation

1123 Glenashton Drive, Oakville, Ontario L6H 5M1  
Telephone: 905-845-4254 ontariodirectors.ca

Submitted by:

Name: Pat Runstedler

Position: Principal

E Mail contact Information: pat.runstedler@wcdsb.ca

Signed by:

Date



Signature of Director of Education

Representing/Représentant :

CODEC –Conseil ontarien des directrices et des directeurs de l'éducation catholique • CODEP –Conseil ontarien des directions de l'éducation publique  
ECCODE – English Catholic Council of Directors of Education • PCODE – Public Council of Ontario Directors of Education





**Date:** September 9, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Board Improvement Plan for Student Achievement (BIPSA) 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 Section 169. (1)*

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

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

*PPM 159 Collaborative Professionalism (2016)*  
*School Effectiveness Framework (2013)*

**Alignment to the MYSP:**

Priority Area: Nurturing our Catholic Community

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

Goals: Equitable access to learning opportunities

Priority Area: Student Engagement, Achievement, & Innovation

Strategic Direction: Nurture a Culture of Innovation

Goal: Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success

Priority Area: Student Engagement, Achievement, & Innovation

Strategic Direction: Foster maximum opportunity for success for all

Goals: Improve Numeracy Achievement

Improve Graduation Rate

Improve Secondary Literacy Achievement

Increased Opportunity for Experiential Learning

Priority Area: Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction: Nurture the well being of all students and staff

Goal: provide opportunities to nurture faith and spirituality of staff and students

Priority Area: Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Goal: Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)

## Background/Comments:

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

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

BIPSAs reflect a three-year timeline with each individual year having a more specific plan that responds to the shifting needs of students. It is drawn from a variety of data and ongoing professional discernment. The current BIPSA marks the advent of a renewed three-year (2019-2022) plan.

The renewed WCDSB's Multi Year Strategic Plan (*Living in Faith 2018-2021*) provides a clear articulation of the WCDSB's strategic priorities and the 2019-2020 BIPSA's alignment to the MYSP is both deep and broad.

The BIPSA has been revised through an ongoing and collaborative process involving WCDSB staff as well as "critical friends" outside our Board. The new format reflects and aligns more recent key WCDSB documents (i.e. MYSP and Pastoral Plan) and their content, branding, and design.

The WCDSB's professional development model for 2019-2020 has been purposefully designed to support the BIPSA. The WCDSB continues to provide lead teachers and consultants who act as pedagogical supports in a variety of curricular areas (i.e. numeracy, assessment, global competencies, literacy, etc.). This model serves to align and balance BIPSA, SIPSA, and personal professional goals. It is based on student and teacher needs and is rooted in a collaborative, research-based model.

The WCDSB BIPSA is a broad document that strives for overall increased student achievement and well-being in four key areas (Catholic Community, Culture, and Caring; Numeracy; Literacy; and Pathways to Success). Of primary importance for 2019-2020, is Numeracy (mathematics). The WCDSB numeracy plan reflects the Ministry of Education's priority, Focusing of the Fundamentals of Math.

The 2019-2020 BIPSA takes the form of a two-sided "placemat". This attention to brevity and clarity is intended to lead to greater engagement by all stakeholders and achievement by our students. The BIPSA can be read or approached in distinct manners and reflects a core focus, namely that we are committed to a) knowing our learners, b) responding to their needs, and c) monitoring their progress.

Key Aspects of the 2019-2020 BIPSA are:

- A call to "Know our learners"; "Respond to their needs"; and "Monitor our progress"
- A focus on assessment *for* learning

- A greater emphasis on leveraging technology to accelerate learning
- A prioritization of experiential learning opportunities across all Pathways
- A re-emphasis of Global Competencies that connect and align world-wide instructional priorities and OCSGEs
- Greater attention to responsive small group instruction in math
- Fostering math conceptual retention by building connections between math concepts

Some key components of the 2019-2020 WCDSB BIPSA are:

#### System Inquiry Question

- At its core, a school is a place of learning – for students *and* staff; this holds true for school *boards* as well. Learning itself, regardless of the learner, starts with a question or problem and the WCDSB's 2019-2020 BIPSA itself begins with an authentic and engaging inquiry that guides and directs what follows: *What impact will collaborative teaching and learning, which focuses on knowing the learner through assessment and responding through instruction, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?*

#### Assessment/Instruction

- The interplay of assessment and instruction mark an essential feature of the WCDSB's 2019-2020 BIPSA. This dynamic invites educators to commit themselves, in a full and ongoing manner, to identify each learner's strengths and needs through assessment *for* and *as* learning. Then, based on this knowledge, they can respond through effective instruction as well as attention to creating a supportive and responsive learning environment.
- This is set within the Gospel imperative calling committing our learners to transform the world and, in this regard, references the Ontario Catholic Schools' Graduate Expectations
- It is this "urgent student learning need" that guides the professional development of staff.

#### Outcomes

- Student achievement outcomes are intended to improve through the consistent and varied use of authentic (via observations, conversations, and products) assessment in *all* curricula. This is intended to emphasize the importance of assessment as a driver of both instruction and educator development. It is hoped all educators will see themselves in this BIPSA. The emphasis is less on assessment *of* learning but, rather, assessment *for* and *as* learning.
- Each "pillar" has identified outcomes expressed as specific and measurable increases in achievement (*i.e.* Applied Gr. 9 Math achievement in EQAO)
- School Improvement Plans for Student Achievement (SIPsAs) will each have specific targets articulated and monitored

#### Goals and Strategies

- These needs call upon educators to not only ensure their own dispositions and skills are as refined as possible, but, as well, to utilize as wisely as possible a varied set of instructional strategies in order to respond to student needs
- The purposeful use of pre and post concept assessment data particularly in literacy and numeracy
- Catholic Community, Culture and Caring
  - Emphasis on a "culturally responsive" array of resources and strategies
  - Stewardship and discipleship are key learner roles
  - The WCDSB's renewed Pastoral Plan and plan for well-being weave through and support the BIPSA
  - Rooted in the Gospel and grounded in Jesus
- Numeracy
  - Derived from EQAO, CAT4, report card and global trends
  - Focus on creative, flexible and reasoned thinking
  - Emphasis on distributed/spaced and small group instruction
  - Applied level (Gr. 9)



- Students with an Individual Education Plan (IEP)
- Literacy
  - Derived from EQAO, CAT4, and report card trends
  - Focus on a balanced literacy approach
  - Focus on general vocabulary, sentence structure, and text selection and competence
  - Students with an Individual Education Plan (IEP)
- Pathways to Success
  - Increased utilization of experiential learning experiences
  - Renewed focus on English Language Learners (ELLs) and those students with an Individual Education Plan (IEP)
  - Added emphasis on overall student well-being

#### Strategies and Actions for Building Capacity through Collaborative Learning

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

#### Monitoring Learning

- The BIPSA provides a clear articulation of each professional stakeholder’s actions and responsibility, as we strive to fully implement and monitor our plan.
- Professional Learning Cycles (PLCs) are at the heart of this component and are monitored through a series of clarifying questions on the part of educators, principals/vice-principals, superintendents, and director
- These questions centre on the measured impact of instructional choices on student learning and the consequences for staff learning
- The monitoring questions conclude with reflections on next steps and, as such, set the stage for the BIPSA’s ongoing refinement
- The Professional Learning Cycle and Continuous Assessment Process (Plan, Act, Observe, & Reflect) anchor this component.

#### Next Steps

- The 2019-2020 WCDSB Board Improvement Plan for Student Achievement (BIPSA) reflects current Board and provincial priorities and contexts and helps guide individual school sites as they set targets and priorities reflecting their particular needs. Their (school’s) plans are articulated through each site’s School Improvement Plan for Student Achievement (SIPSA)
- SIPSAs are to be created collaboratively (School Improvement Team) and are to identify targets within each pillar
- SIPSAs state student learning need, identify a learning outcome, and set out a plan to reach these goals
- The WCDSB BIPSA will be shared with the Ministry of Education in September and will guide ongoing discussions with our partners there throughout the year as we work collaboratively to ensure goals are met.
- SIPSAs are shared with superintendents prior to Thanksgiving and form the basis of year-long conversations regarding and monitoring of student learning.
- SIPSAs are shared with each school community via Catholic School Advisory Councils and are posted on school websites
- The WCDSB will support educators through a responsive and renewed professional capacity-building strategy that leverages instructional coaching in a job-embedded format (i.e. PD Days, workshops, coaching, staff meetings, etc.) that differentiates according to audience and school/staff need and readiness.
- The BIPSA’s outcomes and monitoring are strongly supported by the WCDSB’s investment in and use of its new electronic student achievement and well-being platform as well as the ongoing reference to marker students

**Recommendation:**

This report is presented for the information of the Board.

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

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



**Date:** September 9, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Update on Catholic Education Centre (CEC) Renovations

---

**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 007  
☒ Information only of day-to-day operational matters delegated to the CEO

**Origin:**

This report provides Trustees with information on the ongoing renovations at the Catholic Education Centre.

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

Board Policy IV 009 "Asset Protection"

"...the CEO shall not..."

3. Subject plant and equipment to improper wear and tear or insufficient maintenance."

**Alignment to the MYSP:**

Strategic Priority: Nurturing Our Catholic Community

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

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

Strategic Direction: Nurture the well-being of all students and staff

**Background/Comments:**

As Trustees are aware, significant renovations to the Catholic Education Centre began in the spring of 2019. The ongoing work includes:

- A complete renovation of the first floor including the offices of the Resource Centre, Superintendents, Trustees, Parish Hall, and Resource Development Office.
- Relocation of the Board Room to the Parish Hall which will be fully renovated and updated to become a contemporary space for Board Meetings as well as for general use in gatherings and large staff meetings. Seniors' lunches will continue to take place in this space after the renovations and will be separated by a movable wall.
- The second-floor areas in HR and Finance will be modified to take advantage of synergies that need to be realized between HR and Payroll.
- ITS has been redesigned to take advantage of natural light and to optimize training space.
- The lower parking lot will be repaved.
- The Newcomer Centre building will be demolished to increase parking spots available for staff.

### **Current Status**

Renovations are nearing completion. It is expected that occupancy will be obtained by the second week in September. Following occupancy, a deep clean of the building will take place, after which items placed in storage will be unpacked and returned to their owners/locations.

New cubicles were ordered for staff on the second floor as well as for IT staff. These cubicles will arrive in the third week of September and will be unpacked, assembled, and placed in their designated spaces.

Approximately 12 new desks were needed. These were ordered and will be delivered, assembled, and placed in the offices in the first week of October.

Preliminary moving plans would have staff back in the CEC in early-mid-October subject to timely furniture delivery and availability of movers.

### **Changes / Notes**

- The Parish Hall renovation will be completed and ready for use in early November 2019. Board meetings will continue to take place in the existing Board Room until the Parish hall is ready and furnished.
- A full reconfiguration of the lower lot beside the CEC was planned as part of the project. In order to complete this, a revised site plan was required by the City of Kitchener. City staff advised that if a new site plan was brought forward, they would annex the corner of Duke and Ontario for 'future use' related to public transit. This reduction in available space would make the reconfiguration an expensive project with no gain in spots. The parking lot will instead be repaved and ready for use when staff and community centre patrons return to the building.
- The City of Kitchener agreed to use 40 spots in the lower lot which yielded a full row of parking for CEC staff. After some consideration, the City asked for an additional 17 spots in this lot, citing the fragility of their patrons. In return they have proposed providing an equivalent number of spaces in the City's parking garage. This request is still being discussed.
- Meeting rooms will be outfitted with existing furniture where possible.

### **Budget**

A review of planned and incurred expenditures indicates the project will be at or below the original budget of \$4.5M.

### **Parking**

Since the move to the current location in 2005, parking has been a continual point of concern for staff. When staff return to the CEC, it is hoped that this concern will be alleviated. Approximately 50 additional spots have been made available. While we will not have a spot for every one of our staff (so no taxable benefit), most staff will find parking when they need it. Spots will be available as follows:

Area	Spots	Comments
St. Louis	53	Outside perimeter spots and short row of spots near exit
St. Mary's E	15	Assumes no change to visitor spots in front of building
St. Mary's Church	36	Based on new layout and lease with Parish
Former Newcomer Centre	16	New spots based on removal of building
CEC Front	0	Existing spots to be allocated to CofK for seniors
CEC Lower Lot	6	CofK has requested 17 more spots on site
City of Kitchener Lot	37	CofK has proposed to give us 17 more spots in their lot to offset their request (above)
<b>Total</b>	<b>163</b>	

Displaced CEC staff have been accommodating and generally positive as relates to being moved to spaces that may be further away from their homes and their temporary spaces may not have the resources and space that they are accustomed to. This has been appreciated. Further, the following individuals are to be commended for their efforts in managing a very complex project:

Adrian Frigula  
Ronnie Magar  
Jeff Admans  
Lindsay Ford

CEC staff look forward to their return to the 'new' CEC, ready to support our front-line staff and students.

**Recommendations:**

This report is being provided as information only.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services

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



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

June 27, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, OCSTA President

**SUBJECT:** **Climate Action Incentive Fund for Schools**

---

On June 25, the federal Minister of Environment and Climate Change, the Hon. Catherine McKenna, announced a new proposed climate action program to support schools in Saskatchewan, Manitoba, Ontario and New Brunswick. These are the jurisdictions where the federal carbon pollution pricing system is currently in effect. Most of the proceeds from this federal fuel charge are being returned to residents directly through the Climate Action Incentive payments. The remainder is being returned through the Climate Action Incentive Fund, which will support small and medium sized enterprises, municipalities, universities, schools, hospitals and not-for-profit organizations in those jurisdictions where proceeds were collected.

The first round of funding will be directed towards schools and the total proposed amount for schools is \$60 million. Of that amount, \$41 million is proposed for Ontario schools.

Elementary and Secondary schools in Ontario would receive funding to support projects that reduce energy-related costs and greenhouse gas emissions.

Minister McKenna has sent a letter to Ontario's Minister of the Environment, Conservation and Parks, the Hon. Jeff Yurek, to request that the two levels of government work together to flow dollars from pricing carbon pollution to school boards in Ontario. Minister McKenna further requests that the Ontario provincial government conclude a funding agreement with the federal government by July 19, 2019. This agreement would allow the flow of funds from pricing carbon pollution to Ontario school boards.

We will monitor the progress of this proposal and agreement and inform boards on the outcome and potential process for applying for funds.

For your reference, the relevant Government of Canada news release, backgrounder and letter to Minister Yurek is attached.

Attachments



## Canada to help schools in New Brunswick, Ontario, Manitoba, and Saskatchewan build better learning environments for students

From: [Environment and Climate Change Canada](#)

### News release

June 25, 2019 – Ottawa, Ontario

Students around the world are demanding climate action. Young people want to, and need to, be part of the solution. By being energy efficient, we can build better learning environments, cut energy costs and help people save money. Ensuring students can learn in a healthy environment will also help young people succeed.

Today, the Minister of Environment and Climate Change, Catherine McKenna, announced a new proposed climate action program to support schools in Saskatchewan, Manitoba, Ontario, and New Brunswick. These are the four jurisdictions where the federal carbon pollution pricing system is currently in effect. Whether it's replacing drafty windows, installing better lighting, or putting in place heating and cooling systems, improvements to classrooms will help create a healthier learning environment for students. Energy efficient retrofits will also help schools save on energy costs and allow those savings to be spent on activities that will benefit students and teachers. The Government of Canada looks forward to working together with provinces to help schools make energy efficient retrofits.

This new proposed program is part of the **Climate Action Incentive Fund**. Under the federal carbon pollution pricing system, most of the proceeds from the federal fuel charge are being returned to residents directly through the Climate Action Incentive payments. The remainder is being returned through the Climate Action Incentive Fund, which will support small and medium-sized enterprises, municipalities, universities, schools, hospitals, and not-for-profit organizations in jurisdictions where proceeds were collected.

This first round of funding will be directed towards schools. Details on funding for other areas covered under the Climate Action Incentive Fund will follow after consultations with stakeholders.

### Quotes

"When students have healthy learning environments and teachers have efficient and effective classrooms, it's our future that is the winner. Our approach to pricing pollution ensures it is no longer free to pollute, and it's a practical and affordable solution to fight climate change."

– Catherine McKenna, Minister of Environment and Climate Change

### Quick facts

- The proceeds from pricing carbon pollution available to support schools is proposed to total \$60 million in 2019-2020. Proceeds will be returned to the jurisdiction they came from. For this round, it means \$12 million proposed for schools in Saskatchewan, \$5 million proposed in Manitoba, \$41 million proposed in Ontario and \$2 million proposed in New Brunswick.



- Under the Climate Action Incentive Fund, schools – defined as elementary and secondary schools – would receive federal funding to support projects that reduce energy-related costs and greenhouse gas emissions.
- The Government of Canada will work closely with provinces to deliver funding to schools. Schools and school boards interested in participating in the proposed program are encouraged to contact their provincial governments for more details on how to apply.
- Taking action on climate change presents a global economic opportunity representing \$26 trillion and 65 million jobs.
- The Parliamentary Budget Officer indicated that under the federal system to price pollution, eight out of 10 families will be better off.

## Associated links

- [Climate Action Incentive Fund](#)
- [Climate Action Incentive Payments](#)
- [Carbon Pollution Proceeds Programming](#)
- [Pan-Canadian Framework on Clean Growth and Climate Change](#)

- 30 -

## Contacts

Sabrina Kim  
Press Secretary  
Office of the Minister of Environment and Climate Change  
819-743-7138  
[sabrina.kim2@canada.ca](mailto:sabrina.kim2@canada.ca)

Media Relations  
Environment and Climate Change Canada  
819-938-3338 or 1-844-836-7799 (toll-free)  
[ec.media.ec@canada.ca](mailto:ec.media.ec@canada.ca)

[Environment and Climate Change Canada's Twitter page](#)

[Environment and Climate Change Canada's Facebook page](#)





## **Canada to support schools in Ontario, New Brunswick, Manitoba, and Saskatchewan make energy efficiency projects**

From: [Environment and Climate Change Canada](#)

### **Background**

On October 23, 2018, the Government of Canada announced details of its carbon pollution pricing system. This included where the system would apply as well as initial details on how proceeds would be returned to the jurisdictions in which they would be collected.

In every jurisdiction, all direct proceeds from pollution pricing system will be returned to the jurisdiction where they were collected.

For provinces where the federal carbon pricing system applies (Ontario, New Brunswick, Manitoba, and Saskatchewan), the federal government began returning the bulk of fuel charge proceeds, in the form of Climate Action Incentive payments, directly to individuals and families in the province in which the revenues were raised during federal tax filing season in Spring 2019.

On June 25, 2019, the Government of Canada announced that the funds allocated to the Municipalities-Universities-Schools-Hospitals sector in year one will go to schools to undertake various projects to help achieve cost saving. The Government of Canada intends to work with the provincial governments of Saskatchewan, Manitoba, Ontario and New Brunswick to flow funding to school boards in these jurisdictions.

The first round of the program is designed to provide funding to schools this year. Funding for municipalities, universities, colleges, and hospitals will be announced later in fiscal 2019-20 after discussions with these sectors.



**JUN 25 2019**

The Honourable Jeff Yurek, M.P.P.  
Minister of the Environment, Conservation and Parks  
Government of Ontario  
Ferguson Block, 11th Floor  
77 Wellesley Street West  
Toronto ON M7A 2T5

Dear Minister:

I am writing today to ask that we work together to improve the energy efficiency of Ontario's schools. New support for energy efficiency will help schools save money on energy costs and cut carbon pollution across the province. Students care about climate change, and they want to be part of the solution.

The Government of Canada is committed to fighting climate change and growing Canada's economy. That is why it has adopted a comprehensive plan to cut the pollution causing climate change, including a price on carbon pollution across the country.

As you know, about 90 percent of the revenues from the price on pollution are being returned to Ontario families through the Climate Action Incentive payments, which provides a family of four in the province with \$307 when filing its taxes in 2019.

The remaining estimated 10 percent of revenues from the economy-wide price on pollution in Ontario are dedicated to supporting energy efficiency investments in small and medium-sized businesses, municipalities, universities and colleges, non-profits, hospitals, Indigenous communities, and schools. All of these investments help cut pollution and save money. Alongside small and medium-sized businesses, the Government's priority in the first year is supporting investment in elementary and secondary schools in Ontario.

New funding for energy efficiency will allow schools to invest in cleaner options when they upgrade their facilities, often creating local jobs in the process. Retrofits can deliver very significant energy savings that can be reinvested in students. For example, for a \$1.5-million window and lighting retrofit project undertaken by an Ontario school board, the federal government would contribute up to 40 percent toward the eligible costs of the project, saving the school board around \$600,000 that can be reinvested in other activities to benefit school children.

- 2 -

This fiscal year, the Government of Canada has earmarked \$40.9 million for energy efficiency investments in Ontario's schools. The funding is to be allocated to every school board in the province according to a per-student formula that accounts for rural boards' needs.

In order to get those investments to Ontario's schools, our respective governments need to work together. Specifically, I am asking the Government of Ontario to sign an agreement where it will commit, along with the Government of Canada, to flow those dollars to Ontario's school boards to improve energy efficiency in schools across the province.

To be clear, the Government of Canada is not asking for matching funds. It is simply requesting that we work together to flow dollars from pricing carbon pollution to school boards in Ontario.

In order to make sure these funds can be allocated in a timely manner, please advise by July 19, 2019, whether the Government of Ontario intends to conclude a funding agreement with the federal government that is in line with the parameters outlined in the enclosed annex.

We both know that students throughout Ontario are passionate about fighting climate change and protecting the environment. Therefore, I am hopeful that you and your government will be willing to collaborate to help cut pollution and give children in Ontario a better environment where they can learn, study and play.

Sincerely,

A handwritten signature in blue ink, appearing to read 'C McKenna', with a stylized flourish at the end.

The Honourable Catherine McKenna, P.C., M.P.

Enclosure

# CLIMATE ACTION INCENTIVE FUND FOR SCHOOLS

---

## OVERVIEW OF CLIMATE ACTION INCENTIVE FUND

The Climate Action Incentive Fund (CAIF) is a new proposed program designed to meet Canada's commitment to returning all proceeds collected from the fuel charge under the federal price on pollution back to the jurisdiction of origin. Subject to passage of the Budget Implementation Act and subsequent specifications by the Minister of Finance, this program will be available in the provinces of Saskatchewan, Manitoba, Ontario, and New Brunswick, where the federal price on pollution came into effect on April 1, 2019. Funding will be provided to support projects and measures that decrease energy usage, save money and reduce greenhouse gas (GHG) emissions.

The CAIF has three funding streams to support projects and measures undertaken by small and medium-sized enterprises (SMEs), municipalities, universities and colleges, schools, hospitals ("MUSH sector"), and not-for-profit organizations. These are:

- the SME Project stream, which is expected to launch in July 2019 to support SMEs;
- the Rebate stream, which is expected to launch in July 2019 to support SMEs and non-for-profit organizations; and
- **MUSH Retrofit stream with a focus on school for the 2019–2020 intake, which is the focus of this annex.**

Funding support specifically for Indigenous communities will be provided through separate federal programming.

## MUSH RETROFIT STREAM

### 1. Overview

- The MUSH Retrofit stream will provide funding to municipalities, universities/colleges, schools, and hospitals to help them make energy efficiency improvements and retrofits to reduce energy use, costs, and GHG emissions.
- In the current fiscal year (2019–2020), the funding for this stream will focus on supporting energy efficiency and retrofit projects in schools.
- Starting in 2020–2021, in addition to schools, funding is expected to be made available for municipalities, universities/colleges, and hospitals. Discussions about how best to invest this funding will occur over the coming months.
- Estimated funding available for schools are as follows:

Jurisdiction	Allocation in 2019-2020
Saskatchewan	\$12,004,000
Manitoba	\$5,383,000
Ontario	\$40,869,000
New Brunswick	\$2,017,000
Total	\$60,273,000



## 2. Program Delivery Approach for Schools

- Environment and Climate Change Canada (ECCC) plans to enter into funding agreements with provinces, which will in turn flow funds to schools through school boards to undertake eligible projects.

## 3. Formula for Funding Allocation

- Allocations for schools will be determined using a base level of 25 percent of the total funding being allocated evenly to each school board with the remaining 75 percent allocated on a per student basis.

EXAMPLE: A total of \$2M is available in a province.

10 school boards and a total student population of 100,000 students will be calculated as follows:

- each school board will receive a base amount of \$50,000 (25 percent of the \$2M allocation divided between the 10 boards); and
- the remaining \$1.5M will be allocated on a per student basis to each school board.

## 4. Project Identification and Approval

- School boards will be responsible for identifying and prioritizing projects for funding. Provinces will submit eligible projects from school boards to ECCC for approval using the template provided by ECCC.

### Eligible Project Categories and Sample Activities

#### 1) Building energy efficiency retrofits

- Enhancements to building envelope (with direct energy savings), including energy efficient windows/doors/skylights, increased insulation, weatherproofing and glazing
- Energy efficient lighting system
- Heating, ventilation, and air conditioning systems/controls
- Water heating retrofits, including high efficiency condensing water heating
- High efficiency motors and controls
- Energy management controls, including building automation systems
- Fuel switching to cleaner energy sources in existing buildings

#### 2) Electricity, energy or fuel production

- District energy (heating and/or cooling)
- Combined heat and power for own use
- Renewable energy systems (e.g. solar photovoltaic, wind energy, micro-hydro) on-site and for own use.

## 5. Cost Sharing and Federal Stacking

- Canada will provide up to 40 percent of total eligible costs of the project. Funding recipients will continue to be bound by the stacking rules of other federal programs.
- There is no requirement for provincial governments to match the federal funding.

## 6. Reporting and Payments

- Provinces will be required to submit reports on progress, and final reports at the end of projects, which must be no later than March 31, 2021.
- The funding agreement between the Government of Canada and provinces will set out the terms of payments.



OFFICE OF THE REGIONAL CHAIR  
Karen Redman

Regional Municipality of Waterloo

150 Frederick Street  
Kitchener ON N2G 4J3 Canada  
Telephone: 519-575-4585  
TTY: 519-575-4608  
Fax: 519-575-4440  
[kredman@regionofwaterloo.ca](mailto:kredman@regionofwaterloo.ca)  
[www.regionofwaterloo.ca](http://www.regionofwaterloo.ca)

June 28, 2019  
(sent via email)

Re: EcoSchool Certification Achievement

I am writing to congratulate you and your school community on your recently achieved EcoSchool certification. Caleb Gingrich Regehr, the Energy Conservation Officer for the Waterloo Catholic District School Board, made me aware of your school's outstanding accomplishment.

I would like to thank you for your leadership in building a culture of sustainability. Encouraging youth to conserve our valuable resources will have an impact on our environment and has the potential to build life-long habits.

The Region of Waterloo has always been a proponent of environmental sustainability and is a great place to teach students about waste reduction and recycling. Over the past several years, Regional Council has worked very hard to find ways to reduce the amount of garbage being taken to the landfill and to recycle household waste. We all have a part to play and I am happy to see that your school is setting an example for others.

Thank you for being a great ambassador of environmental sustainability.

Yours sincerely,

Karen Redman  
Regional Chair

cc: Caleb Gingrich Regehr

3046662



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

July 2, 2019

**MEMORANDUM**

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

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** Refund Litigation & Access Copyright Update

---

On May 29, 2019, the Federal Court issued an Order with respect to document discovery in the Refund Litigation case regarding Access Copyright regarding overpaid royalties. The Order is attached to this memo as an Appendix.

**Background:**

The Jurisdictions (including school boards in Ontario) and Access Copyright could not agree on two issues: first, the number of ministries, school boards and schools required to swear affidavits of documents; and second, the scope of records that should be produced. With no agreement in sight, the Jurisdictions brought a Motion asking the Federal Court to resolve this impasse. This Motion was argued before the Federal Court on May 28, 2019 and the Court's decision was rendered during the hearing.

**The Legal Order:**

Although legal counsel was successful in persuading the Court to remove some of the most onerous requests for records made by Access Copyright, it remains that ministries, school boards and schools have been ordered by the Court to provide a considerable volume of records.

School boards and schools that are randomly selected to participate in the discovery process will have assistance from the Council of Ministers of Education Tariff Proceedings Sub-Committee. Information Documents for ministries, school boards and schools will be provided, that will describe in detail what needs to be done, what documents need to be provided to Access Copyright and suggest ways to go about gathering the records that the Court has ordered be provided.



### **School Board and School:**

The Court has ordered “full” discovery of 65 school boards across participating Jurisdictions. These 65 boards will be randomly selected from a sample consisting of large and small boards that is stratified based on location and FTE counts. “Full” discovery involves searching for and providing the extensive records listed in sections 3 and 4 of the Court’s Order. If a record requested by Access Copyright does not exist, then nothing can be provided.

In addition, 300 school boards have been ordered to participate in “limited” discovery. “Limited” discovery involves searching for and providing the records (if they exist) listed in section 6 of the Court’s Order.

Lastly, the Court has ordered 8 schools in each of the 65 school boards being fully discovered, to produce the records described in sections 3 and 4 of the Court’s Order. If a record requested by Access Copyright does not exist, then nothing can be provided. It does not appear that “targeted discovery” boards will have to have schools identified for discovery, but that needs to be clarified.

### **Timelines for Selection of School Boards and Schools:**

The Order requires the parties to provide a schedule for the selection of school boards and schools by June 4, 2019. CMEC’s survey expert, Dr. Paul Whitehead, has produced a list of affected Catholic school boards and schools. From the list of all schools, eight schools in each of the 65 boards will be randomly selected. The sample of schools will be stratified by enrolment, location and the grade level taught in the school. Details on the selection will be provided in the coming days.

As the selection process unfolded, some of the smaller boards did not have 8 schools and so, some larger boards will now have more schools, so as to reach the required number of schools Canada-wide. OCSTA will notify those boards directly if they are selected as the schools that are chosen.

The Court Order directs the parties to provide a joint submission on the dates when affidavits and documents must be delivered to Access Copyright by June 11, 2019. The deadlines for final submission of Document Discovery are:

Ministries Deadline:	October 18, 2019
<b>School Board Deadline:</b>	<b>December 31, 2019</b>
School Deadline:	February 28, 2020

The communication documents developed by a CMEC to aid selected boards with this, will give an earlier date by about 3 weeks. This allows the CMEC legal team to review the submitted documents for relevance and for privacy, prior to delivering the full package to Access Copyright.

The school board deadline is the same for Full Discovery boards and for Limited Discovery boards.

**Affected Catholic School Boards:**

The following boards have been selected for “full” discovery:

Toronto Catholic District School Board  
Dufferin-Peel Catholic District School Board  
Halton Catholic District School Board  
Ottawa Catholic School Board  
Windsor-Essex Catholic District School Board  
Peterborough Victoria Northumberland & Clarington Catholic District School Board  
Algonquin & Lakeshore Catholic District School Board  
Catholic District School Board of Eastern Ontario  
Brant Haldimand Norfolk Catholic District School Board  
St. Clair Catholic District School Board  
London District Catholic School Board

**Next Steps:**

CMEC is in the process of hiring a project coordinator to communicate directly with the selected ministries, school boards and schools, and to manage the collection of the documents. Once this person has been identified, this information will be shared.

CMEC is also working on the development of supporting documentation for all selected ministries, school boards and schools. These documents will outline in detail, the types of documents being sought with suggestions for gathering the court-ordered records. As well, there will be detailed instructions on how to submit records to the Project Coordinator mentioned above.

Further updates will be sent to OCSTA boards as required.

If you have any questions, please contact me at [nmilanetti@ocsta.on.ca](mailto:nmilanetti@ocsta.on.ca) or Stephen Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

*Attachment*

Federal Court



Cour fédérale

**Date: 20190529**

**Docket: T-326-18**

**Ottawa, Ontario, May 29, 2019**

**PRESENT: Case Management Judge Mandy Ayles**

**BETWEEN:**

**THE PROVINCE OF ALBERTA AND ALL  
ENTITIES NAMED IN SCHEDULE "A"**

**Plaintiffs**

**and**

**THE CANADIAN COPYRIGHT LICENSING  
AGENCY (C.O.B. AS ACCESS COPYRIGHT)**

**Defendant**

**ORDER**

**UPON MOTION** by the Plaintiffs, heard at a special sitting on May 28, 2019, for relief, as set out in the Notice of Motion, related to the specific representative group of Plaintiffs, as well as the nature of documents to be produced, for the purpose of complying with the Court's Order dated January 2, 2019, which ordered that documentary production shall proceed by way of a representative set of productions from an agreed upon number of Plaintiff schools, school boards and Ministries of Education;

**CONSIDERING** that the parties were unable to reach an agreement as to the number of Plaintiff schools, school boards and Ministries of Education, nor the nature of all documents to be produced by those entities;

**CONSIDERING** the motion materials filed by the parties and the submissions made by the parties at the hearing of the motion;

**CONSIDERING** the Court's reasons for decision given at the hearing of the motion;

**THIS COURT ORDERS that, for the purpose of representative documentary discovery of the Plaintiffs as ordered by Order dated January 2, 2019:**

1. The following entities shall, on behalf of the Plaintiffs, deliver affidavits of documents:
  - a. Each Ministry of Education from all Provinces and Territories, excluding Quebec and British Columbia, and in relation to Ontario, the school boards shall make inquiries of the Ministry for relevant documents;
  - b. 65 school boards (excluding Quebec and British Columbia), randomly selected with sufficient representation of smaller and larger school boards (in proportions equivalent to their share of FTEs) and to be distributed across Canada in a manner proportional to FTE counts while ensuring a minimum of three school boards per Province and three for the three Territories in aggregate; and

- c. Eight schools randomly selected from each of the 65 school boards, with sufficient representation of smaller and larger schools as well as elementary and secondary schools [collectively, the Representative Plaintiffs].
2. The selection of school boards and schools shall be a joint exercise undertaken by the parties and their experts. The parties shall, by no later than June 4, 2019, provide the Court with a jointly-proposed deadline for the selection of the representative school boards and schools.
3. The affidavits of documents to be delivered in accordance with paragraph 1 of this Order shall contain the following records, for the period 2013 to the present, in the power, possession or control of the Representative Plaintiffs that are relevant to the implementation, administration and enforcement of fair dealing, to the extent such records exist:
  - a. Each fair dealing guideline implemented by each province, district, school board and school, including:
    - i. Implementation memoranda;
    - ii. Correspondence;
    - iii. Training materials and logs;
    - iv. Teacher and administrator certifications;
    - v. Guidelines for agents or external providers;

- vi. Documents relating to the monitoring of compliance with fair dealing guidelines, including by CMEC;
  - vii. Feedback from users within the school system;
  - viii. Incident reports or disciplinary records relating to non-compliance or failure to train, including any records of any violation or suspected or claimed violations of any fair dealing guidelines, and excluding any student incident reports or student disciplinary records. The names of any students may be redacted from the records; and
- b. Such other relevant documentation relating to the implementation, administration and enforcement of fair dealing guidelines, including of Ministry or Department of Education Copyright Officers.
4. The affidavits of documents to be delivered in accordance with paragraph 1 of this Order shall also contain the following records, for the period 2013 to the present, in the power, possession or control of the Representative Plaintiffs that are relevant to the copying activities of the Representative Plaintiffs, to the extent such records exist:
- a. Physical copies of works, including both “master copies” of works intended to be used for teaching as well as resulting copies of works disseminated to students;

- b. Lesson plans, course syllabi, course outlines, source materials, curriculums and similar records associated with the teaching of subjects in the Plaintiffs' schools (i.e. teach course binders);
- c. All internal and external records pertaining to choice of educational materials, maintenance of class sets, and use of workbooks;
- d. All internal and external records pertaining to the Defendant or its tariffs;
- e. All internal and external records pertaining to the schools, school boards and provinces electing to "no longer operate" under the Defendant's K-12 tariff;
- f. Archives from electronic learning management systems;
- g. Budgets for each school for the 2013-2018 years (in the form that they currently exist), including for:
  - i. Purchasing all products and services including materials used for educational instruction;
  - ii. Copying expenses (i.e. paper, ink, copying equipment, etc.); and
  - iii. Acquiring new physical works (i.e. for textbooks, novels, etc.);
- h. Amounts spent by each school on purchasing or licensing materials for educational instruction, broken down by type, including on each textbook and consumable, as they relate to the works at issue in the Counterclaim;



- i. Publisher licence agreements;
  - j. Amounts spent on licenses of materials used for educational instruction by work licensed;
  - k. Records from copying shops or internal copying services relating to any copying of the works at issue in the Counterclaim;
  - l. Records of any savings of each school board resulting from copying of the works at issue in the Counterclaim; and
  - m. All FTE numbers on a per class basis, for all schools and school boards between 2013 and 2018.
5. The following entities shall, on behalf of the Plaintiffs, deliver a limited affidavit of documents:
- a. 300 school boards (excluding Quebec and British Columbia).
6. The limited affidavits of documents to be delivered in accordance with paragraph 5 of this Order shall contain the following records, for the period 2013 to the present, in the power, possession or control of each school board, to the extent such records exist:
- a. Copyright management and enforcement guidelines, including all guidelines, instructions and training materials issued by the school board to teachers and principals;

- b. Any copying audits, audit committee reports or studies with regard to compliance;
  - c. All copying budget numbers; and
  - d. All FTE numbers.
7. The Defendant shall be entitled to identify a maximum of ten additional school boards for targeted discovery, which school boards shall produce an affidavit of documents containing the same categories of documents as set out in paragraphs 3 and 4 hereof. The Defendant shall advise the Plaintiffs of any targeted discovery request within seven days of the deadline for selection of the representative school boards and schools.
8. The parties shall, by no later than June 11, 2019, provide the Court with a jointly-proposed timetable, or individually-proposed timetables, for service of the Plaintiffs' affidavits of documents and schedule one productions.
9. The Defendant is entitled to its costs of the motion, payable in any event of the cause. The parties shall meet and confer to attempt to reach an agreement on quantum, failing which the Defendant shall serve and file written cost submissions not exceeding three pages by June 11, 2019 and the Plaintiffs shall serve and file responding written cost submissions not exceeding three pages by June 17, 2019.

---

“Mandy Aylen”  
Case Management Judge

Submission to  
The Ministry of Education

## **E-Learning and Catholic Education**

**June 24, 2019**



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.

---

## TABLE OF CONTENTS

INTRODUCTION .....	1
PROPOSED STRUCTURE OF E-LEARNING FRAMEWORK.....	1
CATHOLIC EDUCATION ISSUES WITH E-LEARNING .....	1
Constitutional Requirements for Respecting the Distinctive Nature of Catholic Education .....	1
OCSTA’S KEY CONCERNS .....	2
Teacher/Student Relationship .....	2
Curriculum Design and Delivery .....	2
E-Learning and Special Education Students.....	2
Labour Relations Issues .....	3
Teacher In-Service Training Issues.....	3
Broadband Access for Northern, Rural and Remote Boards .....	4
Student Issues.....	4
CURRENT RESEARCH ON E-LEARNING IN SECONDARY SCHOOLS .....	5
Best Practices .....	5
Policy Considerations .....	5
Technology Acceptance.....	5
Social Presence .....	6
Open Education.....	6
Effect of Student Readiness on Student Success .....	6
Content Knowledge and Instructional Practices .....	7
Research Support for Similar Approaches.....	7
OCSTA POLICY AND IMPLEMENTATION RECOMMENDATIONS .....	8
CONCLUSION.....	8
REFERENCES .....	9



---

## **INTRODUCTION**

On behalf of the Ontario Catholic School Trustees' Association ("OCSTA") we are pleased to provide a submission on the recently introduced e-Learning model being developed for all school boards in Ontario to the Ministry of Education. This submission reflects the position, concerns and recommendations of Ontario's 29 Catholic school boards and was developed after substantive discussion with our member boards. It also outlines some areas that are of the utmost importance to OCSTA in respect of denominational rights and Catholic education. The recommendations flowing from this submission are designed to assist the Ministry in assessing the policy and implementation challenges with this proposed new model of e-Learning, particularly within the context of the English Catholic education sector.

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.

## **PROPOSED STRUCTURE OF E-LEARNING FRAMEWORK**

On March 15, 2019 the Ministry of Education announced its new vision for primary and secondary education in Ontario—*Education that Works for You—Modernizing Classrooms*. As part of its new vision, the government is proposing that secondary school students take a minimum of four e-Learning credits of the 30 credits needed to fulfill the requirements for receiving an Ontario Secondary School Diploma. These changes will be phased in starting in the 2020-2021 school year. As proposed, the e-Learning model will be mandatory and centrally controlled with one e-Learning course taken per year. Exemptions may be made to these course requirements on a case by case basis. In terms of funding, according to B-Memo: B08, the secondary programming amount in the Pupil Foundation Grant will no longer be provided effective September 1, 2019.

## **CATHOLIC EDUCATION ISSUES WITH E-LEARNING**

There are two fundamental requirements that any e-Learning model must respect regarding Catholic education:

1. E-Learning curriculum in Catholic Schools must be developed and approved by Catholic school boards;
2. E-Learning courses must be delivered by Catholic school teachers employed by Catholic school boards.

These are necessary requirements to meet the distinctive nature of and denominational rights of Catholic education in Ontario. Each are elaborated on in greater detail in the next section of the paper.

### ***Constitutional Requirements for Respecting the Distinctive Nature of Catholic Education***

The new e-Learning model must meet the constitutionally protected denominational rights of Catholic school boards.

The hiring of teachers is of primary importance. Constitutional jurisprudence is clear that Catholic school boards have the right to prefer Catholics in the hiring of teachers. (*Daly v. Ontario*, 1997; *Ontario Court of Appeal*, 1999). To the extent that in applying the new e-Learning model, students in Catholic schools

---

are taught by teachers not employed by Catholic School Boards due to the centralized delivery of all e-Learning courses, then the policy would prejudicially affect the denominational rights of Catholic school supporters and thus be unconstitutional.

A second consideration relates to how the curriculum for e-Learning courses is developed. Recent constitutional law has established that Catholic education requires that Catholic values be imbued throughout the course curriculum (Caldwell v. Stuart, 1984; OECTA v. Ontario, 2001). In addition, the law is clear that Catholic boards have the constitutional right to adapt curriculum to reflect Catholic values.

To the extent the centralized model of e-Learning fails to allow Catholic boards to adapt and approve curriculum taught in Catholic Schools, then again it violates the constitutionally protected rights of Catholic school boards.

The current course offerings from the LMS system (roughly 70 e-Learning courses) do not intentionally offer curriculum content that reflects Catholic values or reflect key aspects integral to Catholic faith formation. Within the current e-Learning system, once e-Learning courses are developed, they are sent to Catholic boards which adapt/approve the courses in order to ensure Catholic values are reflected in the courses. However, with the centralization of all e-Learning courses under the new model, there is a risk that Catholic boards won't be able to adapt/modify the curriculum to meet Catholic values.

## **OCSTA'S KEY CONCERNS**

### ***Teacher/Student Relationship***

In Catholic Schools, the teacher-student interaction and relationship is at the heart of faith formation of students. It is the teacher who models and gives witness to Gospel values. Catholic education occurs within a context of learning in which all curriculum subjects are inspired and informed by the Catholic faith. Our schools strive to build a community of faith. OCSTA is concerned that diminishing the right of Catholic School Boards to adapt and approve curriculum with centrally-controlled and mandatory e-Learning courses will fragment the learning experience of our students and undermine the purpose of our distinctive educational system.

### ***Curriculum Design and Delivery***

As noted above, it is imperative that teachers employed by Catholic boards deliver e-Learning courses and that Catholic boards adapt and approve curriculum for all e-Learning courses. OCSTA is concerned that teachers not employed by Catholic Boards and/or private contractors may be involved in delivering and developing the e-Learning curriculum. Either would compromise our denominational rights.

OCSTA recognizes that in-class teaching is the most effective option for the majority of students because the student-teacher relationship allows for individualized instruction based on a student's needs. Many Catholic boards have developed optional e-Learning courses. In the recent past, the Ministry funded Catholic curriculum e-Learning groups to develop e-Learning courses that are consistent with Catholic teaching and values. However, the funding ended and was replaced by the generic LMS system and curriculum for all students. OCSTA believes that Catholic students registered in Catholic schools must be able to access e-Learning courses that reflect and promote Catholic values and traditions.

### ***E-Learning and Special Education Students***

Given the findings from the Michigan's adoption of at least one online learning course and their conclusion that 25% of their students were not successful in that setting, there should be multiple cautions raised with respect to students who are undertaking online courses for credit recovery and students with Individual Education Plans. A key consideration for our Catholic school boards is to ensure that each

---

student receives those educational resources needed for maximizing their individual learning potential. This is core to the mission of our system.

A small study by Dynarski (2017) for the Brookings Institute showed that students who wanted to accelerate their learning were more successful with online courses than students who had learning challenges. The implication of this finding is that students who have an identified learning exceptionality should select online courses with local (district or school) supervision so that the instructor has relevant information from the IEP. In this way, the course content can more easily be modified to accommodate the student's needs and to assess the student.

### ***Labour Relations Issues***

Some Catholic boards have existing collective agreement language that will be relevant to the proposed e-Learning model. Class size considerations will also be a key issue within the new model.

### ***Teacher In-Service Training Issues***

The new e-Learning model will also require an extensive training regimen since teaching an online course is very different from teaching live in the classroom. This will require additional resources for boards in order to offer professional development and require Faculties of Education to train new teachers on this model more extensively.

Training every teacher would be very expensive and with e-Learning possibly replacing 13% of all classes taught in a secondary school, it would be more reasonable to have some subject specialists trained. Furthermore, not all courses are suitable for an online delivery system which means that the pool of both courses and teachers available for this model is further reduced. Many courses require labs, demonstrations, and "hands on" assessment such as physical education, technical courses and science. Although some of them are available on the LMS, they do not lend themselves to online delivery models unless they use Blended e-Learning. Blended e-Learning has both an online component and a classroom portion.

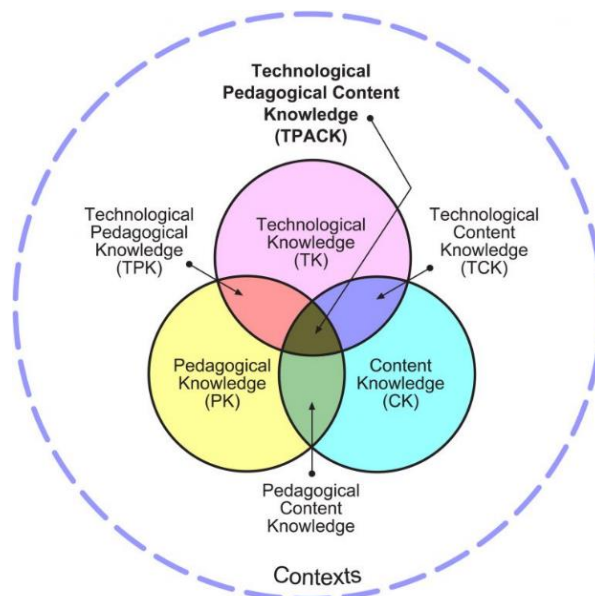
As one large Catholic board notes,

“... the hiring and training of appropriate teaching personnel will need to be given serious consideration. Not all teachers are comfortable or effective at using technology as a pedagogical tool to enhance and deepen learning. Not all schools will be able to have on site teachers with the understanding of the vLE to provide support to students in an online environment. There needs to be a comfort level among students and teachers with navigating the online classroom (ie: workflow, online tools, submitting assignments, accessing feedback, communicating with an instructor). In reality, classroom learning is negatively impacted if appropriate scaffolding,<sup>1</sup> teacher questioning based on student input, and ongoing assessment and feedback is not provided in real-time. The use of technology will not change this fact.”

The comments of this Catholic school board are fully supported in the literature on online learning. Teachers of online learning need to be specialists in how to use technology for online learning, and content-specific specialists. The TPACK framework of teacher competencies (Michra and Koehler, 2006) is one way to consider the interactions among these skills, because the teachers are not only required to be specialist in the areas, but they are also specialists in how these areas interact with each other. Technological pedagogical knowledge for example, describes the connections between the technology tools and specific types of pedagogy. See: <https://educationaltechnology.net/technological-pedagogical-content-knowledge-tpack-framework/>

---

<sup>1</sup> In education, **scaffolding** refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.



### ***Broadband Access for Northern, Rural and Remote Boards***

E-Learning courses of the scale being contemplated by the Ministry require consistent broadband access and the availability of computer technology. But many students and families don't have access to broadband technology at home and many rural and northern schools lack sufficient broadband capacity and computer technology required for the mandatory e-Learning courses being proposed.

### ***Student Issues***

Based on the experience of our boards with e-Learning, the following concerns have been identified:

- Time management skills are required for successful completion of course work;
- Planning and maintaining a schedule of work;
- A high degree of independence as a learner;
- Advanced communication, reading and comprehension skills;
- Culturally appropriate curriculum for Indigenous students;
- Access to up to date software and related computer technology.

Other scheduling issues with e-Learning are also noted for the successful implementation. As one large Catholic board notes:

“The flexibility of e-Learning to fit student timetables and pathway needs is a positive option for many senior level students. However, if large numbers of students are enrolled in e-Learning, the question of student supervision, device distribution and management, wifi signal and bandwidth, and physical spaces to host students will need to be considered. In addition, parents and caregivers will need to take a more active role and responsibility in monitoring their children if a large scale, asynchronous model of learning<sup>2</sup> is available to all students. The likelihood of student success, motivation, and progress will need to be more closely monitored outside of school hours.”

<sup>2</sup> **Asynchronous learning** is a student-centered teaching method that uses **online learning** resources to facilitate information sharing outside the constraints of time and place among a network of people.

---

## **CURRENT RESEARCH ON E-LEARNING IN SECONDARY SCHOOLS**

While there are some similarities between the proposal for e-Learning offered by the Ontario government and e-Learning programs in the US, there have been lessons learned in the US that can benefit new e-program initiatives. The model that was first suggested in the US was a state-led virtual school, but this has changed. Most of the States offer multiple programs - presently, there are 478 virtual schools reporting from approximately 40 U.S. states (<https://nces.ed.gov>). In comparison, the United Kingdom's approach has been to establish 10 regional broadband program consortia who develop e-classroom materials matched to local needs (Boulton, 2008).

Michigan was the first state to reportedly mandate e-Learning but, in effect, Michigan expanded course access by allowing every parent the right to enroll their child in an online course. The stated goal of the State Board of Education in Michigan is that a student has at least one virtual learning experience prior to graduation. While this has been interpreted to be an online course, there are criteria attached. It must be a “blended approach” taught by highly-qualified teachers, with opportunities for individual instruction and group collaboration. It must use multiple communication channels and requires a student-to-teacher ratio that allows for relationship building (State of Michigan Department of Education, 2013).

Michigan States Virtual Learning group recently published key findings about e-Learning effectiveness and best practices from the past 15 years. The research recommends offering e-Learning courses on a limited basis initially until students show success. It also suggests offering *choice* to students and parents, considering student need and readiness. Many students access online learning for credit recovery and these students require more individualized approaches to learning (Freidhoff, 2019).

**Best Practices:** Michigan reports annually on the success of students in e-Learning courses which informs policy and allows multiple e-programs to monitor their performance. Best practices from the most successful programs are used to inform other programs through intentional design. Secondly, Freidhoff recommends that the focus be on “high touch” (teacher-student interaction) rather than focusing on high-tech models. He has found that a “wrap around success model” of the school staff, the online instructor and the parent collaborating with the student provides the most success. Despite these efforts, he cautions that Michigan has found that not all, but 75% of students, adapt to online learning (Freidhoff, 2019).

**Policy Considerations:** While early research on online learning focused on post-secondary, current research from the US and UK provides some direction for education authorities contemplating e-Learning. The National Education Association (US) has published policy guidelines for quality e-Learning. Policy decisions to offer online courses should be based on clear criteria such as filling gaps in course offerings or assisting underserved students or enriching the curriculum. Secondly, there should be a funding process in place to fund both course development and the selection of purchased courses. Policies need to be in place for enrolment. There should be processes to outline whether the state or district is responsible for ensuring student access to equipment, software, connections, resources and technical support. There must be programs in place to ensure the preparedness of instructors to teach online and the ongoing monitoring and evaluation of the online teacher. Some of these quality assurance issues need to be addressed at the school district level. A determination regarding whether they are addressed locally or by the broader education authority needs to be addressed prior to program implementation (NEA, 2006).

**Technology Acceptance:** Research has shown that successful e-Learning is connected to the user's acceptance of the technology – it must be perceived as needed or useful, and the technology must be easy to use. This is known as the technology acceptance model or TAM (Venkatesh & Davis, 2000). Students new to e-Learning are not used to sitting in front of a laptop working on their own, and students have



---

repeatedly indicated that they need to be able to interact with other students and the teacher (Boulton, 2008).

**Social Presence:** Most adolescent learners have come to understand the internet as a social space. Work environments now have various mediated forms of interaction that substitute for being physically in the same room. With the ability to maintain contact across space and time through multimodal means, today's learners may be more accustomed to just-in-time, personalized access than to the "distance education" courses that were offered in the past. This sense of being co-present with another person in a mediated space has come to be known as *social presence* (Biocca et al., 2006). A well-established theory of online learning in Canada establishes the need for social presence and teacher presence (See Anderson, 2004). Multiple researchers have found support for the importance of dialogue among teachers and students, and that increased interaction results in increased motivation and satisfaction for students (Moallen, 2015). Researchers at the EI lab at Ontario Tech University have shown that student connection in online courses increases with the use of video and audio and similar affordances of some online learning environments (See van Oostveen et al., 2018).

**Open Education:** Learning Management systems (LMS) are ubiquitous on university campuses (Dahlstrom et al., 2014) and have been a stalwart of university online courses since the late 1990's. The landscape of online learning is changing in post-secondary, however, from a focus on university-issued hardware and proprietary software toward innovation. New tools such as the Google suite allow for more flexibility for the learner to choose (and maintain) individual computing hardware. Online courses are becoming more sophisticated, polysynchronous environments (Delgano, 2014; Robertson et al., 2018). The advent of BYOD in universities has raised questions about the functionality of the LMS, especially with respect to slowing down innovation. For example, the LMS facilitates the transmission of information but not as much transformational pedagogy that is shaped by both the learner and the instructor (using Miller & Seller's (1990) typology). The LMS might be characterized as a portal that automates administrative practices but one that is not instrumental in altering pedagogy.

Open education considers more than the LMS. For example, a BC Campus research report finds that open textbooks make schooling more affordable for students in higher education. (Jhangiani et al., 2016). Open pedagogy, which is defined as the place where theories about teaching, learning, technology and social justice enter into conversations, inform the development of educational practices and structures (Retrieved from <http://openpedagogy.org/open-pedagogy/>) There is also open technology, which looks at the open sharing of collaborative, flexible learning and teaching practices. (Cape Town Open Education Declaration, 2007).

### ***Effect of Student Readiness on Student Success***

With the demand of online learning in secondary education increasing across the province (People for Education, 2019), retention of students in e-Learning has been suggested as being one of the greatest challenges (Herbert, 2006; Heyman, 2010). The withdraw and failure rates for online courses are being reported as being significantly higher than on-site, face-to-face courses (Bos & Shami, 2006; Heyman, 2010). Bettinger and Loeb (2017) have presented statistics that show students with lower achievement levels in conventional classes generally perform worse in online courses than their peers (cited from People for Education, 2019). Some studies have shown the withdraw rates in e-Learning courses to be between 10 percent and 20 percent higher than courses being taught in conventional classrooms (Frankola, 2001; He, Xu, & Kruck, 2014; Patterson & McFadden, 2009).

A student's readiness in taking an online course can have an impact on performance, academic outcomes, and retention rates (Demir Kaymak & Horzum, 2013; Geiger, Morris, Suboez, Shattuck, & Viterito, 2014; Oliver, Osbourne, Patel, & Kleiman, 2009). Readiness can be defined by several factors, including individual attributes (such as motivation, perseverance, learning intentions and goals), learning styles, life



---

factors, technical expertise and knowledge, reading rate and recall, and typing speed and accuracy (Demir Kaymak & Horzum, 2013; Geiger et al., 2014; Osborne et al., 2009).

### ***Content Knowledge and Instructional Practices***

**Research Support for Similar Approaches:** Research consistently indicates that the transition to online learning for teachers and for students is significant and may be underestimated in planning designs (See for example Boulton, 2008; DiPietro et al, 2010; Robertson et al., 2012). These cautions point to a need to scaffold or build student capacity for e-Learning experiences. Blended learning can begin naturally with the increased use of technology for learning, collaborating, and assessment in the regular classroom. Students who have used technology for learning through a coordinated school district plan will be better prepared for online courses and what they entail. Research also consistently supports a carefully-scaled plan of integration of online courses that include a well-qualified teacher presence (Friedhoff, 2018; Michigan Department of Education, 2013).

Allowing implementation choices through policies that define the role of districts in student programming and support is recommended (NEA, 2006). Encouraging open sharing of resources and open education platforms allows for more innovation in programming and more site-specific problem-solving. The training of highly-qualified teachers to support e-Learning is also recommended across multiple research studies. For a comprehensive review of (early) best practices, K-12 online, see DiPietro et al., 2010.

### **OCSTA POLICY AND IMPLEMENTATION RECOMENDATIONS**

To address these policy and program implementation challenges, OCSTA recommends the following for the Ministry's consideration:

1. Ensure Catholic boards work with the Ministry to develop and approve an e-Learning curriculum that will be delivered by teachers employed by Catholic boards to students in all Catholic boards in Ontario. This could involve, for example, the *Ontario Catholic eLearning Consortium*, the *Institute for Catholic Education* and panels of Catholic education experts.
2. Consider "Blended" e-Learning/classroom courses for those students and curriculum that require face-to-face interactions. For example, Religious Education courses in Catholic schools often require student participation in retreats and related activities not possible through digital learning experiences.
3. Create a process such as a series of Ministry of Education working groups with key education stakeholders to formally identify the key policy/program implementation issues that must be addressed and managed as soon as possible. This may involve representatives from other ministries such as Children Community and Social Services, Infrastructure, Health and Long Term Care. This will include issues such as:
  - exception criteria for students with special needs, impacts on student mental health and well-being;
  - scaling of technology to accommodate the new e-Learning model;
  - pre-service and in-service teacher education;
  - board resources (device access/support).
  - The flexibility of Catholic boards to deliver and modify e-learning courses, either through a student's home board or another Catholic board.
4. Respect the Collective Bargaining process and address the labour relations issues in moving to the new e-Learning model.

- 
5. Review those parts of the GSN that support computer technology and funding for broadband modernization to ensure that boards have the resources to support students that may not have access to computer technology/internet access at home.
  6. Review, and if necessary modify, the current timeline for implementation to ensure the new model can be scaled to the substantial number of new students that will enroll in e-Learning courses.

## **CONCLUSION**

In summary, the government's new model of e-Learning represents a significant policy shift in how on-line learning courses are funded and delivered across the province at the present time. This will impact not only school boards but teachers, parents and most especially students.

OCSTA believes that the Ministry needs to clarify how the implementation process will be introduced by the Ministry in collaboration with boards. The labour relations and funding issues are significant both for boards and the Ministry as e-Learning increases its scale substantially. In addition, the model being proposed poses serious challenges to Catholic education, where the teacher-student relationship is critical for learning, student success and faith formation. Finally, the Ministry needs to address issues of student and teacher capacity as well as broadband and hardware capacity prior to making any e-Learning course requirements mandatory.

---

## REFERENCES

- Anderson, T. (2004). Towards a theory of online learning. *Theory and practice of online learning*, 2, 109-119. Retrieved @ [https://auspace.athabasca.ca/bitstream/handle/2149/757/toward\\_a\\_theory\\_of.pdf?sequence=3](https://auspace.athabasca.ca/bitstream/handle/2149/757/toward_a_theory_of.pdf?sequence=3)
- Biocca, F., Harms, C., & Burgoon, J. K. (2006). Toward a more robust theory and measure of social presence: *Presence: Teleoperators & virtual environments*, 12(5), 456-480. <https://doi.org/10.1162/105474603322761270>  
Massachusetts Institute of Technology
- Bos, N., & Shami, N. (2006). Adapting a Face-to-Face Role-Playing Simulation for Online Play. *Educational Technology Research And Development*, 54(5), 493-521. Retrieved June 4, 2019, from <https://link.springer.com/article/10.1007%2Fs11423-006-0130-z#citeas>
- Boulton, H. (2008). Managing e-Learning: What Are the Real Implications for Schools?. *Electronic Journal of E-Learning*, 6(1), 11-18. Retrieved @ <https://files.eric.ed.gov/fulltext/EJ1098713.pdf>
- Cape Town Open Education Declaration (2007). Retrieved @ <https://www.capetowndeclaration.org/read-the-declaration>
- Dahlstrom, E., Brooks, D. C., & Bichsel, J. (2014). The current ecosystem of learning management systems in higher education: Student, faculty, and IT perspectives. Research Gate.
- Dalgarno, B. (2014). Polysynchronous learning: A model for student interaction and engagement. *Rhetoric and reality: Critical perspectives on educational technology. Proceedings ASCILITE, Dunedin*, 673-677.
- Demir Kaymak, Z., & Horzum, M. B. (2013). Relationship between Online Learning Readiness and Structure and Interaction of Online Learning Students. *Educational Sciences: Theory and Practice*, 13(3), 1792-1797. Retrieved June 6, 2019, from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1017736&site=ehost-live>
- DiPietro, M., Ferdig, R. E., Black, E. W., & Presto, M. (2010). Best practices in teaching K-12 online: Lessons learned from Michigan Virtual School teachers. *Journal of interactive online learning*, 9(3), 10. Miller, J. P., & Seller, W. (1990). *Curriculum Perspectives and Practice*. Longman Inc., 95 Church Street, White Plains, NY 10601. Retrieved @ <https://digitalcommons.kent.edu/cgi/viewcontent.cgi?referer=https://scholar.google.ca/&httpsredir=1&article=1023&context=ldespubs>
- Frankola, K. (2001).
- Freidhoff, J. (2019). Online learning graduation requirement: Lessons from Michigan. Retrieved @ <https://canelearn.net/online-Learning-graduation-requirement-lessons-from-michigan-guest-blogger/>
- He, W., Xu, G., & Kruck, S. E. (2014). Online IS education for the 21<sup>st</sup> century. *Journal of Information Systems Education*, 25(2). Retrieved June 4, 2019, from <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=c830c62c-2803-4167-94b2-b4f77e71b655%40sdc-v-sessmgr02>

- 
- Herbert, M. (2006). Staying The Course: A Study In Online Student Satisfaction And Retention. *Online Journal of Distance Learning Administration*, 9(4). Retrieved June 4, 2019, from <https://www.westga.edu/~distance/ojdla/winter94/herbert94.htm>
- Heyman, E. (2010). Overcoming Student Retention Issues In Higher Education Online Programs. *Online Journal of Distance Learning Administration*, 13(4). Retrieved June 4, 2019, from <https://www.westga.edu/~distance/ojdla/winter134/heyman134.html>
- Geiger, L. A. ., Morris, D., Suboez, S. L., Shattuck, K., & Viterito, A. (2014). Effect of Student Readiness on Student Success in Online Courses. *Internet Learning Journal*, 3(1), 73–84. Retrieved June 3, 2019, from <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=96137401&site=ehost-live>
- Jhangiani, R. S., Pitt, R., Hendricks, C., Key, J., & Lalonde, C. (2016). Exploring faculty use of open educational resources at British Columbia post-secondary institutions. BCCampus Research Report. Victoria, BC: BCCampus. Retrieved @ <https://eduq.info/xmlui/bitstream/handle/11515/35344/exploring-faculty-use-of-oer-british-columbia-post-secondary-institutions-bccampus-2016.pdf?sequence=2>
- Ministry of Education, Ontario (2013). Master User Agreement, 2013. Retrieved @ <http://www.edu.gov.on.ca/elearning/MasterUserAgreement.pdf>
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, 108(6), 1017-1054.
- Moallem, M. (2015). The impact of synchronous and asynchronous communication tools on learner self-regulation, social presence, immediacy, intimacy and satisfaction in collaborative online learning. *The Online Journal of Distance Education and e-Learning*, 3(3), 55-77.
- National Education Association. (2006). Guide to teaching online courses. Retrieved @ <http://www.nea.org/home/30103.htm>
- Oliver, K., Osborne, J., Patel, R., & Kleiman, G. (2009). Issues surrounding the deployment of a new statewide virtual public school. *The Quarterly Review of Distance Education*, 10(1), 37-49. Retrieved June 3, 2019, from <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=f7dcd875-b4a3-48f8-abb4-655253feadfa%40sdc-v-sessmgr01>
- Patterson, B., & McFadden, C. (2009). Attrition in Online and Campus Degree Programs. *Online Journal Of Distance Learning Administration*, 12(2). Retrieved June 4, 2019, from <https://www.westga.edu/~distance/ojdla/summer122/patterson112.html>
- People for Education (2019). Connecting to Success: Technology in Ontario Schools. Toronto, ON: People for Education. Retrieved June 5, 2019, from [https://peopleforeducation.ca/wp-content/uploads/2019/04/PFE\\_TechnologyReport\\_Apr2019-online-final.pdf](https://peopleforeducation.ca/wp-content/uploads/2019/04/PFE_TechnologyReport_Apr2019-online-final.pdf)
- Petrarca et al. (2018). Making a vision come to life. Change how we “do” preservice teacher education at UOIT. UOIT. Pp. 203-217. Retrieved @ [https://cate-acfe.ca/wp-content/uploads/2019/05/Petrarca\\_Kitchen\\_CATE\\_ITE\\_Ontario\\_July\\_2017\\_final.pdf](https://cate-acfe.ca/wp-content/uploads/2019/05/Petrarca_Kitchen_CATE_ITE_Ontario_July_2017_final.pdf)
- Robertson, L., Barber, W., and Muirhead, W. (2018) Online learning as the catalyst for more deliberate pedagogies: A Canadian university experience. In *Active Learning strategies in Higher education: Teaching for Leadership, Innovation, and Creativity*. (Eds) A. Misseyanni, P. Papadopoulou, C. Marouli,
-

---

and M. Lytras. Emerald Group Publishing Limited: Bingley, U.K.  
<https://www.book2look.com/book/awoCvaj7fQ>

Robertson, L. & Hardman, W. (2012) Entering new territory. Crossing over to synchronous, online learning. *College Quarterly*, 15(3), Summer 2012. <http://www.collegequarterly.ca/2012-vol15-num03-summer/robertson-hardman.html>

State of Michigan Department of Education (2013). State Board of Education statement online learning” Retrieved @  
[https://www.michigan.gov/documents/mde/SBE\\_Statement\\_on\\_Online\\_Learning\\_final\\_414547\\_7.pdf](https://www.michigan.gov/documents/mde/SBE_Statement_on_Online_Learning_final_414547_7.pdf)

van Oostveen, R., Childs, E., Gerbrandt, J., & Awwadah, K. (2018). Explorations of social immediacy/intimacy in fully online learning communities while using synchronous tools. (Research Gate)

Venkatesh, V., & Davis, F. D. (2000). A theoretical extension of the technology acceptance model: Four longitudinal field studies. *Management science*, 46(2), 186-204.

Ontario Catholic School Trustees' Association  
BOARD OF DIRECTORS

2019-2020

---

Beverley Eckensweiler, President	Bruce-Grey Catholic District School Board
Michelle Griepsma, Vice President	Peterborough Victoria Northumberland & Clarington Catholic District School Board
Patrick Daly, Past President	Hamilton Wentworth Catholic District School Board
Linda Ainsworth	Peterborough Victoria Northumberland & Clarington Catholic District School Board
Frank Bastone	Kenora Catholic District School Board
Michael Bellmore	Sudbury Catholic District School Board
Kathy Burtnik	Niagara Catholic District School Board
Clifford Casey	Brant Haldimand Norfolk Catholic District School Board
Carol Cotton	York Catholic District School Board
Markus de Domenico	Toronto Catholic District School Board
Michael Del Grande	Toronto Catholic District School Board
Marino Gazzola	Wellington Catholic District School Board
Todd Lalonde	CDSB of Eastern Ontario
Colleen Landers	Northeastern Catholic District School Board
Mark Mullan	Ottawa Catholic School Board
Mario Pascucci	Dufferin-Peel Catholic District School Board
Thomas Thomas	Dufferin-Peel Catholic District School Board
Linda Ward	St. Clair Catholic District School Board
Bishop John Boissonneau	ACBO Liaison to OCSTA
Fr. Patrick Fitzpatrick	Chaplain
Nick Milanetti	Executive Director





Ontario Catholic School  
Trustees' Association

---

Box 2064, Suite 1804, 20 Eglinton Avenue West, Toronto, Ontario M4R 1K8  
Tel: 416-932-9460 Fax: 416-932-9459 Email: [ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)

# News Release

## Ontario is Working Towards a Needs-Based and Sustainable Autism Program

### Advisory Panel to provide recommendations on design of new program

July 29, 2019 10:15 A.M.

[Ministry of Children, Community and Social Services](#)

TORONTO — Ontario is continuing to listen to families of children with autism and the Autism Advisory Panel. Based on their feedback, the province is expanding the scope of the autism expert panel to provide advice on what a new needs-based and sustainable autism program would look like. To facilitate that work, Ontario is extending existing behaviour plans and continuing to bring children off the waitlist to ensure continuity of service for families.

"My message to families of children and youth with autism is, we have heard you, and we are taking action," said Todd Smith, Minister of Children, Community and Social Services. "Our government is committed to a needs-based program that provides children and youth with the supports they need to thrive. Over the past number of weeks, I have met with service providers and families of children with autism who share a common goal to provide the best possible care and make a positive difference in the lives of children and families living with autism in Ontario."

Today, Minister Smith announced steps Ontario is taking to provide continuity of service while providing the necessary time to design a new needs-based autism program by April 2020.

#### **New mandate for the Autism Advisory Panel**

The panel has been asked to develop recommendations for a new, needs-based and sustainable Ontario Autism Program with the goal of helping as many children as possible. The panel is examining results from online surveys, telephone town halls and written submissions as well as considering relevant evidence, science and data and will submit its advice by the end of summer.

#### **Extension of existing behaviour plans**

Families will continue to receive services outlined in their current Ontario Autism Program Behaviour Plan until its end date. Families will then be able to renew their plan for a second six-month extension of up to six months at their current level of intensity, or less where clinically appropriate. There will be no gaps in service.

#### **Continuing to bring children off the waitlist**

For children not in service, childhood budgets will continue to be issued to families as the province works towards a needs-based program.

As previously announced, Ontario is investing an additional \$278 million in the province's autism program, bringing the total amount of funding to \$600 million annually.

"I have every confidence that together, we will get this right. It's clear we need to ask the advisory panel to provide us with a broader set of recommendations and advice - and we need to give them the necessary time to do so," said Minister Smith. "In the interim, we will continue services for families, move more children into service and give our experts the time they need to bring forth their considered recommendations. These measures will also bring greater transparency for parents and families across Ontario."

"The advisory panel's expert advice will be critical to ensuring our investments across government, including in Ontario's health care system, promote and advance a truly child-centred approach," said Christine Elliott, Deputy Premier and Minister of Health. "I look forward to receiving their recommendation. In the meantime, we are continuing to listen to families of children and youth with autism and remain fully committed to supporting them through enhanced supports."

The Ministry of Children, Community and Social Services and the Ministry of Education are working closely to better align and integrate services and supports for school-aged children with autism.

"Our government is committed to ensuring Ontario schools are safe and inclusive places for students with autism," said Stephen Lecce, Minister of Education. "We will work tirelessly with Ontario families, educators and school boards to achieve seamless transition for children and enhance school-based supports."

## **Quick Facts**

- The province's 20-member autism expert [panel](#) includes parents of children with autism, clinicians, autism self-advocates, service providers, former public servants and others.

## NEWS COVERAGE – GLOBE AND MAIL

Ontario government to reverse direction on autism program and provide families with needs-based support

CAROLINE ALPHONSO EDUCATION REPORTER

PUBLISHED JULY 29, 2019

UPDATED 1 HOUR AGO

13 COMMENTS

Hundreds of parents, therapists and union members gather outside Queen's Park, in Toronto on Thursday, March 7, 2019, to protest the provincial government's changes to Ontario's autism program.

FRANK GUNN/THE CANADIAN PRESS

The Ontario government will reverse its direction on the province's autism program and provide families with needs-based support, after months of protests from parents and an internal review that called for an immediate reset of its strategy.

Todd Smith, Minister of Children, Community and Social Services, is expected to announce on Monday that the government will move to design a funding program based on the needs of individual children. The new program will work within a \$600-million budget, according to an e-mail about the plan sent by Mr. Smith's chief of staff, Sarah Letersky, to the government's autism advisory panel and obtained by The Globe and Mail.

For families, the change, within to-be-determined parameters, could mean their children receive greater access to therapy services. This is a change from the Progressive Conservative government's current plan that sees families receive a set amount of funding based on their child's age. That program, announced earlier this year, was met with outrage from families whose funding for autism services for children with complex needs would be significantly cut. Some said they faced the prospect of their children returning to school full-time in the fall and regressing because their government funding had been cut by tens of thousands of dollars.

It is yet to be determined if the new plan will bring back full funding for these families, but autism advocates are hopeful children will receive the therapy they need. The minister is to announce that the government is working toward a “sustainable” needs-based program that “serves as many children and youth as possible,” Ms. Letersky’s e-mail said.

The PCs’ change in direction comes after an internal review of changes to Ontario’s autism program called for an immediate reset, saying the Ford government purposely spread misinformation about the costs and the backlog of children waiting for treatment to justify a funding model that would leave families “destitute.”

Former minister of community and social services Lisa MacLeod had said the PCs’ original plan would clear a backlog of 23,000 children awaiting treatment. Under the previous Liberal government plan, children diagnosed with autism would come off the waitlist and receive funding with no limits.

The review, prepared by Toronto-area Progressive Conservative MPP Roman Baber and obtained by The Globe through an unnamed source, suggested a needs-based program to “treat as many children as possible given the capacity and monetary limitations of the program.” The report was addressed to Mr. Ford and Dean French, Mr. Ford’s former chief of staff who recently resigned amid a patronage scandal.

Mr. Smith’s office said he would be available Monday to address questions.

Laura Kirby-McIntosh, president of the Ontario Autism Coalition and a member of the government’s autism advisory panel, said in an interview on Sunday that the change in direction will be a relief to thousands of families

“On the one hand, this is welcome news. On the other hand, it didn’t have to be like this. We have just lost a year and families have gone through an incredible amount of pain and anxiety and suffering,” she said.

STORY CONTINUES BELOW ADVERTISEMENT

Under the change in direction being announced on Monday, the advisory panel will develop a needs-based program within the \$600-million budget and recommend it to the minister. In the previous plan, there was a discussion about a possible top-up based on an individual needs-assessment. (The fixed budget will continue while a new program is being designed, according to Ms. Letersky’s e-mail).

“This, to me, signals the beginning of the end of the Ford-MacLeod plan,” Ms. Kirby-McIntosh said.

Mr. Smith is also expected to announce another up-to six-month extension for children currently receiving therapy under the old system.

The government announced in February changes to the autism program that would provide families with a set amount of funding based on age and income, prompting many protests. Families packed the public galleries at Queen's Park, where some sobbed quietly while others were ejected for shouting at Ms. MacLeod or the Premier.

About a month later, the government backed away from some of its changes, pledging to explore how the program could provide additional support for families based on needs and doubling the funding available to all families to \$600-million a year. It also announced an advisory panel in May that would make recommendations on changes to the program. The panel is expected to submit their report by the end of the summer.

Ms. MacLeod was demoted in a recent cabinet shuffle to the Ministry of Tourism, Culture and Sport.





Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

July 29, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** **Education Service and Reverse Tuition Agreements with Indigenous Students:  
Update on Implementation for September 1, 2019**

---

As you are aware, amendments were made to sections 185 and 188 of the *Education Act* in 2018 to establish a new “Reciprocal” Education approach between school boards and First Nations communities. These amendments come into force on September 1, 2019. Section 185 will enable students of a school board living off First Nations reserves to attend a First Nations school located on or off reserves. These are referred to as “Reverse Education Service Agreements (“RESAs”). Section 188 will address circumstances where First Nations students living on reserves wish to attend a school operated by a school board. These are referred to as “Education Service Agreements” (“ESAs”).

In order to implement the legislative amendments, the Ministry of Education has been working closely with key education stakeholders, including representatives of OCSTA, since late 2017 to develop regulatory provisions necessary for these changes to take effect. The discussions of the working group covered many areas of concern to both school boards and First Nations communities. For example, the working group discussed school board issues related to fees, processes for entering into RESAs/ESAs, costs of special education services for students and how boards may reduce the fees it pays to First Nations communities that are in arrears.

On Friday July 26, the attached memorandum from the Deputy Minister was sent to OCSTA and Directors of Education to update the sector on proposed regulations that govern RESAs/ESAs.

**Next Steps**

The Ministry of Education will distribute to all boards, communication materials explaining the details of the regulatory requirements prior in mid August, 2019. At the present time, the regulations have not been approved by cabinet and so are confidential drafts only.

If you have any questions, or for further information, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

*Attachments*

## APPENDIX A<sup>1</sup>

### INFORMATION FOR FIRST NATIONS REGARDING SCHOOL ELIGIBILITY FOR RECIPROCAL EDUCATION APPROACH

In accordance with the proposed regulations for REA, First Nation entities (including bands, councils of bands, and education authorities that are authorized by a band or by a council of a band) should take immediate action for the 2019-20 school year to demonstrate their school's eligibility to participate in the REA to access provincial funding.

To demonstrate the school's REA eligibility, the First Nation entity that operates the school must provide the Ministry of Education with documentation that meets the following two criteria:

#### **1. First Nation governance:**

Under the REA, an eligible school must be operated by a band, council of a band, a First Nation education authority or the federal government. To demonstrate First Nation governance, the following documentation will be required:

- **Band Councils:** Resolution from the council of the band
- **Eligible corporate entities:** Board resolution or declaration

The resolution or declaration must indicate that the First Nation entity providing the documentation operates the school and must include the legal name of both the school and the entity. Examples of language that would indicate this are:

- "The **[legal name of the eligible entity]** operates **[legal name of school]** school."
- "**[Legal name of school]** school is operated by **[legal name of eligible entity]**."

Please note that this is a one-time requirement. If the school dissolves or is no longer operated by the entity indicated in the resolution or declaration, the entity is required to provide notification of this to the ministry.

#### **2. Financial Eligibility:**

To demonstrate financial eligibility, the following documentation will be required:

- A financial attestation that confirms the school does not charge tuition to pupils for elements of a classroom education that is required by, and

---

<sup>1</sup> The proposals set out in this document can only take effect if regulations are made by the Minister of Education or Lieutenant Governor in Council under the Education Act. Such regulations have not yet been made. Therefore, the content of this document is subject to such regulations, if and when made.

generally common to, all students. For example, costs related to staffing and administration.

Please note:

- Pupils may be subject to additional non-mandatory fees for room and board.
- Schools that charge tuition fees for students to other public entities (e.g., school boards or other First Nations) will still be eligible for the REA.

## **NEXT STEPS:**

If your school is inspected by the ministry for Ontario Secondary School Diploma credit-granting purposes or had a reverse education services agreement in place with a school board in 2017-2018, it may be placed on a conditionally-approved list of schools for the REA regulation.

- If your school is on this list, please provide the above noted documentation to the ministry, no later than **March 30, 2020**, to be eligible for funding for the 2019-20 school year.
- If your school is not on this list please provide the above noted documentation to the ministry, no later than **October 30, 2019**, to be eligible for funding for the 2019-20 school year
- **If your school is federally-operated, you do not need to take any action.**

Please note that we cannot guarantee REA funding beyond the above noted dates until the above eligibility requirements are met.

### **Please send your documentation to:**

Taunya Paquette, [Taunya.Paquette@ontario.ca](mailto:Taunya.Paquette@ontario.ca), Director of the Indigenous Education Office. Please ensure that Alice Fernandes, [Alice.Fernandes@ontario.ca](mailto:Alice.Fernandes@ontario.ca), Assistant to the Director, is copied.

**DATE:** July 26, 2019

**MEMORANDUM TO:** Directors of Education  
School Board Associations  
First Nation Education Partners

**FROM:** Nancy Naylor

**SUBJECT:** Reciprocal Education Approach: Improving Access to  
Education for First Nation Students

---

I am writing to inform you about the new Reciprocal Education Approach (REA) legislation that is scheduled to come into effect on September 1, 2019. REA will help change the educational landscape for First Nation students and families by improving access, removing barriers and strengthening parent choice for First Nation students transitioning between school systems in Ontario.

In 2018, the Ministry amended the *Education Act* to make changes to Education Services Agreements (ESAs) and Reverse Education Services Agreements (RESAs). Using the new Reciprocal Education Approach (REA), these amendments set out a new approach to support school transitions and educational options for First Nation students. The ministry engaged with a Working Group to help guide the legislative amendments and the development of regulations to support amendments.

As we move forward with these proposed regulations, we would like to provide you with some information to prepare you for the implementation of REA for the 2019-2020 school year.

#### **APPROACH OVERVIEW:**

The REA will improve access to education for First Nation students by eliminating the need to negotiate the base tuition fee. In accordance with requirements set out in the legislation, eligible students would be automatically admitted to a provincially funded school in an ESA scenario. Similarly, provincial school boards will also support students to attend an eligible First Nation-operated school or federally operated school, subject to the First Nation school's admission policies in a RESA scenario.

In both of these scenarios, the new legislative and regulatory framework will govern the base tuition fee that school boards must pay and/or charge for any eligible students moving between provincial schools and First Nation-operated school or federally operated schools. In cases where additional supports and services (such as transportation, some special education equipment costs, and additional special education staff supports) exceed the base tuition, fees may be negotiated.

Under these changes, existing ESAs and RESAs would remain in effect where First Nations and school boards agree, with the condition that the new REA reciprocal base fee formula is applied.

To demonstrate a First Nation-operated school's eligibility for REA, First Nation entities must provide the Ministry of Education with documentation that demonstrates two criteria. There are specified timelines in which to provide this documentation. Please see Appendix A for further details.

## **NEXT STEPS:**

Further information about the REA will be shared in mid-August 2019, including:

- detailed information about the reciprocal base fee calculation
- the process for signaling intent to attend a school board or eligible First Nation-operated school or federally operated school (written notice)
- the process of payments
- the process for negotiating additional supports and services
- school board obligations under the new framework.

Please refer to Appendix A, which highlights the criteria for proposed First Nation school eligibility for the REA and immediate next steps for First Nations wishing to participate for the 2019-20 school year.

We look forward to continuing to work with you to support First Nation students throughout their learning journeys.

Sincerely,

Nancy Naylor  
Deputy Minister

Attachments:

Appendix A: Information for First Nations Regarding School Eligibility for Reciprocal Education Approach

c.

Denise Dwyer  
Assistant Deputy Minister, Indigenous Education and Well-Being Division  
Andrew Davis  
Assistant Deputy Minister, Education Labour and Finance Division  
Taunya Paquette  
Director, Indigenous Education Office  
Paul Duffy  
Director, Education Funding Branch

---

## NOTE DE SERVICE

**DATE :** Le 26 juillet 2019

**DESTINATAIRES :** Directions de l'éducation  
Associations de conseils scolaires  
Partenaires en éducation des Premières Nations

**EXPÉDITRICE :** Nancy Naylor

**OBJET :** Approche réciproque en éducation : Améliorer l'accès à l'éducation des élèves des Premières Nations

---

Je vous écris pour vous donner des renseignements sur les modifications législatives touchant la nouvelle approche réciproque en éducation (l'« approche réciproque »), qui entrera en vigueur le 1<sup>er</sup> septembre 2019. L'approche réciproque contribuera à changer le paysage scolaire des élèves et des familles des Premières Nations en améliorant l'accès, en supprimant les obstacles et en renforçant le choix des parents en ce qui concerne les élèves des Premières Nations qui passent d'un système scolaire à un autre en Ontario.

En 2018, le Ministère a apporté des modifications à la *Loi sur l'éducation* qui visaient les ententes sur les services d'éducation (ESE) et les ententes de réciprocité sur les services d'éducation (ERSE). Ces modifications établissent une nouvelle approche réciproque en vue de soutenir les transitions scolaires et les options éducatives des élèves des Premières Nations. Le Ministère a travaillé en collaboration avec un groupe de travail pour orienter les modifications législatives ainsi que les règlements qui les appuieront.

Dorénavant, nous aimerions vous fournir de l'information sur les règlements proposés afin de vous préparer à la mise en œuvre de l'approche réciproque pour l'année scolaire 2019-2020.

### GRANDES LIGNES DE L'APPROCHE :

L'approche réciproque améliorera l'accès à l'éducation des élèves des Premières Nations en éliminant la nécessité de négocier les droits de scolarité de base. Conformément aux exigences énoncées dans la Loi, dans le cadre d'une ESE, les élèves admissibles seraient automatiquement admis dans une école financée par les fonds publics de la province. De même, dans le cadre d'une ERSE, les conseils scolaires de la province appuieront les élèves pour qu'ils puissent fréquenter une école admissible administrée par les Premières Nations ou une école administrée par le gouvernement fédéral, sous réserve des politiques d'admission de cette école.



Quel que soit le type d'entente, ESE ou ERSE, le nouveau cadre législatif et réglementaire régira les droits de scolarité de base que les conseils scolaires doivent payer ou facturer, selon le cas, pour les élèves admissibles qui passent d'une école de la province à une école administrée par les Premières Nations ou à une école administrée par le gouvernement fédéral. Dans les cas où les services et soutiens supplémentaires (comme le transport, certains frais d'équipement d'éducation spécialisée et d'autres soutiens au personnel d'éducation spécialisée) dépassent les droits de scolarité de base, des frais peuvent être négociés.

Il est proposé que les ESE et les ERSE existantes demeurent en vigueur lorsque les Premières Nations et les conseils scolaires sont d'accord, à condition d'appliquer la formule des droits de base réciproques en vertu de la nouvelle approche réciproque. Afin de montrer l'admissibilité à l'ESE d'une école administrée par les Premières Nations, l'entité des Premières Nations doit soumettre au Ministère des documents qui répondent à deux critères et, pour ce faire, doit respecter le calendrier établi. Veuillez vous reporter à l'Annexe A pour en connaître davantage.

### **PROCHAINES ÉTAPES :**

De plus amples renseignements sur l'approche réciproque seront communiqués à la mi-août 2019, notamment les suivants :

- des renseignements détaillés sur le calcul des droits de base réciproques
- le processus pour indiquer l'intention de fréquenter un conseil scolaire ou une école admissible administrée par des Premières Nations ou une école administrée par le gouvernement fédéral (avis écrit)
- le processus de paiement
- le processus de négociation de soutiens et de services supplémentaires
- les obligations des conseils scolaires sous le régime du nouveau cadre

Veuillez consulter l'annexe A, qui énonce les critères d'admissibilité des écoles des Premières Nations aux fins de l'approche réciproque ainsi que les mesures immédiates que doivent prendre les Premières Nations souhaitant participer à cette approche pour l'année scolaire 2019-2020.

Nous nous réjouissons à la perspective de continuer à travailler avec vous pour appuyer les élèves des Premières Nations tout au long de leur parcours d'apprentissage.

Cordialement,

La sous-ministre de l'Éducation,

Nancy Naylor

p.j.

Annexe A : Renseignements à l'intention des Premières Nations concernant  
l'admissibilité des écoles à l'approche réciproque en éducation

c.c.

Denise Dwyer

Sous-ministre adjointe, Division de l'éducation autochtone et du bien-être

Andrew Davis

Sous-ministre adjoint, Division des relations de travail et du financement en matière  
d'éducation

Taunya Paquette

Directrice, Bureau de l'éducation autochtone

Paul Duffy

Directeur, Direction du financement de l'éducation



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

July 22, 2019

**MEMORANDUM**

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

**FROM:** Stephen Andrews, Director of Legislative and Political Affairs

**SUBJECT:** **Launch of Capital Priorities Program, Child Care Capital Funding and Review of School Construction Standards**

---

On July 22, 2019, the Ministry of Education announced the launch of its' Capital Priorities Program first outlined in the provincial Budget. It also issued Ministry Memorandum 2019: B17 that outlines the details of this Capital Priorities Program and School Construction Standards review. This memorandum provides a brief summary of the program and review.

**Capital Priorities Program**

Funding for capital projects will be allocated on a business case model for new schools, retrofits, and additions that need to be completed by 2023-24 school year. Boards may submit up to 10 urgent capital priority submissions along with the business cases through the School Facilities Inventory System. In addition, the Ministry now requires two template reports that must be submitted in support of each submission.

- Part A—Enrollment and School Capacity Data that provides an overview of the accommodation needs for the project, including schools within the project site; and
- Part B—Written description of the project.

In addition, boards must document efforts made to explore joint-use opportunities for each capital project as part of the business case submission. Boards must also demonstrate a willingness to work with co-terminus boards on joint-use projects.

Boards also have an opportunity to request child care capital funding if local municipal service managers or the local social services administration board supports the need and confirms that the project will not create operational pressures on either of these local organizations.

Boards will also have to seek ministry approval during key project milestones. The ministry is developing options to increase board compliance to the existing capital project approval process.

The submission deadline for capital funding requests is September 30, 2019.

### **School Construction Standards Review**

The review is intended to examine existing cost and space benchmarks and build on the work of the expert panel on Capital Standards in 2010. The ministry will also explore standard designs of new schools while looking for efficiencies in procurement of new school construction.

For further information please see the attached Ministry Memorandum 2019: B17.

If you have any questions, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

August 6, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** **Climate Action Incentive Fund for Schools--UPDATE**

---

Further to the memorandum from June 27, 2019 regarding the status of the federal Climate Action Incentive Fund for Schools, OCSTA has been informed that the Ontario Ministry of the Environment, Conservation and Parks has written to the federal Minister of Environment and Climate Change to confirm that Ontario will distribute program funds to Ontario school boards.

In a letter date July 17, 2019 Ontario's Minister of the Environment, Conservation and Parks committed to "redistribute these funds back to Ontario school boards, subject to any necessary internal approvals" (Attached).

**Next Steps:**

The Ontario Ministry of Environment, Conservation and Parks will now work with their federal counterparts to develop the mechanisms to enable the flow of funds from pricing carbon to Ontario school boards.

OCSTA will continue to monitor this issue and provide boards with updates on any outcome and potential process for applying for funds.

If you have any questions, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

*Attachment*

Ministry of the Environment,  
Conservation and Parks

Ministère de l'Environnement,  
de la Protection de la nature et des  
Parcs

Office of the Minister

Bureau du ministre

777 Bay Street, 5th Floor  
Toronto ON M7A 2J3  
Tel.: 416-314-6790

777, rue Bay, 5<sup>e</sup> étage  
Toronto (Ontario) M7A 2J3  
Tél. : 416.314.6790



JUL 17 2019

357-2019-1639

The Honourable Catherine McKenna, PC, MP  
Minister of Environment and Climate Change  
Government of Canada  
Email: [ec.ministre-minister.ec@canada.ca](mailto:ec.ministre-minister.ec@canada.ca)

Dear Minister McKenna:

Thank you for your letter regarding support for energy efficiency in Ontario schools.

I am writing to confirm that our government agrees in principle to redistributing these funds back to Ontario school boards, subject to any necessary internal approvals. I have directed officials from my Ministry to follow up with ECCC officials on this matter.

That said, it is our position that the funds generated by the carbon tax should never have been taken from Ontario's schools, families and businesses in the first place.

In addition to putting jobs and businesses at risks and costing an average family \$648 in 2022, the federal carbon tax is impacting our province's essential services, like hospitals, colleges, universities and school boards. In fact, the carbon tax will impact Ontario's school boards by increasing their upfront annual heating costs by approximately \$13.3 million in 2019-20, soaring to \$33.2 million in 2022-23.

As you know, the Ontario government is committed to standing up for the people and to addressing our environmental challenges, including climate change, in a way that balances a healthy environment with a healthy economy. We strongly believe that provinces should be able to develop their own solutions to addressing climate change – ones that consider their specific priorities, challenges and opportunities.

This approach is reflected in our Made-in-Ontario Environment Plan which commits to reducing our emissions to 30 per cent below 2005 levels by 2030, a target that aligns with the federal government's Paris commitments, without imposing a carbon tax on the people and institutions of Ontario. Through the efforts of individuals and industry, Ontario is already most of the way to this target, with the province's emissions down 22 per cent since 2005.

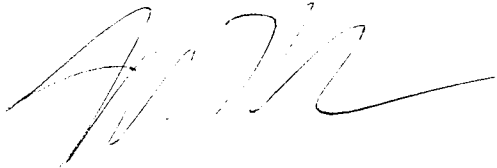
As committed to in our Made-in-Ontario Environment Plan, our government has finalized a new emissions performance standards regulation that will ensure large industrial polluters are accountable for their greenhouse gas emissions.



This made-in-Ontario solution is an alternative to the federal output-based pricing system. We are committed to working with your government to accept our program so that we can have these standards in place in time to capture the 2019 emissions year and ensure that Ontario industry is not doubly regulated.

We look forward to working with you on these various items.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeff Yurek', with a stylized, flowing script.

Jeff Yurek  
Minister of the Environment, Conservation and Parks



Ontario Catholic School  
Trustees' Association

P.O. Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

August 12, 2019

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

**FROM:** Nick Milanetti, Executive Director

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

---

The 2020 Catholic Education Week Committee is pleased to make available to our Catholic schools, a **First Week of School Kit** which contains prayers for each day of the opening week of school and possible readings and songs for the celebration of the Eucharist.

Our theme for Catholic Education Week 2020 is:

**Catholic Education: Igniting Hope**  
**L'éducation catholique: Allumer la flamme de l'espérance**

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

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



# FIRST WEEK OF SCHOOL

## RESOURCE PACKAGE

SEPTEMBER 2019



MAY 3 – MAY 8, 2020

**CATHOLIC EDUCATION:**

*Igniting Hope*

**L'ÉDUCATION CATHOLIQUE:**

*Allumer la flamme de l'espérance*

## INTRODUCTION

### SEPTEMBER 2019

The new school year offers us an opportunity to reflect upon our personal, professional and spiritual growth and to set some new goals.

The theme chosen for the upcoming 2020 Catholic Education Week is:

**Catholic Education: *Igniting Hope***  
**L'éducation catholique: *Allumer la flamme de l'espérance***

Catholic Education Week is held each year in May in our 29 Ontario Catholic school boards. It will run from May 3 – May 8, 2020.

The theme for CEW 2019, *Igniting Hope*, was inspired by three sources:

- The recent Papal Exhortation, *Christus Vivit*, by Pope Francis following the 2018 Synod of Bishops on Young People, the Faith and Vocational Discernment
- The recent Ontario Bishops' pastoral letter, *Renewing the Promise* (2018)
- The *Ontario Catholic School Graduate Expectations* by the Institute for Catholic Education (2011)

At this time, we felt it was important to celebrate the good work and hope of Catholic education now and in the future.

A big thank you to the consultants from eight of our English and French Catholic boards who worked together to craft the 2020 CEW theme and sub-themes. These writers will also be producing resources for our Catholic school boards for Advent and for Catholic Education Week in May 2020.

The sub-themes for Catholic Education Week 2020 are as follows:

- Monday:        **Our Hope in Christ / Notre espérance, c'est le Christ**
- Tuesday:       **The Hope Within Us / L'espérance en nous**
- Wednesday:   **The Hope Among Us / L'espérance au milieu de nous**
- Thursday:      **Hope for the World / L'espérance pour le monde**
- Friday:        **A Future Full of Hope / Un avenir rempli d'espérance**



## **Overall Theme Prayer for Catholic Education Week 2020**

### **Catholic Education Week Prayer**

Loving God,

You sent your Son, Jesus, to be our hope. We feel his promised Spirit at work within us; We recognize his risen presence among us as we gather in his name in prayer, and celebrate the Eucharist. He is the hope which inspires us to share as members of the Catholic educational community, in your church's mission to announce the Good News to the whole world. We thank you for the gift of Catholic education. May it continue to be a place where Christ ignites within us, an abiding confidence, in a future filled with hope. We make this prayer through the same Christ, our Lord.

Amen.

### **Prière pour la semaine de l'éducation catholique**

Dieu d'amour et de bonté,

Tu as envoyé ton Fils Jésus pour qu'il soit notre espérance. Nous sentons l'Esprit qu'il nous a promis à l'œuvre en nous. Nous reconnaissons sa présence vivante parmi nous lorsque nous prions en son nom et célébrons l'eucharistie. Il est l'espérance qui nous rassemble en tant que communauté scolaire catholique pour prendre part à la mission de l'Église d'annoncer la Bonne Nouvelle au monde. Nous te rendons grâce pour ce cadeau qu'est l'éducation catholique. Qu'à travers elle, le Christ allume en nous l'espérance en l'avenir dont il est le maître. Lui qui vit et règne pour les siècles des siècles.

Amen.





Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

August 19, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** The Ontario Campaign to Support Toonies for Tuition

---

Last year I invited Ontario's Catholic school boards to raise the bar on our fundraising for the Toonies for Tuition initiative that was created by the Canadian Catholic School Trustees' Association to help families access Catholic education across Canada. I am happy to report that Ontario responded with a record-breaking \$33,161.44 raised this past spring. We are grateful for those generous donations and the fundraising efforts of students, staff and trustees. With almost 600,000 students in our system, I hope going forward we can surpass this amount to better meet the requests received from families by CCSTA (an amount which exceeds \$300,000).

*We are reminding you that the 2020 Ontario Campaign ends on Monday, May 11, just after Catholic Education Week 2020, and we are hoping to set a record in the amount of funds raised by our Ontario Catholic school boards. We suggest that boards consider fundraising activities throughout the year and report fundraising totals to CCSTA after the conclusion of Catholic Education Week 2020 (May 3 – May 8, 2020).*

We will announce the total amount raised by Catholic school boards for the Ontario Campaign to support Toonies for Tuition, the week of May 11.

**Collection Process for the Toonies for Tuition Campaign**

1. Please collect donations raised through fundraising activities and submit these funds to the financial officer or bursar at your local school board office.
2. Prepare a report of funds received (listing the donation amount per school) and include one board cheque covering the total amount received. Cheque to be made payable to:



Toonies for Tuition  
c/o Canadian Catholic School Trustees' Association  
570 West Hunt Club Road  
Nepean, ON K2G 3R4

Please also send a copy of board donation information to OCSTA, attention: Ashlee Cabral ([acabral@ocsta.on.ca](mailto:acabral@ocsta.on.ca)).

For more information about Toonies for Tuition, please consult CCSTA's webpage at: <http://www.ccsta.ca/en/initiatives-en/toonies>

Thank you.



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

August 21, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** **Health and Physical Education Curriculum Update**

---

On August 21, 2019 the Ministry of Education released its revised elementary Health and Physical Education Curriculum for implementation in September 2019. This follows the broad public consultation in the fall of 2018 on various matters related to the curriculum. According to the Ministry's media release, the revisions to the curriculum for Grades 1-8 relates to the everyday experiences of students. The intention of the revised curriculum is to provide students with the skills and knowledge they need to lead safe, healthy, and active lives. Key areas covered in the revised curriculum include:

- Mental Health, including Social-Emotional Learning Skills
- Concussion awareness
- The effects and consequences of vaping and cannabis
- Cyber safety, including bullying prevention and digital privacy
- Healthy eating and body image
- Healthy relationships, including consent.

The Ministry has also released [\*The 2019 Addendum to The Kindergarten Program\*](#), focused on concussion prevention and online safety. It will be available for implementation starting in September 2019.

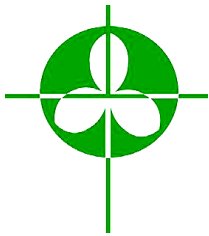
In the recently released PPM 162, the Ministry requires boards to develop a policy/procedure allowing parents to exempt their child from instruction of the sexual health education component of the elementary Health and Physical Education curriculum.

For further information please see <https://www.ontario.ca/page/health-and-physical-education-ontario>.

For your reference, attached is the revised HPE curriculum key messaging prepared by the Institute of Catholic Education and the statement issued by the Assembly of Catholic Bishops of Ontario.

If you have any questions or concerns, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

*Attachments*



August 21, 2019

## **Statement from Bishop Ronald P. Fabbro, CSB, President of the Assembly of Catholic Bishops of Ontario re: Revised Health & Physical Education Curriculum**

The government has today released a revised health and physical education curriculum, which introduces minor changes to aspects of the curriculum dealing with human development and human sexuality. Our publicly funded Catholic schools have a responsibility to follow the curriculum set out by the Ministry of Education, but we have always carried out this responsibility in a manner that conveys, respects and models Catholic principles to our students. We will continue this tradition.

As Catholics, we believe that parents and guardians are the primary educators of their children. The parental role in the teaching of family life issues is vital. Publicly funded Catholic schools in our province have provided a family life curriculum consistent with our faith for more than 30 years. Family Life education is an important part of the Religious Education program offered in Catholic classrooms

**Fully Alive/Vivre Pleinement** is the family life program sponsored and developed with the approval of the Catholic Bishops of Ontario in collaboration with educators and families, and ensures that the family life curriculum in Ontario's Catholic schools 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.

Within the family, the experience of generous and unconditional love provides children with valuable and fundamental lessons in life that cannot be learned anywhere else. Our Catholic schools seek to do all they can to support families as they fulfil this awesome responsibility. Schools, parents and parishes must continue to work together to provide students with an education that is founded in the Gospel of Jesus and reflects a Catholic worldview.

-30-

*Background: Since 1989, the Institute for Catholic Education (ICE) has coordinated the implementation of the family life curriculum in publicly funded Catholic schools. As revisions to the provincial Health and Physical Education curriculum are introduced, ICE will continue to work cooperatively with the Ministry of Education, Catholic educators, and parents to ensure that appropriate classroom and teacher resources are available.*

-30-

### **Media Contact:**

Neil MacCarthy – Director, Public Relations & Communications, Archdiocese of Toronto  
(416) 934-3400 x 552 [neilm@archtoronto.org](mailto:neilm@archtoronto.org)



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

August 22, 2019

**MEMORANDUM**

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

**FROM:** Sharon McMillan, Director of Communications

**SUBJECT:** **OCSTA Statement re Ministry of Education's Release of the Elementary Health and Physical Education Curriculum**

---

*The following statement was issued by OCSTA today in response to the Ministry of Education's release of the elementary Health and Physical Education curriculum.*

The revised Health and Physical Education curriculum released by the Ontario government reflects minor changes that include welcomed additional content to address topics associated with: consent, healthy relationships, mental health and emotional learning, cyber-safety, healthy eating and body image, concussions and the effects and consequences of vaping and cannabis.

All changes to this curriculum will be fully addressed through the Family Life Education program in publicly funded Catholic schools across Ontario. Catholic school boards have provided a family life curriculum consistent with the Catholic faith and the requirements of the Ministry of Education for more than 30 years.

In addition to the revised curriculum, the Ministry of Education has introduced an explicit expectation that school boards establish procedures to ensure that parents are informed in advance of learning expectations related to Human Development and Sexual Health, and that parents can choose to have their child or children exempted from instruction.

Recognizing that parents are the primary educators of their children, the *Fully Alive/Vivre Pleinement* program taught in Catholic schools already includes resources supporting comprehensive communication between school and home detailing the content of the program. Parents in Catholic schools have always had the right to remove their child from the program if they believe it is in the child's best interests, and they accept the responsibility of providing an education in sexuality in the home.

OCSTA will be working with our partners and the government to clarify the exemption policy mandated by the Ministry of Education as part of the revised HPE curriculum.



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

August 27, 2019

**MEMORANDUM**

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

**FROM:** Stephen Andrews, Director of Legislative and Political Affairs

**SUBJECT: Education Development Charges: Regulations Regarding Land Acquisition**

---

On Friday August 23, 2019, the government announced new draft regulations under the Education Act that relate to the calculation of education development charges ("EDCs"). As you know, the government's *More Homes, More Choice Act, 2019* ("Bill 108") amended the Education Act in several areas in respect of education development charges. The first draft regulation proposes to amend Ontario Regulation 20/98 (Education Development Charges - General) relating to the calculation of education development charges (EDCs) as well as matters relating to "Alternative Projects".

A second new regulation is also being proposed to be made under the Education Act to specify the time period in which school boards would be required to provide notice to the Minister of Education regarding any proposed acquisition or expropriation of land. Additionally, the ministry is currently developing EDC Guidelines which will provide additional information in respect of operational details regarding changes introduced through Bill 108.

The attached consultation document outlines seven proposed amendments to the existing EDC By-Law framework:

1. Rate Increase Restrictions;
2. Notice of Public Meetings;
3. Existing School Space to be included in the calculation of EDCs;
4. Changes to an Alternative Project;
5. Education Development Charge-Exempt Institutions;
6. Holding Students;
7. Notice to Acquire or Expropriate Site.



## **Impact on School Boards and Developers**

According to the regulatory posting, these proposals would impact developers by lowering the education development charges rates that are paid, or in the case of a Localized Education Development Agreement, may entirely eliminate the requirement for a land owner to pay education development charges. The financial impact of these changes will vary widely according to each school board, the size and type of development and local economic factors.

These proposals would impact school boards, by requiring additional administrative steps, specifically with respect to providing advanced notification to the Minister of Education of a proposed acquisition of land. School boards could also be impacted where they choose to pursue alternative projects or localized education development agreements, as significant due diligence, planning and comprehensive project development could be required. The financial impact of these changes will vary widely, ranging from a single administrative request to a multi-year planning and construction project.

## **Next Steps**

If you have any thoughts regarding the attached material please forward them to us. We would also encourage affected boards to share any information on these proposed changes with OCSTA and consider developing their own submissions. The deadline for submissions is October 7, 2019 to the Capital Programs Branch of the Ministry of Education.

We trust that this summary is of assistance. Any questions may be directed to Dan Duszczyzyn at 519-835-0212 or email: [dduszczyzyn@ocsta.on.ca](mailto:dduszczyzyn@ocsta.on.ca) or Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

## Proposal Details

The *More Homes, More Choice Act, 2019* received Royal Assent on June 6, 2019. Schedule 4 of that Act amends the *Education Act* to require school boards to provide notice to the Minister of Education if the board plans to acquire or expropriate land. The Minister would be authorized to reject the board's proposal.

The amendments to the *Education Act* will also allow school boards, subject to the approval of the Minister, to enter into Localized Education Development Agreements to allow a land owner to provide a lease, real property or other prescribed benefit to be used by the school board in place of paying EDCs. The amendments will also allow boards, subject to the approval of the Minister, to allocate EDCs towards alternative projects, which are projects, leases or other prescribed measures that would address the board's needs for pupil accommodation.

Changes to Ontario Regulation 20/98 (Education Development Charges – General) made under the *Education Act* are being proposed to support the amendments to the *Education Act* made through the *More Homes, More Choice Act, 2019*. Other changes are also being proposed to the regulation that relate to the process of passing an EDC by-law and determining EDC rates.

### 1. Rate Increase Restrictions

Currently, annual increases to education development charges are restricted to:

- Residential: increases of 5% or \$300 per unit (whichever is greater)
- Non-residential: increases of 5%

*Proposed Content:*

- Non-residential: annual increases of 5% or \$0.10 per square foot (whichever is greater)

### 2. Notice of Public Meetings

Under the *Education Act*, school boards must hold at least one public meeting prior to passing an EDC by-law. Boards are required to provide notice at least 20 days prior to the meeting.

*Proposed Content:*

The proposed regulation would specify details of the notice of the public meeting, which would include:

- Location of the meeting,
- Time and date of the meeting,

- A statement to the public indicating that the school board is accepting Alternative Projects and Localized Education Development Agreements proposals for consideration.
- The final date by which the board will no longer accept Alternative Project and Localized Education Development Agreement proposals.

Notice of public meetings would be required to be posted on the board's website.

### **3. Existing School Space to be included in the calculation of EDCs**

Currently, school boards must include all existing school space that, in the opinion of the board, could reasonably be used to accommodate new pupils that are the result of new residential development.

#### *Proposed Content:*

The proposed regulation would specify that the school board's determination of existing school spaces that could reasonably be used to accommodate new pupils that are the result of new residential development would be subject to the Minister's approval.

### **4. Changes to an Alternative Project**

Under the amendments to the *Education Act*, school boards will be required to notify the Minister of Education if it is proposing changes to an Alternative Project after the project has been approved by the Minister.

#### *Proposed Content:*

It is proposed that school boards provide notice to the Minister at least 60 days prior to making a change to an approved alternative project. The Minister would then have 60 days after the issuance of the notice by the board to deny the proposed change.

### **5. Education Development Charge-Exempt Institutions**

It is proposed that a variety of institutions that provide social benefits to the community would be exempt from paying education development charges.

#### *Proposed Content:*

The following types of organizations would be exempt from paying EDCs:

- Long-term care homes;

- Retirement homes;
- Private schools;
- Universities and colleges;
- Memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion;
- Hospices;
- Child care facilities.

## 6. Holding Students

Currently, students of the board that are not permanently accommodated (e.g. students that are in temporary school accommodations) are not included in the counting of students for the purpose of calculating EDC rates.

### *Proposed Content:*

The regulation would clarify that existing students from new developments who are not permanently accommodated would be added the counting of new pupils that are the result of new residential development.

## 7. Notice to Acquire or Expropriate Site

Under the amendments to the *Education Act*, school boards will be required to notify the Minister of Education should they plan to acquire land by purchase, expropriation, lease or by any other means within a time period that would be set out in regulation. If the Minister responds, within a time period that would be set out in regulation, that the board shall not proceed with the acquisition, the board would not be authorized to proceed with the acquisition.

### *Proposed Content:*

The proposed regulation would require boards to notify the Minister of Education at least 60 days prior to:

- the close of the purchase of a site;
- the date the board plans to apply for approval from its trustees to expropriate;
- entering into a lease (of any term); or
- acquisition by any other means.

The Minister would then have 60 days from the day the board provides its notice to notify the board that it shall not proceed with the proposed acquisition.

# Education Act

## ONTARIO REGULATION 20/98 EDUCATION DEVELOPMENT CHARGES — GENERAL

**Consolidation Period:** From March 29, 2019 to the [e-Laws currency date](#).

Last amendment: 55/19.

Legislative History: 151/98, 473/98, 136/00, 95/02, 66/03, 366/10, 162/11, 350/17, 438/18, 55/19.

*This is the English version of a bilingual regulation.*

### CONTENTS

	Sections
<b><u>PART I</u></b>	
<b>INTERPRETATION</b>	
<a href="#">DEFINITIONS</a>	1
<a href="#">EXCLUSION FROM EDUCATION LAND COSTS — EXCESS LAND</a>	2
<b><u>PART II</u></b>	
<b>EXEMPTIONS</b>	
<a href="#">ADDITIONAL DWELLING UNIT EXEMPTION</a>	3
<a href="#">REPLACEMENT OF DWELLING UNIT EXEMPTION</a>	4
<a href="#">REPLACEMENT OF NON-RESIDENTIAL BUILDING EXEMPTION</a>	5
<a href="#">TORONTO RAILWAY LANDS EXEMPTION</a>	6
<b><u>PART III</u></b>	
<b>DETERMINATION OF CHARGES AND PASSAGE OF BY-LAW</b>	
<a href="#">DETERMINATION OF EDUCATION DEVELOPMENT CHARGES</a>	7
<a href="#">APPLICATION OF CHARGE IF BASED ON DECLARED VALUE OF DEVELOPMENT</a>	8
<a href="#">BACKGROUND STUDY CONTENTS</a>	9
<a href="#">CONDITIONS OF PASSAGE OF BY-LAW</a>	10
<a href="#">NOTICE OF PUBLIC MEETING</a>	11
<a href="#">NOTICE OF BY-LAW</a>	12
<b><u>PART IV</u></b>	
<b>AMENDMENT TO BY-LAW</b>	
<a href="#">RE-DETERMINATION OF EDUCATION DEVELOPMENT CHARGES</a>	13
<a href="#">NOTICE OF PROPOSED AMENDMENT TO BY-LAW</a>	14
<a href="#">NOTICE OF THE PASSAGE OF AMENDING BY-LAW</a>	15
<b><u>PART V</u></b>	
<b>MISCELLANEOUS</b>	
<a href="#">EDUCATION DEVELOPMENT CHARGE ACCOUNT</a>	16-16.1
<a href="#">EXPIRY OF BY-LAWS — SPECIAL RULE</a>	17
<a href="#">INTEREST</a>	18
<a href="#">REGIONS</a>	19
<a href="#">MONTHLY REPORTS</a>	20
<a href="#">PAMPHLETS EXPLAINING BY-LAW</a>	21
<b><u>PART VI</u></b>	
<b>TRANSITION FROM OLD DEVELOPMENT CHARGES ACT</b>	
<a href="#">SUCCESSOR BOARDS</a>	22
<a href="#">JOINT EDUCATION DEVELOPMENT CHARGE ACCOUNTS</a>	23
<a href="#">MONTHLY REPORTS FOR CONTINUED BY-LAWS</a>	24-25
<b><u>Schedule</u></b>	
<b>Regions</b>	

### PART I INTERPRETATION

#### DEFINITIONS

1. (1) For the purposes of Division E of Part IX of the Act and in this Regulation, “existing industrial building” means a building used for or in connection with,
  - (a) manufacturing, producing, processing, storing or distributing something,
  - (b) research or development in connection with manufacturing, producing or processing something,
  - (c) retail sales by a manufacturer, producer or processor of something they manufactured, produced or processed, if the retail sales are at the site where the manufacturing, production or processing takes place,
  - (d) office or administrative purposes, if they are,

- (i) carried out with respect to manufacturing, producing, processing, storage or distributing of something, and
- (ii) in or attached to the building or structure used for that manufacturing, producing, processing, storage or distribution; (“immeuble industriel existant”)

“gross floor area” means the total floor area, measured between the outside of exterior walls or between the outside of exterior walls and the centre line of party walls dividing the building from another building, of all floors above the average level of finished ground adjoining the building at its exterior walls; (“surface de plancher hors oeuvre brute”)

“growth-related net education capital cost” means the net education capital cost reasonably attributable to the need for such net education capital cost that is attributed to or will result from development in all or part of the area of jurisdiction of a board and, for the purpose of this definition, “net education capital cost” has the same meaning as in Part III of the *Development Charges Act* as that Act read on January 31, 1998. (“dépense en capital nette à fin scolaire liée à la croissance”) O. Reg. 20/98, s. 1; O. Reg. 136/00, s. 1; O. Reg. 95/02, s. 1 (1).

(2) References in this Regulation to the “board-determined GFA” are references to,

- (a) the gross floor area as determined under the applicable education development charge by-law, if the expression “gross floor area” is defined in the by-law; or
- (b) the gross floor area as defined in subsection (1), if the applicable education development charge by-law does not contain a definition of “gross floor area”. O. Reg. 95/02, s. 1 (2).

#### EXCLUSION FROM EDUCATION LAND COSTS — EXCESS LAND

2. (1) Costs that are attributable to excess land of a site are prescribed, for the purposes of paragraph 2 of subsection 257.53 (3) of the Act, as costs that are not education land costs. O. Reg. 20/98, s. 2 (1).

(2) Subsection (1) does not apply to costs described in paragraph 5 of subsection 257.53 (2) of the Act. O. Reg. 20/98, s. 2 (2).

(3) Land is not excess land if it is reasonably necessary,

- (a) to meet a legal requirement relating to the site; or
- (b) to allow the facilities for pupil accommodation that the board intends to provide on the site to be located there and to provide access to those facilities. O. Reg. 20/98, s. 2 (3).

(4) This section does not apply to land,

- (a) that has already been acquired by the board before February 1, 1998; or
- (b) in respect of which there is an agreement, entered into before February 1, 1998, under which the board is required to, or has an option to, purchase the land. O. Reg. 20/98, s. 2 (4).

(5) In this section,

“excess land” means the part of a school site that exceeds the maximum area determined, under Table 1 or Table 2 to this section, based on the number of pupils that can be accommodated in the school to be built on the site.

TABLE 1  
ELEMENTARY SCHOOLS

Item	Column 1 Number of pupils	Column 2 Maximum area (acres)
1.	1 to 400	4
2.	401 to 500	5
3.	501 to 600	6
4.	601 to 700	7
5.	701 or more	8

TABLE 2  
SECONDARY SCHOOLS

Item	Column 1 Number of pupils	Column 2 Maximum area (acres)
1.	1 to 1000	12
2.	1001 to 1100	13
3.	1101 to 1200	14
4.	1201 to 1300	15
5.	1301 to 1400	16
6.	1401 to 1500	17
7.	1501 or more	18



## PART II EXEMPTIONS

### ADDITIONAL DWELLING UNIT EXEMPTION

3. For the purposes of clause 257.54 (3) (b) of the Act, the following table sets out the name and description of the classes of residential buildings that are prescribed, the maximum number of additional dwelling units that are prescribed for buildings in those classes and the restrictions for each class.

Name of class of residential building	Description of class of residential buildings	Maximum number of additional dwelling units	Restrictions
Single detached dwellings	Residential buildings, each of which contains a single dwelling unit, that are not attached to other buildings.	Two	The total gross floor area of the additional dwelling unit or units must be less than or equal to the gross floor area of the dwelling unit already in the building.
Semi-detached dwellings or row dwellings	Residential buildings, each of which contains a single dwelling unit, that have one or two vertical walls, but no other parts, attached to other buildings.	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the dwelling unit already in the building.
Other residential buildings	A residential building not in another class of residential building described in this table.	One	The gross floor area of the additional dwelling unit must be less than or equal to the gross floor area of the smallest dwelling unit already in the building.

O. Reg. 20/98, s. 3; O. Reg. 95/02, s. 2.

### REPLACEMENT OF DWELLING UNIT EXEMPTION

4. (1) Subject to subsection (2), a board shall exempt an owner with respect to the replacement, on the same site, of a dwelling unit that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it uninhabitable. O. Reg. 20/98, s. 4 (1).

(2) A board is not required to exempt an owner if the building permit for the replacement dwelling unit is issued more than two years after,

- (a) the date the former dwelling unit was destroyed or became uninhabitable; or
- (b) if the former dwelling unit was demolished pursuant to a demolition permit issued before the former dwelling unit was destroyed or became uninhabitable, the date the demolition permit was issued. O. Reg. 20/98, s. 4 (2).

### REPLACEMENT OF NON-RESIDENTIAL BUILDING EXEMPTION

5. (1) Subject to subsections (2) and (3), a board shall exempt an owner with respect to the replacement, on the same site, of a non-residential building that was destroyed by fire, demolition or otherwise, or that was so damaged by fire, demolition or otherwise as to render it unusable. O. Reg. 20/98, s. 5 (1).

(2) If the board-determined GFA of the non-residential part of the replacement building exceeds the board-determined GFA of the non-residential part of the building being replaced, the board is only required to exempt the owner with respect to the portion of the education development charge calculated in accordance with the following formula:

$$\text{Exempted portion} = [\text{GFA}(\text{old}) \div \text{GFA}(\text{new})] \times \text{EDC}$$

where,

“Exempted portion” means the portion of the education development charge that the board is required to exempt,

“GFA (old)” means the board-determined GFA of the non-residential part of the building being replaced,

“GFA (new)” means the board-determined GFA of the non-residential part of the replacement building,

“EDC” means the education development charge that would be payable in the absence of the exemption.

O. Reg. 95/02, s. 3.

(3) A board is not required to exempt an owner if the building permit for the replacement building is issued more than five years after,

- (a) the date the former building was destroyed or became unusable; or
- (b) if the former building was demolished pursuant to a demolition permit issued before the former building was destroyed or became unusable, the date the demolition permit was issued. O. Reg. 20/98, s. 5 (3).

(4) This section does not apply with respect to education development charges on residential development. O. Reg. 20/98, s. 5 (4).

#### TORONTO RAILWAY LANDS EXEMPTION

6. (1) In this section,

“agreement” means the agreement entitled “Development Levy Agreement — Railway Lands Central and West” made as of October 21, 1994 among The Corporation of the City of Toronto, Canadian National Railway Company, CN Transactions Inc., The Board of Education for the City of Toronto, Metropolitan Separate School Board and The Metropolitan Toronto School Board, and registered in the Land Registry Office for the Land Titles Division of Metropolitan Toronto (No. 66) as Instrument No. C920254; (“entente”)

“lands” means the lands described in Schedules A and B to the agreement. (“terrains”) O. Reg. 20/98, s. 6 (1).

(2) A board shall exempt an owner from education development charges on the lands to the extent provided for in the agreement. O. Reg. 20/98, s. 6 (2).

### **PART III DETERMINATION OF CHARGES AND PASSAGE OF BY-LAW**

#### **DETERMINATION OF EDUCATION DEVELOPMENT CHARGES**

7. Before an education development charge by-law is passed, the board shall do the following for the purposes of determining the education development charges:

1. The board shall estimate the number of new dwelling units in the area in which the charges are to be imposed for each of the years, for a period chosen by the board of up to 15 years, immediately following the day the board intends to have the by-law come into force. The board’s estimate shall include only new dwelling units in respect of which education development charges may be imposed.
2. The board shall identify different types of new dwelling units and estimate, for each type, the average number of new school pupils generated by each new dwelling unit who will attend schools of the board.
3. For each of the years referred to in paragraph 1, the board shall estimate the total number of new school pupils using the estimated number of new dwelling units and the estimated average number of new school pupils generated by each new dwelling unit and, subtracting from that number, the number of existing school pupil places that, in the opinion of the board, could reasonably be used to accommodate those new school pupils.
4. The board shall estimate the net education land cost for the school sites required to provide pupil places for the number of new school pupils estimated under paragraph 3.
5. The board shall estimate the balance of the education development charge account, if any, relating to the area in which the charges are to be imposed. The estimate shall be an estimate of the balance immediately before the day the board intends to have the by-law come into force.
6. The board shall adjust the net education land cost with respect to any balance estimated under paragraph 5. If the balance is positive, the balance shall be subtracted from the cost. If the balance is negative, the balance shall be converted to a positive number and added to the cost.
7. The net education land cost as adjusted, if necessary, under paragraph 6, is the growth-related net education land cost.
8. The board shall choose the percentage of the growth-related net education land cost that is to be funded by charges on residential development and the percentage, if any, that is to be funded by charges on non-residential development. The percentage that is to be funded by charges on non-residential development shall not exceed 40 per cent.
9. The board shall determine the charges on residential development subject to the following:
  - i. The charges shall be expressed as a rate per new dwelling unit.
  - ii. The rate shall be the same throughout the area in which charges are to be imposed under the by-law.
  - iii. The rate shall be an amount that does not exceed the maximum rate, which is determined for each year of the proposed by-law by taking the lesser of,
    - A. the rate that, if applied over the period referred to in paragraph 1 to the estimated residential development in the area to which the by-law would apply and for which charges may be imposed, would not exceed the percentage of the forecasted growth-related net education land cost that is to be funded by charges on residential development, and
    - B. the rate determined under paragraph 9.1.

9.1 The rate referred to in sub-subparagraph 9 iii B shall be determined as follows:

- i. In respect of the first year of the by-law, take the greater of,

- A. the product of 1.05 and,
    - 1. if a by-law is currently in force, the residential rate set out in that by-law that would apply, on the day immediately before the day the proposed by-law would come into force, to the area to which the proposed by-law would apply, or
    - 2. if a by-law is not currently in force, the residential rate set out in the most recent by-law that would have applied, on the day that by-law expired, to the area to which the proposed by-law would apply, and
  - B. the sum of \$300 and,
    - 1. if a by-law is currently in force, the residential rate set out in that by-law that would apply, on the day immediately before the day the proposed by-law would come into force, to the area to which the proposed by-law would apply, or
    - 2. if a by-law is not currently in force, the residential rate set out in the most recent by-law that would have applied, on the day that by-law expired, to the area to which the proposed by-law would apply.
  - ii. In respect of the second year of the by-law and each subsequent year, if applicable, take the greater of,
    - A. the product of 1.05 and the residential rate determined under subparagraph 9 iii in respect of the previous year of the by-law, and
    - B. the sum of \$300 and the residential rate determined under subparagraph 9 iii in respect of the previous year of the by-law.
10. Despite paragraph 9, if the board intends to impose different charges on different types of residential development, the board shall determine,
- i. the percentage of the growth-related net education land cost to be funded by charges on residential development that is to be funded by each type of residential development, and
  - ii. the charges on each type of residential development, subject to the rules in subparagraphs 9 i, ii and iii.
11. If charges are to be imposed on non-residential development, the board shall determine the charges, subject to the following:
- i. The charges shall be expressed as one of the following types of rate, as selected by the board:
    - A. A rate to be applied to the board-determined GFA of the development.
    - B. A rate to be applied to the declared value of the development.
  - ii. The board may choose to have one type of rate for some parts of the area in which charges are to be imposed and the other type of rate to apply to the other parts of the area in which charges are to be imposed.
  - iii. The board may not choose to have both types of rate apply within a municipality.
  - iv. If only one type of rate applies under the by-law, the rate shall be the same throughout the area in which charges are to be imposed under the by-law.
  - v. If both types of rate are to apply under the by-law, each of those rates shall be the same throughout the area in which each type of rate applies.
  - vi. The rate (or rates if both types of rate are to apply under the by-law) shall be a rate determined such that it does not exceed the maximum rate, which is determined for each year of the proposed by-law by taking the lesser of,
    - A. the rate (or rates if both types of rate are to apply under the by-law) that, if applied over the period referred to in paragraph 1 to the estimated non-residential development in the area to which the by-law would apply and for which charges may be imposed, would not exceed the percentage of the forecasted growth-related net education land cost that is to be funded by charges on non-residential development, and
    - B. the rate (or rates if both types of rate are to apply under the by-law) determined under paragraph 12.
12. A rate referred to in sub-subparagraph 11 vi B shall be determined as follows:
- i. In respect of the first year of the by-law, take the product of 1.05 and,
    - A. if a by-law is currently in force, the non-residential rate set out in that by-law that would apply, on the day immediately before the day the proposed by-law would come into force, to the area to which the proposed by-law would apply, or
    - B. if a by-law is not currently in force, the non-residential rate set out in the most recent by-law that would have applied, on the day that by-law expired, to the area to which the proposed by-law would apply.

- ii. In respect of the second year of the by-law and each subsequent year, if applicable, take the product of 1.05 and the non-residential rate determined under subparagraph 11 vi in respect of the previous year of the by-law. O. Reg. 438/18, s. 1; O. Reg. 55/19, s. 1.

#### APPLICATION OF CHARGE IF BASED ON DECLARED VALUE OF DEVELOPMENT

8. An education development charge expressed as a rate to be applied to the declared value of a development shall be applied to the declared value used to calculate the building permit fee, if that fee is calculated using the declared value of the development. O. Reg. 20/98, s. 8.

#### BACKGROUND STUDY CONTENTS

9. The following information is prescribed, for the purposes of clause 257.61 (2) (d) of the Act, as information that must be included in the education development charge background study relating to an education development charge by-law:

1. The following estimates that the board intends to use in determining the education development charges:
  - i. The board's estimates under paragraph 1 of section 7, for each of the years for which estimates are made, of the number of new dwelling units in the area in which the charges are to be imposed.
  - ii. The board's estimates under paragraph 2 of section 7, for each type of new dwelling unit identified by the board, of the average number of new school pupils generated by each new dwelling unit who will attend schools of the board.
  - iii. The board's estimates under paragraph 3 of section 7, for each of the years for which estimates are made, of the total number of new school pupils, without the adjustments set out in that paragraph being made and with the adjustments set out in that paragraph being made.
2. For each school site, the net education land cost of which the board intends to include in its estimation under paragraph 4 of section 7,
  - i. the location of the site,
  - ii. the area of the site,
  - iii. the estimated education land costs of the site, and
  - iv. the number of pupil places the board estimates will be provided by the school to be built on the site and the number of those pupil places that the board estimates will be used to accommodate the number of new school pupils estimated under paragraph 3 of section 7. O. Reg. 438/18, s. 2.

#### CONDITIONS OF PASSAGE OF BY-LAW

10. The following conditions are prescribed, for the purposes of subsection 257.54 (6) of the Act, as conditions that must be satisfied in order for a board to pass an education development charge by-law:

1. The Minister has approved,
  - i. the board's estimates under paragraph 3 of section 7, for each of the years required under that paragraph, of the total number of new school pupils, without the adjustments set out in that paragraph being made, and
  - ii. the board's estimates of the number of school sites used by the board to determine the net education land cost under paragraph 4 of section 7.
2. At least one of the following conditions:
  - i. The estimated average number of elementary school pupils of the board over the five years immediately following the day the board intends to have the by-law come into force exceeds the total capacity of the board to accommodate elementary school pupils throughout its jurisdiction on the day the by-law is passed.
  - ii. The estimated average number of secondary school pupils of the board over the five years immediately following the day the board intends to have the by-law come into force exceeds the total capacity of the board to accommodate secondary school pupils throughout its jurisdiction on the day the by-law is passed.
  - iii. At the time of expiry of the board's last education development charge by-law that applies to all or part of the area in which the charges would be imposed, the balance in the education development charge account is less than the amount required to pay outstanding commitments to meet growth-related net education land costs, as calculated for the purposes of determining the education development charges imposed under that by-law.
3. The board has given a copy of the education development charge background study relating to the by-law to the Minister and to each board having jurisdiction within the area to which the by-law would apply.
4. The area in which the board proposes to have charges imposed under its proposed by-law is the same area that was the subject of the education development charge by-law in force on August 31, 2018.

5. The board provides information related to the background study or the calculation of education development charges under section 7, if the Minister requests such information after reviewing the background study submitted under paragraph 3. O. Reg. 438/18, s. 2.

#### NOTICE OF PUBLIC MEETING

**11.** (1) The notice of the public meeting the board is required to give under clause 257.63 (1) (b) of the Act shall be given in one of the following ways:

1. To every owner of land in the area to which the proposed by-law would apply, by personal service, fax or mail.
2. By publication in a newspaper that is, in the secretary of the board's opinion, of sufficiently general circulation in the area to which the proposed by-law would apply to give the public reasonable notice of the meeting. O. Reg. 20/98, s. 11 (1).

(2) For the purposes of paragraph 1 of subsection (1), the owners are the owners shown on the last revised assessment roll, subject to any written notice of a change of ownership of land the secretary of the board may have received. A notice given by mail to an owner shall be mailed to the address shown on the last revised assessment roll or, if applicable, to the address shown on the notice of a change of ownership of land received by the secretary of the board. O. Reg. 20/98, s. 11 (2).

#### NOTICE OF BY-LAW

**12.** (1) This section applies to the notices relating to the passage of an education development charge by-law that the secretary of a board is required to give under section 257.64 of the Act. O. Reg. 20/98, s. 12 (1).

(2) Notice shall be given in one of the following ways:

1. By personal service, fax or mail to every owner of land in the area to which the by-law applies.
2. By publication in a newspaper that is, in the secretary of the board's opinion, of sufficiently general circulation in the area to which the by-law applies to give the public reasonable notice of the by-law. O. Reg. 20/98, s. 12 (2).

(3) Subsection 11 (2) applies, with necessary modifications, for the purposes of paragraph 1 of subsection (2). O. Reg. 20/98, s. 12 (3).

(4) In addition to the notice under subsection (2), notice shall be given, by personal service, fax or mail, to the following:

1. Every person and organization that has given the secretary of the board a written request for notice of the passing of the by-law and has provided a return address.
2. The Minister.
3. Unless notice is given under paragraph 2 of subsection (2),
  - i. the clerk of every municipality having jurisdiction within the area to which the by-law applies, and
  - ii. the secretary of every board having jurisdiction within the area to which the by-law applies. O. Reg. 20/98, s. 12 (4).

(5) Each notice shall set out the following:

1. A statement that the board has passed an education development charge by-law.
2. A statement setting out when the by-law was passed and what its number is.
3. A statement that any person or organization may appeal the by-law to the Ontario Municipal Board under section 257.65 of the Act by filing with the secretary of the board a notice of appeal setting out the objection to the by-law and the reasons supporting the objection.
4. A statement setting out what the last day for appealing the by-law is.
5. An explanation of the education development charges imposed by the by-law on residential development and non-residential development.
6. A description of the lands to which the by-law applies.
7. A key map showing the lands to which the by-law applies or an explanation of why a key map is not provided.
8. An explanation of where and when persons may examine a copy of the by-law.
9. A statement that notice of a proposed by-law amending the education development charge by-law or the passage of such an amending by-law is not required to be given to any person or organization, other than to certain clerks of municipalities or secretaries of school boards, unless the person or organization gives the secretary of the board a written request for notice of any amendments to the education development charge by-law and has provided a return address. O. Reg. 20/98, s. 12 (5).

**PART IV  
AMENDMENT TO BY-LAW**

**RE-DETERMINATION OF EDUCATION DEVELOPMENT CHARGES**

**13.** If a proposed amendment to an education development charge by-law would change a rate used to determine the amount of an education development charge, section 7 applies with necessary modifications before the by-law to make the amendment is passed. O. Reg. 95/02, s. 6.

**NOTICE OF PROPOSED AMENDMENT TO BY-LAW**

**14.** (1) This section applies to the notices relating to a proposed by-law amending an education development charge by-law that a board is required to give under section 257.72 of the Act. O. Reg. 20/98, s. 14 (1).

(2) Notice shall be given to the following:

1. Every person and organization that has given the secretary of the board a written request for notice of any amendments to the education development charge by-law and has provided a return address.
2. The clerk of every municipality having jurisdiction within the area to which the education development charge by-law applies.
3. The secretary of every board having jurisdiction within the area to which the education development charge by-law, as amended, applies.
4. The Minister. O. Reg. 20/98, s. 14 (2); O. Reg. 438/18, s. 3.

(3) Notice to a person or organization described in paragraph 1 of subsection (2) shall be given by personal service, fax or mail. O. Reg. 20/98, s. 14 (3).

(4) Notice to a person described in paragraph 2 or 3 of subsection (2) shall be given by personal service, fax or mail or by publication in a newspaper that is, in the secretary of the board's opinion, of sufficiently general circulation in the area to which the education development charge by-law applies to give the public reasonable notice. O. Reg. 20/98, s. 14 (4).

(5) Each notice shall set out the following:

1. A statement that the board proposes to amend the education development charge by-law.
2. An explanation of the education development charges imposed by the education development charge by-law on residential development and non-residential development.
3. An explanation of the proposed amending by-law.
4. A description of the lands to which the education development charge by-law applies.
5. A key map showing the lands to which the education development charge by-law applies or an explanation of why a key map is not provided.
6. If the lands to which the education development charge by-law would apply will be different if the proposed amending by-law is passed, a description of the lands to which the education development charge by-law, as amended, would apply and a key map showing those lands or an explanation of why a key map is not provided.
7. An explanation of where and when persons may examine a copy of the proposed amending by-law. O. Reg. 20/98, s. 14 (5).

**NOTICE OF THE PASSAGE OF AMENDING BY-LAW**

**15.** (1) This section applies to the notices relating to the passage of a by-law amending an education development charge by-law that the secretary of a board is required to give under section 257.73 of the Act. O. Reg. 20/98, s. 15 (1).

(2) Notice shall be given to the following:

1. Every person and organization that has given the secretary of the board a written request for notice of any amendments to the education development charge by-law and has provided a return address.
2. The Minister.
3. The clerk of every municipality having jurisdiction within the area to which the education development charge by-law, as amended, applies.
4. The secretary of every board having jurisdiction within the area to which the education development charge by-law, as amended, applies. O. Reg. 20/98, s. 15 (2).

(3) Notice to a person or organization described in paragraph 1 or 2 of subsection (2) shall be given by personal service, fax or mail. O. Reg. 20/98, s. 15 (3).

(4) Notice to a person described in paragraph 3 or 4 of subsection (2) shall be given by personal service, fax or mail or by publication in a newspaper that is, in the secretary of the board's opinion, of sufficiently general circulation in the area to which the education development charge by-law applies to give the public reasonable notice. O. Reg. 20/98, s. 15 (4).

(5) Each notice shall set out the following:

1. A statement that the board has passed a by-law amending the education development charge by-law.
2. A statement setting out when the amending by-law was passed and what its number is.
3. A statement that any person or organization may appeal the amending by-law to the Ontario Municipal Board under section 257.74 of the Act by filing with the secretary of the board a notice of appeal setting out the objection to the amending by-law and the reasons supporting the objection.
4. A statement setting out what the last day for appealing the amending by-law is.
5. A statement that an appeal may not raise an issue that could have been raised in an appeal of the education development charge by-law under section 257.65 of the Act. O. Reg. 20/98, s. 15 (5).

## **PART V MISCELLANEOUS**

### **EDUCATION DEVELOPMENT CHARGE ACCOUNT**

**16.** (1) A board shall, under section 257.82 of the Act, establish an education development charge account for the area to which an education development charge by-law applies. O. Reg. 20/98, s. 16 (1); O. Reg. 366/10, s. 4 (1).

(2) Money from an education development charge account established under subsection (1) may be used only,

- (a) for growth-related net education land costs attributed to or resulting from development in the area to which the education development charge by-law applies;
- (b) as provided for under subsection 241 (1) or section 257.99 of the Act;
- (c) to pay the reasonable costs of preparing, revising and distributing the pamphlet for the by-law as required under section 21;
- (d) to pay the service charges of a financial institution relating to the account; or
- (e) if an education development charge has been paid but the building permit for the development is revoked, to refund the education development charge plus interest at a rate not exceeding the rate prescribed under section 18. O. Reg. 20/98, s. 16 (2); O. Reg. 473/98, s. 1; O. Reg. 95/02, s. 7; O. Reg. 366/10, s. 4 (2, 3); O. Reg. 162/11, s. 1.

**16.1** (1) If paragraph 4 of section 6.1 of Ontario Regulation 193/10 (Restricted Purpose Revenues) made under the Act applies to the proceeds of a sale, lease or other disposition of real property by a board, the board shall establish an education development charge account. O. Reg. 366/10, s. 5 (1).

(2) Money from an education development charge account established under subsection (1) may be used only to fund costs that meet all of the following criteria:

1. The costs are education land costs.
2. The costs are growth-related net education capital costs.
3. The costs are incurred for the purpose of acquiring land or an interest in land in the region prescribed under clause 257.101 (d) of the Act in which the real property referred to in subsection (1) is located. O. Reg. 473/98, s. 2; O. Reg. 136/00, s. 2; O. Reg. 366/10, s. 5 (2).

### **EXPIRY OF BY-LAWS — SPECIAL RULE**

**17.** (1) This section governs the expiry of an education development charge by-law of a board (the “new by-law”) if, when the new by-law is passed, an education development charge by-law of another board (an “existing overlapping by-law”) applies to any part of the area to which the new by-law applies. O. Reg. 20/98, s. 17 (1).

(2) The new by-law expires on the earliest of the expiry dates of the existing overlapping by-laws, as they read on the day the new by-law is passed. O. Reg. 20/98, s. 17 (2).

(3) For greater certainty, a by-law continued under section 257.103 of the Act is not an existing overlapping by-law. O. Reg. 20/98, s. 17 (3).

### **INTEREST**

**18.** (1) The interest rate that shall be paid under subsections 257.69 (3) and 257.90 (2) of the Act and the minimum interest rate that boards shall pay under section 257.99 of the Act is the lowest prime rate reported to the Bank of Canada by any of the banks listed in Schedule I to the *Bank Act* (Canada) at the beginning of the period for which interest is to be paid. O. Reg. 20/98, s. 18.



- (2) Despite subsection (1),
- (a) the prescribed interest rate for periods after this subsection comes into force for the purposes of subsections 257.69 (3) and 257.90 (2) of the Act, in respect of refunds in connection with an education development charge by-law, is the rate of interest determined under subsection (3); and
  - (b) the minimum interest rate that a board shall pay for the purposes of section 257.99 of the Act in respect of an amount borrowed from an education development charge account established in connection with an education development charge by-law that is made after the day this subsection comes into force is the rate of interest determined under subsection (3). O. Reg. 95/02, s. 8; O. Reg. 366/10, s. 6.
- (3) For the purposes of subsection (2), the rate of interest in respect of amounts payable in connection with an education development charge by-law is,
- (a) the Bank of Canada rate on the day the by-law comes into force; or
  - (b) the Bank of Canada rate on the day the by-law comes into force, as adjusted to the current Bank of Canada rate on the first day of every following January, April, July and October, if the by-law authorizes the adjustments. O. Reg. 95/02, s. 8.

#### REGIONS

**19.** (1) The area of the jurisdiction of a board is divided into regions for the purposes of section 257.57 of the Act in accordance with the following:

- 1. The part of the jurisdiction that is in the area described in an item of the Schedule to this Regulation is a region.
  - 2. The part of the jurisdiction that is not in any area described in an item of the Schedule to this Regulation is a region. O. Reg. 20/98, s. 19 (1).
- (2) A reference in the Schedule to an upper-tier municipality or to a local municipality shall be read as a reference to the geographic area that is under the jurisdiction of the municipality on January 1, 2002, unless otherwise stated in the Schedule. O. Reg. 95/02, s. 9.
- (3) In this section and the Schedule,
- “local municipality” means a single-tier municipality or a lower-tier municipality; (“municipalité locale”).
- “upper-tier municipality” means a municipality of which two or more lower-tier municipalities form part for municipal purposes. (“municipalité de palier supérieur”) O. Reg. 95/02, s. 9.
- (4) In subsection (3),
- “lower-tier municipality” means a municipality that forms part of an upper-tier municipality for municipal purposes; (“municipalité de palier inférieur”)
- “municipality” means a geographic area whose inhabitants are incorporated; (“municipalité”)
- “single-tier municipality” means a municipality, other than an upper-tier municipality, that does not form part of an upper-tier municipality for municipal purposes. (“municipalité à palier unique”) O. Reg. 95/02, s. 9.

#### MONTHLY REPORTS

**20.** (1) The following information, as it relates to land in the municipality, is prescribed as information to be included in a monthly report under section 257.97 of the Act:

- 1. The total education development charges that are collected in respect of residential development.
- 2. The number of building permits, for each type of new dwelling unit the board identified under paragraph 2 of section 7, in respect of which education development charges were imposed.
- 3. The location of the lands to which the building permits described in paragraph 2 pertained.
- 4. The total education development charges collected in respect of non-residential development.
- 5. The number of building permits issued for non-residential development in respect of which an education development charge is imposed by the board.
- 6. The total board-determined GFA of the non-residential development in respect of which education development charges, determined using a rate applied to the board-determined GFA of the development, are imposed by the board. The total board-determined GFA shall not include the gross floor area of a development with respect to which subsection 257.55 (3) of the Act applies or the board-determined GFA to which subsection 5 (2) of this Regulation applies.
- 7. The total declared value of the non-residential development in respect of which education development charges, determined using a rate applied to the declared value of the development, are imposed by the board. The total declared

value shall not include the declared value of a development with respect to which subsection 257.55 (3) of the Act or subsection 5 (2) of this Regulation applies.

8. For each development with respect to which subsection 257.55 (3) of the Act applies and in respect of which education development charges are imposed by the board,
    - i. the gross floor area of the existing building,
    - ii. the gross floor area of the enlargement, and
    - iii. if the education development charges are determined using a rate applied to the declared value of the development, the declared value upon which the charges for the development are determined.
  9. For each development with respect to which subsection 5 (2) of this Regulation applies and in respect of which education development charges are imposed by the board,
    - i. the board-determined GFA of the non-residential part of the building being replaced,
    - ii. the board-determined GFA of the non-residential part of the replacement building, and
    - iii. if the education development charges are determined using a rate applied to the declared value of the development, the declared value upon which the charges for the development are determined.
  10. The number of building permits issued for residential development in an area to which the education development charge by-law applies in respect of which no education development charge is imposed.
  11. The number of building permits issued for non-residential development in an area to which the education development charge by-law applies in respect of which no education development charge is imposed. O. Reg. 20/98, s. 20 (1); O. Reg. 95/02, s. 10.
- (2) The report shall cover the period,
    - (a) beginning at the end of the period covered by the previous report by the municipality or, if there was no previous report, beginning on the first day that an education development charge by-law of the board applied to land in the municipality;
    - (b) ending at the end of the 25th day of the month before the month in which the report is due. O. Reg. 20/98, s. 20 (2).

#### PAMPHLETS EXPLAINING BY-LAW

21. (1) A board shall prepare a pamphlet for each education development charge by-law in force setting out,
  - (a) a description of the general purpose for which the education development charges under the by-law are being imposed; and
  - (b) the rules for determining if an education development charge is payable in a particular case and for determining the amount of the charge. O. Reg. 20/98, s. 21 (1).
- (2) The board shall prepare the pamphlet,
  - (a) if the by-law is not appealed to the Ontario Municipal Board, within 60 days after the by-law comes into force;
  - (b) if the by-law is appealed to the Ontario Municipal Board, within 60 days after the Ontario Municipal Board's decision or, if the Ontario Municipal Board orders the board to amend the by-law, within 60 days after the board does so. O. Reg. 20/98, s. 21 (2).
- (3) If an education development charge by-law is amended, the board shall revise the pamphlet for the by-law as necessary. O. Reg. 20/98, s. 21 (3).
- (4) If the board is required to revise the pamphlet, it shall do so,
  - (a) if the amending by-law is not appealed to the Ontario Municipal Board, within 60 days after the amending by-law comes into force;
  - (b) if the amending by-law is appealed to the Ontario Municipal Board, within 60 days after the Ontario Municipal Board's decision or, if the Ontario Municipal Board orders the board to amend the amending by-law, within 60 days after the board does so. O. Reg. 20/98, s. 21 (4).
- (5) Upon preparing or revising a pamphlet, the board shall give a copy of the pamphlet to the Minister. O. Reg. 20/98, s. 21 (5).
- (6) The board shall give a copy of the most recent pamphlet, without charge, to any person who requests one. O. Reg. 20/98, s. 21 (6).
- (7) The board may charge a fee for additional copies of a pamphlet given to a person but the fee must be no more than is needed to pay for the cost of the additional copies. O. Reg. 20/98, s. 21 (7).
- (8) A person may reproduce and distribute the pamphlet in any form. O. Reg. 20/98, s. 21 (8).

**PART VI  
TRANSITION FROM OLD DEVELOPMENT CHARGES ACT**

**SUCCESSOR BOARDS**

**22.** (1) Each board set out in Column 2 of the following table is prescribed as a successor board of the corresponding old board set out in Column 1 for the purposes of Division E of Part IX of the Act.

Item	Column 1 Old Boards	Column 2 Successor Boards
1.	The York Region Board of Education	English-language Public District School Board No. 16 Conseil de district des écoles publiques de langue française n° 58
2.	The York Region Roman Catholic Separate School Board/Conseil des écoles séparées catholiques de la région de York	English-language Separate District School Board No. 42 Conseil de district des écoles séparées de langue française n° 64
3.	The Carleton Board of Education	English-language Public District School Board No. 25
4.	The Carleton Roman Catholic Separate School Board	English-language Separate District School Board No. 53
5.	The Durham Board of Education	English-language Public District School Board No. 13 Conseil de district des écoles publiques de langue française n° 58
6.	The Durham Region Roman Catholic Separate School Board/Conseil des écoles séparées catholiques de la région de Durham	English-language Separate District School Board No. 45 Conseil de district des écoles séparées de langue française n° 64
7.	The Halton Board of Education	English-language Public District School Board No. 20 Conseil de district des écoles publiques de langue française n° 58
8.	The Halton Roman Catholic Separate School Board/Conseil des écoles catholiques de Halton	English-language Separate District School Board No. 46 Conseil de district des écoles séparées de langue française n° 64
9.	The Peel Board of Education	English-language Public District School Board No. 19 Conseil de district des écoles publiques de langue française n° 58
10.	The Dufferin County Board of Education	English-language Public District School Board No. 18 Conseil de district des écoles publiques de langue française n° 58
11.	The Dufferin-Peel Roman Catholic Separate School Board/Conseil des écoles séparées catholiques de Dufferin & Peel	English-language Separate District School Board No. 43 Conseil de district des écoles séparées de langue française n° 64
12.	The Wentworth County Board of Education	English-language Public District School Board No. 21 Conseil de district des écoles publiques de langue française n° 58
13.	The Hamilton-Wentworth Roman Catholic Separate School Board/Le conseil des écoles séparées catholiques romaines de Hamilton-Wentworth	English-language Separate District School Board No. 47 Conseil de district des écoles séparées de langue française n° 64
14.	Le Conseil des écoles publiques d'Ottawa-Carleton	Conseil de district des écoles publiques de langue française n° 59
15.	Conseil des écoles catholiques de langue française de la région d'Ottawa-Carleton	Conseil de district des écoles séparées de langue française n° 66

O. Reg. 20/98, s. 22.

(2) For the purposes of this Part, the predecessor of a board set out in Column 2 of the table referred to in subsection (1) is the corresponding old board set out in Column 1. O. Reg. 473/98, s. 3.

**JOINT EDUCATION DEVELOPMENT CHARGE ACCOUNTS**

**23.** (1) For each joint education development charge account held by old boards set out in column 1 of the table to section 22 on December 31, 1997, the successor boards to the old boards shall establish an education development charge account to be held jointly by the successor boards. O. Reg. 20/98, s. 23 (1).

(2) If, under the old Act, the amounts collected under an education development charge by-law would have been deposited into a joint education development charge account, the amounts paid under the by-law, as continued under section 257.103 of the Act, shall be deposited into the corresponding education development charge account established under subsection (1). O. Reg. 20/98, s. 23 (2).

(3) The *Development Charges Act* and Regulation 268 of the Revised Regulations of Ontario, 1990, as they read on January 31, 1998, continue to apply, with necessary modifications, to money collected by the treasurer of a municipality under an education development charges by-law continued under section 257.103 of the Act and to a joint education development charge account established under subsection (1), subject to the following rules:

1. In addition to the money that a successor board may withdraw under subsection 5 (7) of Regulation 268 of the Revised Regulations of Ontario, 1990 as it read on January 31, 1998 from the account established under subsection (1), the successor board may withdraw from the account an amount that will be applied to costs that meet all of the following criteria:
  - i. The costs are education land costs.
  - ii. The costs are growth-related net education capital costs.

- iii. The costs are incurred for the purpose of acquiring land or an interest in land in the area to which applied the successor board's predecessor by-law for the account established under subsection (1).
2. Subsection 5 (6) of Regulation 268 of the Revised Regulations of Ontario, 1990 as it read on January 31, 1998 does not apply to withdrawals under paragraph 1.
3. The total amount that may be withdrawn under paragraph 1 by a successor board shall not exceed the amount determined in accordance with the following formula:

$$A \times B \times (D + E + F + G + H + I - J - K - L - M - N - P - Q) / (B + C)$$

where,

- A = the factor set out in Column 3 of the Table to this section opposite the name of the successor board set out in Column 1 and the name of the successor board's predecessor set out in Column 2,
- B = the revenue raised by charges imposed by the successor board's predecessor by-law for the account established under subsection (1),
- C = the revenue raised by charges imposed by the other education development charge by-law under which amounts were deposited into the predecessor account of the account established under subsection (1),
- D = the income earned by the predecessor account of the account established under subsection (1),
- E = the income that has been earned by the account established under subsection (1),
- F = the future income that will be earned by the account established under subsection (1),
- G = the sum of all the amounts that were deposited into the predecessor account of the account established under subsection (1),
- H = the sum of all the amounts that have been deposited by the treasurer of a municipality into the account established under subsection (1),
- I = the sum of all future amounts that will be deposited by the treasurer of a municipality into the account established under subsection (1),
- J = the sum of all the amounts that were withdrawn from the predecessor account of the account established under subsection (1) under subsection 5 (7) of Regulation 268 of the Revised Regulations of Ontario, 1990 as it read on January 31, 1998,
- K = the sum of all the amounts that have been withdrawn from the account established under subsection (1) under subsection 5 (7) of Regulation 268 of the Revised Regulations of Ontario, 1990 as it read on January 31, 1998,
- L = the sum of all future amounts that will be withdrawn from the account established under subsection (1) under subsection 5 (7) of Regulation 268 of the Revised Regulations of Ontario, 1990 as it read on January 31, 1998,
- M = the sum of all future amounts that will be withdrawn under clause (6) (a) from accounts established under paragraph 1 of subsection (4) to which money will be distributed under subsection (5) from the account established under subsection (1),
- N = the sum of all the amounts that were refunded from the predecessor account of the account established under subsection (1), including interest,
- P = the sum of all the amounts that have been refunded from the account established under subsection (1), including interest,
- Q = the sum of all future amounts that will be refunded from the account established under subsection (1), including interest.

O. Reg. 473/98, s. 4 (1); O. Reg. 136/00, s. 3 (1); O. Reg. 366/10, s. 7 (1).

(4) The following rules apply if an education development charge by-law is repealed or expires and amounts paid under the by-law were required, before it was repealed or expired, to be deposited into an education development charge account established under subsection (1):

1. The successor board whose by-law was repealed or expired shall establish an education development charge account that is in addition to any other education development charge account that the board may have established.
2. If, after the repeal or expiry, no amounts under an education development charge by-law of any other board will be required to be deposited into the education development charge account, a surplus in the account shall be distributed in accordance with subsection (5) to the education development charge accounts that have been established in respect of the account under paragraph 1. O. Reg. 20/98, s. 23 (4); O. Reg. 473/98, s. 4 (2); O. Reg. 366/10, s. 7 (2, 3).

(5) If paragraph 2 of subsection (4) requires a surplus in an education development charge account established under subsection (1) to be distributed in accordance with this subsection, the surplus shall be distributed so that the education

development charge account established by each successor board under paragraph 1 of subsection (4) in respect of the account receives from the account the amount determined in accordance with the following formula:

$$[A \times B \times (D + E + F + G - H - I - J - K - L) / (B + C)] - M$$

where,

- A = the factor set out in Column 3 of the Table to this section opposite the name of the successor board set out in Column 1 and the name of the successor board's predecessor set out in Column 2,
- B = the revenue raised by charges imposed by the successor board's predecessor by-law for the account established under subsection (1),
- C = the revenue raised by charges imposed by the other education development charge by-law under which amounts were deposited into the predecessor account of the account established under subsection (1),
- D = the income earned by the predecessor account of the account established under subsection (1),
- E = the income that has been earned by the account established under subsection (1),
- F = the sum of all the amounts that were deposited into the predecessor account of the account established under subsection (1),
- G = the sum of all the amounts that have been deposited by the treasurer of a municipality into the account established under subsection (1),
- H = the sum of all the amounts that were withdrawn from the predecessor account of the account established under subsection (1) under subsection 5 (7) of Regulation 268 of the Revised Regulations of Ontario, 1990 as it read on January 31, 1998,
- I = the sum of all the amounts that have been withdrawn from the account established under subsection (1) under subsection 5 (7) of Regulation 268 of the Revised Regulations of Ontario, 1990 as it read on January 31, 1998,
- J = the sum of all future amounts that will be withdrawn under clause (6) (a) from accounts established under paragraph 1 of subsection (4) to which money will be distributed under this subsection from the account established under subsection (1),
- K = the sum of all the amounts that were refunded from the predecessor account of the account established under subsection (1), including interest,
- L = the sum of all the amounts that have been refunded from the account established under subsection (1), including interest,
- M = the total of all the amounts that have been withdrawn from the account established under subsection (1) by the successor board under paragraph 1 of subsection (3).

O. Reg. 473/98, s. 4 (3); O. Reg. 366/10, s. 7 (4, 5).

(6) Money from an education development charge account established under paragraph 1 of subsection (4) may be used only to,

- (a) pay amounts that are required to be paid under agreements entered into on or before the date referred to in subsection 257.103 (4) of the Act and that could have been withdrawn under subsection 5 (7) of Regulation 268 as it read on January 31, 1998 from the account established under subsection (1) or from the predecessor account of the account established under subsection (1); or
- (b) fund costs that meet all of the following criteria:
  - 1. The costs are education land costs.
  - 2. The costs are growth-related net education capital costs.
  - 3. The costs are incurred for the purpose of acquiring land or an interest in land in the area to which applied the successor board's predecessor by-law for the account established under subsection (1). O. Reg. 473/98, s. 4 (3); O. Reg. 136/00, s. 3 (2); O. Reg. 366/10, s. 7 (6).

(6.0.1) Despite subsection (6), a board that has not passed a new education development charge by-law may use money from an education development charge account established under paragraph 1 of subsection (4) for a purpose set out in section 1 of Ontario Regulation 446/98 if,

- (a) the money is used to fund costs related to school properties located in the area to which applied the successor board's predecessor by-law for the account established under subsection (1); and
- (b) the money is used to fund costs that are growth-related net education capital costs. O. Reg. 136/00, s. 3 (3); O. Reg. 366/10, s. 7 (7).

(6.1) For the purposes of paragraph 5 of section 7, if a board proposes to pass a new education development charge by-law for all or part of an area to which, when the new by-law comes into force, an education development charge by-law of the board that was continued under subsection 257.103 (2) of the Act will still apply, the board's estimate shall be an estimate of the amounts that will be distributed under subsection (5) to education development charge accounts established by the board on the expiry or repeal of the continued by-law, less any amount that the board has entered into an agreement to pay and that the board is authorized to withdraw but has not yet withdrawn from the education development charge accounts established under subsection (1) in respect of the continued by-law. O. Reg. 473/98, s. 4 (3); O. Reg. 366/10, s. 7 (8).

(6.2) For the purposes of paragraph 5 of section 7, if a board proposes to pass a new education development charge by-law for all or part of an area in respect of which, when the new by-law comes into force, money from education development charge accounts established under paragraph 1 of subsection (4) may be used, the board's estimate shall be an estimate of the amount that will be in the accounts immediately before the new by-law comes into force, less any amount that the board has entered into an agreement to pay and that the board is authorized to withdraw but has not yet withdrawn from the accounts. O. Reg. 473/98, s. 4 (3); O. Reg. 366/10, s. 7 (9).

(7) REVOKED: O. Reg. 366/10, s. 7 (10).

(8) In this section,

“predecessor account” means, with respect to an account established under subsection (1), the joint account established under the *Development Charges Act*, as it read on January 31, 1998, into which amounts were deposited that, under subsection (2), are required to be deposited into the account established under subsection (1); (“compte remplacé”)

“predecessor by-law” means, with respect to a successor board and an account established under subsection (1), the education development charge by-law of the successor board's predecessor under which amounts were deposited into the predecessor account of the account established under subsection (1). (“règlement remplacé”) O. Reg. 473/98, s. 4 (4).

TABLE

Item	Column 1 Successor Board	Column 2 Predecessor	Column 3 Factor
1.	Conseil de district des écoles publiques de langue française no 59	Le Conseil des écoles publiques d'Ottawa-Carleton	1.00000
2.	Conseil scolaire de district catholique Centre-Sud	The Dufferin-Peel Roman Catholic Separate School Board	0.01685
3.	Conseil scolaire de district catholique Centre-Sud	The Durham Region Roman Catholic Separate School Board	0.03843
4.	Conseil scolaire de district catholique Centre-Sud	The Halton Roman Catholic Separate School Board	0.03633
5.	Conseil scolaire de district catholique Centre-Sud	The Hamilton-Wentworth Roman Catholic Separate School Board	0.02826
6.	Conseil scolaire de district catholique Centre-Sud	The York Region Roman Catholic Separate School Board	0.02061
7.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	Conseil des écoles catholiques de langue française de la région d'Ottawa-Carleton	1.00000
8.	Conseil scolaire de district du Centre Sud-Ouest	The Dufferin County Board of Education	0.00410
9.	Conseil scolaire de district du Centre Sud-Ouest	The Durham Board of Education	0.00910
10.	Conseil scolaire de district du Centre Sud-Ouest	The Halton Board of Education	0.00860
11.	Conseil scolaire de district du Centre Sud-Ouest	The Peel Board of Education	0.01050
12.	Conseil scolaire de district du Centre Sud-Ouest	The Wentworth County Board of Education	0.00680
13.	Conseil scolaire de district du Centre Sud-Ouest	The York Region Board of Education	0.00840
14.	Dufferin-Peel Catholic District School Board	The Dufferin-Peel Roman Catholic Separate School Board	0.98315
15.	Durham Catholic District School Board	The Durham Region Roman Catholic Separate School Board	0.96157
16.	Durham District School Board	The Durham Board of Education	0.99090
17.	Halton Catholic District School Board	The Halton Roman Catholic Separate School Board	0.96367
18.	Halton District School Board	The Halton Board of Education	0.99140
19.	Hamilton-Wentworth Catholic District School Board	The Hamilton-Wentworth Roman Catholic Separate School Board	0.97174
20.	Hamilton-Wentworth District School Board	The Wentworth County Board of Education	0.99320
21.	Ottawa-Carleton Catholic District School Board	The Carleton Roman Catholic Separate School Board	1.00000
22.	Ottawa-Carleton District School Board	The Carleton Board of Education	1.00000
23.	Peel District School Board	The Peel Board of Education	0.98950
24.	Upper Grand District School Board	The Dufferin County Board of Education	0.99590
25.	York Catholic District School Board	The York Region Roman Catholic Separate	0.97939

		School Board	
26.	York Region District School Board	The York Region Board of Education	0.99160

O. Reg. 473/98, s. 4 (5).

#### MONTHLY REPORTS FOR CONTINUED BY-LAWS

**24.** The following apply with respect to a report required under section 257.97 of the Act as that section applies under subsection 257.103 (3) of the Act:

1. The period that the report must cover is the period referred to in subsection 37 (5) of the old Act.
2. The information that the report shall contain is the information that was prescribed under section 14 of Regulation 268 of the Revised Regulations of Ontario, 1990, as it read on January 31, 1998. O. Reg. 20/98, s. 24.

**25.** OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THE ENGLISH VERSION OF THIS REGULATION).  
O. Reg. 20/98, s. 25.

#### SCHEDULE REGIONS

1. The area of jurisdiction of the former Atikokan Board of Education as it existed on December 31, 1997.
2. The area of jurisdiction of the former Beardmore, Geraldton, Longlac and Area Board of Education, as it existed on December 31, 1997, and the former Kilkenny District School Area.
3. The area of jurisdiction of the former Central Algoma Board of Education as it existed on December 31, 1997.
4. The area of jurisdiction of the former Chapleau Board of Education as it existed on December 31, 1997.
5. The area of jurisdiction of the former Cochrane-Iroquois Falls, Black River-Matheson Board of Education as it existed on December 31, 1997.
6. The area of jurisdiction of the former Dryden Board of Education, as it existed on December 31, 1997, and the former Sturgeon Lake District School Area.
7. The area of jurisdiction of the former East Parry Sound Board of Education as it existed on December 31, 1997.
8. The area of jurisdiction of the former Espanola Board of Education as it existed on December 31, 1997.
9. The area of jurisdiction of the former Fort Frances-Rainy River Board of Education as it existed on December 31, 1997.
10. The area of jurisdiction of the former Hearst Board of Education as it existed on December 31, 1997.
11. The area of jurisdiction of the former Hornepayne Board of Education as it existed on December 31, 1997.
12. The area of jurisdiction of the former Kapuskasing-Smooth Rock Falls and District Board of Education as it existed on December 31, 1997.
13. The area of jurisdiction of the former Kenora Board of Education as it existed on December 31, 1997.
14. The area of jurisdiction of the former Kirkland Lake Board of Education as it existed on December 31, 1997.
15. The area of jurisdiction of the former Lake Superior Board of Education as it existed on December 31, 1997.
16. The area of jurisdiction of the former Lakehead Board of Education, as it existed on December 31, 1997 and the former Kashabowie District School Area.
17. The area of jurisdiction of the former Manitoulin Board of Education as it existed on December 31, 1997.
18. The area of jurisdiction of the former Michipicoten Board of Education as it existed on December 31, 1997.
19. The area of jurisdiction of the former Muskoka Board of Education as it existed on December 31, 1997.
20. The area of jurisdiction of the former Nipigon-Red Rock Board of Education as it existed on December 31, 1997.
21. The area of jurisdiction of the former Nipissing Board of Education as it existed on December 31, 1997.
22. The area of jurisdiction of the former North Shore Board of Education as it existed on December 31, 1997.
23. The area of jurisdiction of the former Red Lake Board of Education as it existed on December 31, 1997.
24. The area of jurisdiction of the former Sault Ste. Marie Board of Education as it existed on December 31, 1997.
25. The area of jurisdiction of the former Sudbury Board of Education as it existed on December 31, 1997.
26. The area of jurisdiction of the former Timiskaming Board of Education as it existed on December 31, 1997.
27. The area of jurisdiction of the former Timmins Board of Education as it existed on December 31, 1997.



28. The area of jurisdiction of the former West Parry Sound Board of Education as it existed on December 31, 1997.
29. The local municipality of South Algonquin.
30. The local municipalities of Brantford and County of Brant.
31. The upper-tier municipality of Bruce.
32. The upper-tier municipality of Dufferin.
33. The upper-tier municipality of Elgin and the local municipality of St. Thomas.
34. The upper-tier municipality of Essex and the local municipality of Pelee.
35. The geographic area of the Frontenac Management Board, as set out in paragraph 3.3 (b) of an Order made under section 25.2 of the *Municipal Act* on January 7, 1997 and published in *The Ontario Gazette* dated February 15, 1997, and the local municipality of Kingston.
36. The upper-tier municipality of Grey.
37. The upper-tier municipality of Haliburton.
38. The upper-tier municipality of Hastings, the local municipality of Belleville and the portions of the geographic area of the local municipality of Quinte West that on December 31, 1997 were included in the geographic area of the upper-tier municipality of Hastings or of the former City of Trenton.
39. The upper-tier municipality of Huron.
40. The local municipality of Chatham-Kent.
41. The upper-tier municipality of Lambton.
42. The upper-tier municipality of Lanark and the local municipality of Smiths Falls.
43. The upper-tier municipality of Leeds and Grenville and the local municipalities of Brockville, Gananoque and Prescott.
44. The upper-tier municipality of Lennox and Addington.
45. The upper-tier municipality of Middlesex.
46. The upper-tier municipality of Northumberland, the local municipality of Clarington and the portion of the geographic area of the local municipality of Quinte West that on December 31, 1997 was included in the geographic area of the upper-tier municipality of Northumberland.
47. The upper-tier municipality of Oxford.
48. The upper-tier municipality of Perth and the local municipalities of St. Marys and Stratford.
49. The upper-tier municipality of Peterborough and the local municipality of Peterborough.
50. The upper-tier municipality of Prescott and Russell.
51. The local municipality of County of Prince Edward.
52. The upper-tier municipality of Renfrew and the local municipality of Pembroke.
53. The upper-tier municipality of Simcoe and the local municipalities of Barrie and Orillia.
54. The upper-tier municipality of Stormont, Dundas and Glengarry and the local municipality of Cornwall.
55. The local municipality of Kawartha Lakes.
56. The upper-tier municipality of Wellington and the local municipality of Guelph.
57. The upper-tier municipality of Durham, except for the local municipality of Clarington.
58. The local municipality of Haldimand County.
59. The local municipality of Norfolk County.
60. The upper-tier municipality of Halton.
61. The local municipality of Hamilton.
62. The portion of the upper-tier municipality of Niagara that on December 31, 1997 was the school division of The Lincoln County Board of Education.
63. The portion of the upper-tier municipality of Niagara that on December 31, 1997 was the school division of The Niagara South Board of Education.
64. The local municipality of Ottawa.

65. The upper-tier municipality of Peel.
66. The upper-tier municipality of Waterloo.
67. The upper-tier municipality of York.
68. The local municipality of London.
69. The local municipality of Toronto.
70. The local municipality of Windsor.
71. REVOKED: O. Reg. 95/02, s. 11 (5).
72. REVOKED: O. Reg. 95/02, s. 11 (5).

O. Reg. 20/98, Sched.; O. Reg. 95/02, s. 11.

Français

[Back to top](#)



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

August 29, 2019

## MEMORANDUM

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** Education Service and Reverse Tuition Agreements with Indigenous Students:  
Communications Documents

---

Further to my memorandum of July 29, 2019, the Ministry of Education has just distributed to OCSTA communications documents that will assist boards in explaining the detail requirements related to Education Service and Reverse Tuition Agreements for students and parents.

Please see the attached Memorandum from Andrew Davis, Assistant Deputy Minister, Education Finance and Labour Division and the accompanying communications materials.

If you have any questions, or for further information, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

*Attachments*

**Ministry of Education**

Education Labour and  
Finance Division  
12<sup>th</sup> Floor  
315 Front Street West  
Toronto ON M7A 0B8

**Ministère de l'Éducation**

Division des relations de travail et du  
financement en matière d'éducation  
12<sup>e</sup> étage  
315, rue Front Street West,  
Toronto ON M7A 0B8

**2019: SB11**

**Memorandum to:** Directors of Education  
Senior Business Officials  
Secretary/Treasurers of School Authorities

**From:** Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

Denise Dwyer  
Assistant Deputy Minister  
Indigenous Education and Well-Being Division

**Date:** August 28, 2019

**Subject** The Reciprocal Education Approach (REA) Parent,  
Guardian and Student Fact Sheet

---

As a follow up to B18 – “The Reciprocal Education Approach (REA)”, we are pleased to share the REA Parent, Guardian and Student Fact Sheet.

The Fact Sheet provides information for parents, guardians and students to support their access to REA. We encourage all staff responsible for enrolment, particularly school principals and administrators, to review the Fact Sheet prior to the start of the 2019-20 school year.

The written notice forms, described in B18 and the Fact Sheet, is now accessible on the ministry's website:

- [3064: Reciprocal Education Approach Written Notice for Eligible Students to Attend an Eligible First Nation School](#)
- [3065: Reciprocal Education Approach Written Notice for Eligible Students to Attend a School of a School Board](#)

In the coming weeks, the ministry will provide school boards and First Nation partners with detailed technical instructions to support the implementation of the REA. The

instructions will contain information on REA requirements such as school eligibility, registration and enrolment, student tracking, and payment processes.

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

If you require further information, please contact:

Subject	Contact	Email
General	Taunya Paquette	<a href="mailto:Taunya.Paquette@ontario.ca">Taunya.Paquette@ontario.ca</a>
Finance	Paul Duffy	<a href="mailto:Paul.Duffy@ontario.ca">Paul.Duffy@ontario.ca</a>

*Original signed by*

---

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

---

Denise Dwyer  
Assistant Deputy Minister  
Indigenous Education and Well-Being Division

Attachments: Appendix A – The REA Parent, Guardian, and Student Fact Sheet

cc: Council of Ontario Directors of Education



# How to participate in the Reciprocal Education Approach (REA) Information For Parents, Guardians and Students

---

To support First Nation students in reaching their education goals, Ontario is introducing the Reciprocal Education Approach (REA). The REA is designed to prioritize student needs by allowing First Nation students to choose the school that best suits their learning needs.

REA will help change the educational landscape for First Nation students and families by improving access, removing barriers and strengthening parent choice for First Nation students transitioning between school systems in Ontario. This approach was developed in partnership with First Nations and school boards, and comes into effect on **September 1, 2019**.

Through the REA, when requirements are met, students have more options for their education:

- First Nation students who live on-reserve may attend a school of a school board.
- Students who would normally be eligible to attend a school of a school board may attend a First Nation-operated or federally-operated school (“First Nation school”), subject to that school’s admission policies.

## Important information needed to participate in the REA

Whether a student wishes to attend a First Nation school or a school of a school board, the following steps must be taken:

1. A written notice form must be completed.
  - Please work with your Band, Tribal Council, Education Authority, or the federal government as they will need to complete some sections of the form.
  - Submit the form to the office of the local school of the school board.
  - The forms are available at [www.edu.gov.on.ca/eng/Indigenous/](http://www.edu.gov.on.ca/eng/Indigenous/)
2. Students must register at the school of a school board, even if they plan to attend a First Nation school.
  - Students may be eligible to register at their local school of a school board even if they had not been eligible for registration in the past. Please let the school administrators know that the student is registering with the intent to participate under REA.
  - Contact your First Nation school of choice to confirm admission processes and requirements. First Nation schools determine their own admission policies.

The written notice form must be completed by:

- Parent/Guardian
- Or Student (age 18 and over, or age 16 or 17 who has withdrawn from parental control)

**and**

- The Band Council, Tribal Council, Education Authority, or the federal government.

# Step by Step Guide to the Reciprocal Education Approach (REA)

## First Nation student living on-reserve wishing to attend a school of a school board

**Step 1:** Connect with your Band Council, Tribal Council or Education Authority.

- ✓ Make sure the written notice is completed. The parent/guardian or the student **and** their Band, Tribal Council, Education Authority or the federal government must also complete the form.
- ✓ Deliver the completed written notice to the school of a school board that the student wishes to attend and obtain confirmation of receipt.

**Step 2:** Register at the school of the school board.

- ✓ Please contact the school of the school board that the student wishes to attend to confirm registration requirements.
- ✓ Let school administrators know that the student is registering with the intent to participate under the REA.
- ✓ Bring a copy of the completed [written notice](#).

**The student is now eligible to attend the school.**

## Student wishing to attend a First Nation-operated school

**Step 1:** Connect with the organization that operates the First Nation school the student wishes to attend.

- ✓ Contact the First Nation school to confirm their admission policies.
- ✓ Make sure the written notice is completed. The parent/guardian or the student **and** their Band Council, Tribal Council, Education Authority, or the federal government (i.e., the organization that is operating the school) must also complete in the form.
- ✓ Deliver the written notice to the school of the school board that the student currently attends. If the student is not currently registered, deliver the written notice to a school of a school board within the student's catchment area. Obtain confirmation of receipt.
- ✓ If the student is not currently attending a school of the school board, please proceed to Step 2.

**Step 2:** Register with a local board school.

- ✓ If the student is not registered at the school of a school board where the written notice was delivered, please contact the school to confirm registration requirements and the documents needed, (e.g., proof of age, address, citizenship/residency status).
- ✓ Let school administrators know that the student is registering with the intent to participate under the REA.
- ✓ Bring a copy of the completed [written notice](#).

**The student is now eligible to attend the school.**

### Helpful Information:

- If additional services are needed, an agreement may be negotiated between the school board and the First Nation school/band/council.
- If you are unable to use the links to access the written notice, please contact your local school board or the Ministry of Education, Indigenous Education Office at (416)-305-6986.
- Find more information about the Reciprocal Education Approach go to [www.edu.gov.on.ca/eng/Indigenous/](http://www.edu.gov.on.ca/eng/Indigenous/)



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

June 28, 2019

**MEMORANDUM**

**TO:** Trustees, Student Trustees & Directors of Education

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** **2019 Fall Regional Meetings**

OCSTA's Fall Regional Meetings are scheduled as follows:

<p><b><u>WEST</u></b> <b>Monday, September 16</b> <b>9:30 a.m. – 3:00 p.m.</b> Hosted by: Wellington CDSB Location: Loyola Ignatius Jesuit Centre 5420 ON-6 Guelph, ON N1H 6J2</p>	<p><b><u>EAST</u></b> <b>Wednesday, September 18</b> <b>9:30 a.m. – 3:00 p.m.</b> Hosted by: Renfrew County CDSB Location: Days Inn – Renfrew 760 Gibbons Road, Renfrew, ON K7V 0B7</p>
<p><b><u>NORTH EAST</u></b> <b>Saturday, September 21</b> <b>8:30 a.m. – 2:00 p.m.</b> Hosted by: Sudbury CDSB Location: St. David School 549 Frood Road Sudbury, ON P3C 5A2</p> <p><i>A reception for delegates and guests will be held on the evening of Friday, September 20 at the Radisson Hotel Sudbury</i></p>	<p><b><u>CENTRAL</u></b> <b>Tuesday, September 24</b> <b>9:30 a.m. – 3:00 p.m.</b> Hosted by: York CDSB Location: Room 100 320 Bloomington Road West Aurora, ON L4G 0M1</p>
<p><b><u>NORTH WEST</u></b> <b>Friday, October 4</b> <b>11:00 a.m. – 3:00 p.m.</b> Thunder Bay CDSB 459 Victoria Avenue West, Thunder Bay, ON P7C 0A4</p>	

The format of the meetings is designed to engage our membership in dialogue with OCSTA Directors and staff. A draft program is attached.



## REGISTRATION

Meetings are open to trustees, student trustees and senior board personnel (both academic and finance). The registration fee is \$129.95 and \$90.40 for student trustees (includes HST).

Click [Here](#) to Register

**Deadline for refunds due to cancellation is 2 weeks prior to each meeting.**

## ACCOMMODATION

If your delegates require overnight accommodation, please make your bookings directly with the hotel as soon as possible.

### West – September 16

Delta Hotel and Conference Centre

50 Stone Road West

Reservations: 519-780-3700

### East – September 18

Days Inn Renfrew 760 Gibbons Road, Renfrew, ON K7V 0B7

A block of rooms is set aside for the night of September 17 under “OCSTA Regional Meeting” and will be held until August 17. Room rate is \$109.00 plus taxes – includes continental breakfast.

Reservations: 613-432-8109 or [daysinnrenfrew@cogeco.net](mailto:daysinnrenfrew@cogeco.net)

### North East – September 21

Radisson Hotel Sudbury, 85 Ste. Anne Road, Sudbury, ON P3E 4S4

A block of rooms is set aside for the night of September 20. Please quote Group Booking number “1909SCHOOL” and will be held until August 20. Tel: 705-675-1123

### Central – September 24

Kingbridge Conference Centre & Institute

12750 Jane Street, King City, ON L7B 1A3

<https://kingbridgecentre.com/>

Best Western Voyageur Place Hotel

17565 Yonge Street, Newmarket, ON L3Y 5H6

[https://www.bestwestern.com/en\\_US/book/hotel-rooms.66065.html?iata=00171880&ssob=BLBWI0004G&cid=BLBWI0004G;google:gmb:66065](https://www.bestwestern.com/en_US/book/hotel-rooms.66065.html?iata=00171880&ssob=BLBWI0004G&cid=BLBWI0004G;google:gmb:66065)

### North West – October 4

Valhalla Inn

A block of rooms is set aside for the night of October 3 and will be held until September 6, 2019. Please quote Group Booking number “191003DIOC”. Reservations can be made on hotel website:

[www.valhallainn.com](http://www.valhallainn.com) or 1-800-964-1121 or 807-577-1121 or by fax at 807-475-4723 or email [reservations@valhallainn.com](mailto:reservations@valhallainn.com).

We would like to thank the trustees and staff of the Catholic District School Boards  
that will host our 2019 Regional Meetings:

*Wellington ▪ Renfrew ▪ Sudbury ▪ York ▪ Thunder Bay*

**Attachments:** Draft Program, Regions Chart, Invitation for North East Region Delegates



## Ontario Catholic School Trustees' Association

### 2019 FALL REGIONAL MEETING

#### PROGRAM

REGISTRATION (*continental breakfast*)

WELCOME & GATHERING PRAYER

– *Beverley Eckensweiler, OCSTA President &, Chair, Host Board*

PRESIDENT'S REPORT LABOUR UPDATE

*Beverley Eckensweiler, OCSTA President*

*Nick Milanetti, OCSTA Executive Director*

COMMUNICATIONS CONSIDERATIONS AND PROTOCOL DURING LABOUR NEGOTIATIONS:

*Sharon McMillan, OCSTA Director of Communications*

*CDSB Communications Manager (TBA)*

As the designated employer bargaining agent for Catholic District School Boards in Ontario, OCSTA follows a process for keeping boards informed on labour developments. During the labour negotiations period boards also follow certain protocols to keep staff and external audiences (e.g. parents) informed. This session will examine provincial and local labour communications protocol and the role of trustees within this context.

### LUNCH, INFORMAL DISCUSSION & NETWORKING

BOARD DISCUSSIONS

1. What are the concerns at your board regarding the implementation of Ontario's new Autism Program and the impact this will have on the learning environment in classrooms this fall?
2. How will education funding announced for the 2019-20 school year impact the operation of programs and services at your board?
3. \*Locally determined question for discussion\*

*Boards are asked to prepare a 5-minute overview on the above topics to be delivered at the meeting by the Chair or designate.*

GROUP REFLECTION – *Nick Milanetti*



Ontario Catholic School  
Trustees' Association

## OCSTA REGIONS

AREA	BOARDS/OCSTA REGION #
West	Bruce-Grey (4) Huron-Perth (4) London (5) Waterloo (4) Wellington (4) St. Clair (5) Windsor/Essex (5)
East	Algonquin & Lakeshore (10) Eastern Ontario (10) Peterborough-Victoria-Northumberland & Clarington (9) Ottawa (12) Renfrew (10) Simcoe-Muskoka (9)
North East	Huron-Superior (1) Nipissing-Parry Sound (1) Northeastern (1) Sudbury (1)
Central	Brant-Haldimand Norfolk (11) Dufferin-Peel (7) Durham (9) Halton (11) Hamilton-Wentworth (11) Niagara (11) Toronto (6) York (8)
North West	Kenora (2) Northwest (2) Superior North (2) Thunder Bay (2)

## REPORTS TO BOARD SCHEDULE: 2019-2020

DATE	EC	REPORT	Senior Staff	STAFF	TIME (min)	NOTES
09/09	09/03	Kenya / India Pres'n (Students / LN)?? Update on Summer Boost BIPSA Update  Update on Branding CEC Update	Notten Shoemaker Klein (Olson/Shoemaker) Notten Notten/Maharaj	Riley/Mackay Runsteadler Program Staff  Davis /Shewchuk)	30 15 20  15 10	
09/23	09/17	Changes to HPE/Sex Ed Curriculum ?  Enrollment/Staffing Report  Summer Construction Update Sports Field Proposal Capital Priorities Approval  Policy Update	Olson / Ivankovic  Merkel/Maharaj/ Connolly Maharaj/Pickett Maharaj/Pickett Maharaj  Notten (Shewchuk)		20  10  20 20 15  10	
10/7	09/30	EQAO (Primary & Junior) EQAO (Gr. 9) OSSLT  Math Strategy IT Summer Updates	Klein Olson Olson  Klein/Olson Demers	Roberts Roberts Roberts  Le Duc/Snyder	20 20 20  20 20	
10/28	10/21	Well Being Plan –  Learning Commons Update	Olson/Merkel  Maharaj	  Wood	20  20	

Sept 04, 2019

11/11	11/04	TLLP Pastoral Plan Update	Klein Olson	Various teachers	30 20	
11/25	11/18	Autism / Spec Ed Update ESL  Financial Conditions – IV – 008 Audit Committee Annual Report Financial Statements/Year End Report	Shoemaker Klein  Maharaj/Isaac Maharaj Maharaj/Isaac	Mage	20 20  10 0 10	Consent Consent Consent
12/02		<b>INAUGURAL</b>				
12/09	12/02	Well Being Plan – Equity Action Plan FSL Director's Annual Report  Revised Estimates Report Annual Report on Surpluses	Olson Klein Notten  Maharaj/Isaac Maharaj/Isaac	Kruithof	20-30 20 20  10 10	
01/13	01/06	Math Strategy Update Well Being – Heathy Active Living	Klein Ivankovic	Le Duc/Snyder Webster	30 20	
01/27	01/20	Leadership Strategy Update Monitoring Report IV-13 Strong Start Program Audit Report on Trustee Expenses Audit Report on Director's Expenses Annual Report on Board Properties (Vacant and Purchases) Approval of Budget Plan Interim Financial Report #1	Merkel Merkel Klein Maharaj Maharaj Maharaj  Maharaj/Isaac Maharaj/Isaac	DeGasparis? Durham Durham Admans/Ford  King	20  20 0 5 10  10	To A/C, then Consent To A/C, then In Camera   To A/C, then Consent
02/10	02/03	Parent Engagement Update Early Years Report Annual Report on STSWR	Merkel Klein Maharaj	DeGasparis Bourgault	30 20 20	TO STSWR Board first
02/24	02/18	Math Strat – Spec Ed Focus Emergency CEO Replacement –	Shoemaker Notten	Foran	30	

Sept 04, 2019

		Monitoring Report IV – 011 Update on Budget Preparation	Maharaj/Isaac	Budget Manager	0	Consent
03/09	03/02	Adult Education Update Assessment & Evaluation WR LSA Update ?	Ivankovic  Klein Klein	Cox  Wolf	20  20 20	
03/23	03/09	Student Success Update/Plan School Year Calendar Hiring and Promotions - Monitoring Report IV – 005 Update on Budget Preparation	Olson Klein Connolly  Maharaj/Isaac	SS Team    Budget Manager	30 10 10  0	Consent
04/06	03/30	<i>Multi-Year ITS Plan and 21<sup>st</sup> C/Global Learning Update</i>  Well Being Update – Safe Schools Long Term Accommodation Plan	Merkel/Demers  Merkel Maharaj Maharaj/Demers	Smart  Ford	40  20 20-30	Present, approval on 04/29
04/27	04/20	Long Term Accommodation Plan Legal Responsibilities – Monitoring Report IV – 006 Financial Conditions IV-008 Communication & Support to Board – Monitoring Report IV-012 Update on Budget Preparation Facilities Accommodation IV – 010 Interim Financial Report #2	Maharaj Maharaj  Maharaj/Isaac  Notten Maharaj/Isaac Maharaj Maharaj/Isaac	Ford    Budget Manager	5 10  10 0 5 0	Consent  Consent
05/11	05/04	Final Math Strategy Update (KPIs) School Travel Planner Update Waterloo Region CSF Report?	Klein Maharaj Gehan/Klein/Notten	Le Duc/Snyder Maxwell Witt	30 15 20	
05/25	05/19	Special Education Update/Plan Treatment of Public – Monitoring Report IV – 002 Treatment of Students - Monitoring	Shoemaker  Notten	Foran	20  10	

Sept 04, 2019

		Report IV – 003 Treatment of Staff – Monitoring Report IV – 004	Notten Connolly		10 10	
		Energy Conservation Plan Asset Protection – Monitoring Report IV – 009 Update on Budget Preparation	Maharaj/Pickett Maharaj Maharaj/Isaac	Energy Cons. Off.	20	Consent
06/01	05/25	Budget Presentation	Maharaj/Isaac	Budget Manager	90	
06/15	06/08	Extended Day Update MYSP Report General Exec Limitations – Monitoring Report IV – 1 Financial Planning/Budgeting – Monitoring Report IV – 007 Audit Committee Report to Board Interim Financial Report #3	Ivankovic Notten Notten Maharaj Maharaj Maharaj/Isaac	DaSilva/Horst   Durham	10  10 5 0	To A/C, then Board To A/C, then Consent

**Other Pending Items to consider:**

- Capital Submissions
- Update on new school construction
- Sale/purchase of properties
- Student Voice



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

May 30, 2019

**MEMORANDUM**

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

**FROM:** Nick Milanetti, Executive Director

**SUBJECT: 2019 Regional Meetings – Questions for Discussion**

---

The three questions on the attached page are provided as a basis for the facilitated discussion at our upcoming Fall Regional Meetings.

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

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

Mon, Sep 16 9:30 – 3	West <b>45 Copies</b>	Bruce-Grey, Huron-Perth, London, Waterloo, Wellington, St. Clair, Windsor/Essex
Wed, Sep 18 9:30 – 3	East <b>45 Copies</b>	Algonquin & Lakeshore, Eastern Ontario, Peterborough-Victoria-Northumberland & Clarington, Ottawa, Renfrew, Simcoe-Muskoka
Sat, Sep 21 8:30 – 2:00	North East <b>30 Copies</b>	Huron-Superior, Nipissing-Parry Sound, Northeastern, Sudbury
Wed, Sep 24 9:30 – 3:00	Central <b>40 Copies</b>	Brant-Haldimand Norfolk, Dufferin-Peel, Durham, Halton, Hamilton-Wentworth, Niagara, Toronto, York
Fri, Oct 4 Time TBD	North West <b>30 Copies</b>	Kenora, Northwest, Superior North, Thunder Bay,

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

Thank you for your assistance.

*Attachment*





Ontario Catholic School  
Trustees' Association

## Questions for Discussion at 2019 Fall Regional Meetings

---

1. What are the particular concerns at your board regarding the implementation of Ontario's new Autism Program and the impact this will have on the learning environment in classrooms this fall?
2. How will education funding announced for the 2019-20 school year impact the operation of programs and services at your board?
3. If there is another local issue that you would like discussed at the OCSTA Fall Regional Meeting, please describe.