



Committee of the Whole Meeting

Date: Monday, April 20, 2020

Time: 6:00 p.m.
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: Virtual Meeting
Link: <https://youtu.be/HCv0UF2Eimw>

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	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 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: None			
2. Consent Agenda: Director of Education			

ITEM	Who	Agenda Section	Method & Outcome
(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of March 9, 2020 Committee of the Whole Minutes	Trustees	pp.4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Director's Update (Verbal) 5.1 Well Being Update – Safe Schools 5.2 St. John Boundary Review Questions	L. Notten J. Merkel S. Maharaj/ V. Elgawly	-- pp.8-21 pp.22-32	Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp.33-69	Information
8.2 OCSTA Modules • Module 20 is A Journey Towards Truth and Reconciliation • Module 21 is Board Self-Assessment: Governance Performance	Trustees	--	Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Apr 27: Board of Trustee's Meeting •May 11: Committee of the Whole •May 20: Cambridge Council Mtg w/ School Boards •May 27: Board of Trustees' Meeting •Jun 1: Special Board 2020-2021 Budget Presentation •Jun 8: Governance •Jun 9: Audit Committee •Jun 12: Community Leaders Breakfast •Jun 15: Board of Trustee's Meeting			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
15.2 Move into Private, Private, Private	Trustees	--	Decision
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, March 9, 2020 at the Catholic Education Centre, Kitchener.

Trustees Present:

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

Student Trustees Present:

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Rori Schaefer, Jeanne Gravelle, Wendy Price, Meghan Cymbron

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 6:01 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Dupuis.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Trustee Conway.

1.3 Approval of Agenda

**2020-14 -- It was moved by Trustee da Silva and seconded by Trustee Van Alphen:
THAT the agenda for Monday, March 9, 2020 be now approved. --- Carried by consensus.**

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

1.5 Items for Action:

1.5.1 1.5.1 Private, Private and Private, Private, Private meeting of February 24, 2020 regarding Human Resource matters.

2020-15 -- It was moved by Trustee Weiler and seconded by Trustee da Silva:

THAT the Items for Action from Private, Private and Private, Private, Private meeting of February 24, 2020 regarding Human Resource matters. be now approved. --- Carried by consensus.

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of February 10, 2020 Committee of the Whole Minutes

2020-16 -- It was moved by Trustee Reitzel and seconded by Trustee Weiler:

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

4. Delegations

4.1 United Way Waterloo Region

Brian Kamm, Community Investment Specialist and Marie Dennison, Donor Relations Specialist from United Way Waterloo Region provided the Board of Trustees with a presentation on what the United Way is doing in the community to support students and families in Waterloo Region including supporting agencies that deliver programs to address mental health, food security, children and youth in neighborhood programming.

Trustees asked clarifying questions and provided feedback.

5. Advice From the CEO

5.1 St. Louis Adult Learning and Continuing Education – Connecting to the MYSP and BIPSA

Superintendent Ivankovic introduced Paul Cox, Principal of St. Louis and Lisa Mackay Vice-Principal of St. Louis. Mr. Cox and Mrs. Mackay provided the Board of Trustees with a presentation on St. Louis Adult Learning and Continuing Education and connecting to the MYSP and BIPSA. Various programs were discussed including Secondary School Credits, Language Learning, Skills Training and Supportive Services.

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 included:

- Update on CEC Blessing.
- School travel planning – Trustees expressed interest in participating. Trustee Van Alphen to work on schedule of where Trustees can participate in their area.
- Social with Public Board Trustees. Currently looking at May 14th at EVO in Cambridge.
- Debrief Trivia Night. A lot of fun and supported a great cause.
- Annual pancake flipping competition discussed at Elmira Maple Syrup Festival on April 4th. A team will be registered.
- Committee invite letter to be sent to CPIC chair and SEAC Chair. In addition, Audit Chair will be invited but noted that their presentation was earlier in year.
- Trustee discussed putting together a list of growing lists of events in community. Director Notten reminded core function is to Board and school events.

6.2 Pastoral Care Activity

Trustees reported back from the Pastoral Care Committee. Highlights included:

- Catholic Education Mass is scheduled for May 9th at 5:00 p.m. at St. Teresa in Elmira. Trustee Dupuis to follow up with Father Peter.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Trustees discussed communication from OCSTA.

8.2 OCSTA Modules

Module 17 – Developing a Code of Conduct for Trustees

Module 18 – Social Media

Module 19 – Internal Audits and the role of Audit Committees

Trustees discussed OCSTA Modules.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

12.1 Motion to Reconsider

Chair Conway brought forth motion to reconsider motion 2020-26.

2020-17-- It was moved by Trustee Conway and seconded by Trustee Schmalz:

That the Board of Trustee motion to reconsider decision 2020-26 with respect to correspondence to the Ministry of Education. --- *Carried by consensus*

2020-18-- It was moved by Trustee Conway and seconded by Trustee Reitzel:

That there be a motion to rescind the original motion. --- Carried by consensus

12.2 Trustee Inquiry – COVID-19

Director Notten provided the Board of Trustees with an update on COVID-19 and measures the Board is taking including canceling trips to Europe.

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events. As Beacons of Hope continues to be cancelled, the possibility of having them attend a Board meeting was discussed.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

**2020-19-- It was *moved* by Trustee da Silva and *seconded* by Trustee Weiler:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:52 p.m.**

Chair of the Board

Secretary



Date: April 20, 2020
To: Board of Trustees
From: Director of Education
Subject: Safe and Accepting Schools

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

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

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

- Education Act: 306-311; Regulations: 37/01 (2), 106/01
- Ministry Policy & Program Memoranda 119, 120, 128, 130, 141, 142, 144, 145,
- Safe Schools Act (2000) (2009): 309-312
- Bill 13, Accepting Schools Act (2012)
- Bill 157, Keeping Our Kids Safe at School Act (Feb. 1, 2010)
- Ontario Catholic School Graduate Expectations
- I 001: Ends

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

- [Ontario's Well-Being Strategy](#)

Alignment to the MYSP:

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

Strategic Directions: Nurture the wellbeing of all students and staff.

Goal: Increase in student attendance and engagement

Strategic Priority: Nurturing Our Catholic Community

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

Goal: Equitable Access to Learning Opportunities.

Background/Comments:

At the Waterloo Catholic District School Board, we believe that every student has a right to learn in a safe, caring and supportive environment. Our learning environments foster positive Christ centered relationships that are at the heart of all our efforts to promote student achievement and well-being. The WCDSB vision for safe and accepting schools clearly aligns with the publication of *Achieving Excellence: A Renewed Vision for Ontario Education (2014)*, wherein The Ministry of Education made a commitment to every student in the province of Ontario. Regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors' (p. 8), all students should be able to access the curriculum, feel safe at school, and have a sense of belonging. In addition to this, The Ministry of Education also introduced *Ontario's Well-Being Strategy for Education: Discussion Document (2016)* which has also served to guide our Safe and Caring Schools focus in WCDSB.

There are four key components at the foundation of Ontario's well-being strategy:

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



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

Strategic Directions: Nurture the wellbeing of all students and staff.

Goal: Increase in student attendance and engagement

The board recognizes that an inclusive, restorative, respectful and Christ-centered environment where all members of the school community feel safe, welcomed and accepted is most conducive to learning. Positive behaviour is promoted through the Catholic Values lens as students are provided many opportunities to correct behaviours, seek reconciliation and be given opportunities to redeem themselves. Progressive discipline is an entire school approach that requires all stakeholders to guide, support and model proper behaviour for the students. Suspensions and expulsions are part of the progressive discipline continuum with an increased level of supports, interventions and strategies.

The measurable goal for Safe Schools at WCDSB is the reduction in the number of Suspensions and Expulsions issued to students through effective utilization of restorative justice, progressive discipline and careful consideration of mitigating and other factors. Ultimately, the Superintendent of Education for Safe Schools is responsible for ensuring the strategies are understood and fully utilized in schools. Principals are responsible for maintaining order and proper discipline in their schools. Safe School Teams in each school collaborate to develop a Safe School Plan that specifically addresses Bullying Intervention and Prevention, Progressive Discipline, Promoting a Positive School Climate, Restorative Justice and Emergency Response Procedures in accordance with Ministry and Board policies and procedures.

From a system level perspective, the analysis of data permits measurement of progress in areas of concern, identification of needs or issues, and assists with monitoring, reviewing and evaluating the effectiveness of board policies, procedures and practices.

Key Suspension/Expulsion Trends Summary

NOTE: In order to compare suspension and/or expulsion rates from the 2019-2020 school year to previous school years, many of the visualizations/data tables only considers the suspensions and/or expulsion for the first 6 months of school year (up to and including February). All data is taken from our Student Information System, facilitated by the IT department. Analysis is completed by Research Department.

Controlling for the time range (up to and including February of each school year) for suspension and WCDSB enrollment, we are noticing the that number of students who are suspended each year (recidivism) has decreased in both panels over the past 3 years:

- In the Elementary panel, there is a decrease of 0.15% when we compare the total number of students that had a suspension issued (note: a 0.15% decrease would approximate to 25 fewer students) in the 2019-2020 school year when compared to three years ago (see Table 1, Figure 1).
- In the Secondary panel, there is a decrease of 0.16% when we compare the total number of students that had a suspension issued (note: a 0.16% decrease would approximate to 11 fewer students) in the 2019-2020 school year when compared to three years ago and a decrease of 0.94% when we compare the total number of students that had a suspension issued (note: a 0.94% decrease would approximate to 64 fewer students) in the 2019-2020 school year when compared to last school year (see Table 2, Figure 1).

Controlling for the time range (up to and including February of each school year) for suspension and WCDSB enrollment, we are noticing the that number of issued suspensions (i.e. if a student was suspended twice, they would be counted twice in this data) is also changing in a positive direction when we compare the 2019-2020 rates to previous school years:

- In the Elementary panel, there is a decrease of 0.23% when we compare the total number of issued suspensions (note: a 0.23% decrease would approximate to 37 fewer incidents) in the 2019-2020 school year when compared to three years ago (see Table 3, Figure 2).
- In the Secondary panel, there is an increase of 1.28% when we compare the total number of issued suspension (note: a 1.25% increase would approximate to 86 more students) in the 2019-2020 school year when compared to three years ago. However, when we compare the total number of issued suspensions in the 2019-2020 school year compared to last year, we are observing a decrease of 0.42% (note: a 0.42% decrease would approximate to 28 fewer students) in the 2019-2020 school year when compared to last school year (see Table 4, Figure 2).

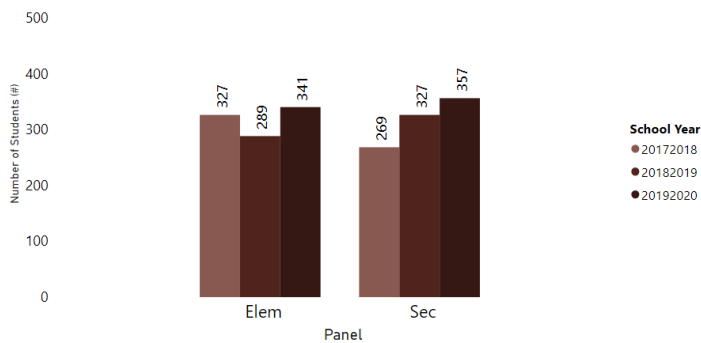
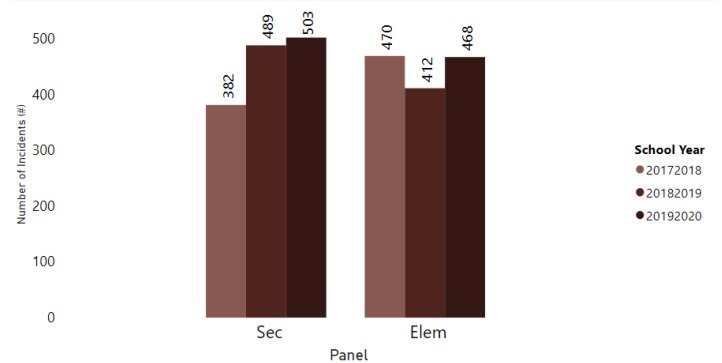
Table 1: Elementary Enrollment and Number of Students issued a Suspension each school year as of the last day in February				Table 3: Elementary Enrollment and Number of Students issued a Suspension each school year as of the last day in February			
Year	Enrollment (count)	Recidivism (count)	Percent (%)	Year	Enrollment (count)	Total Incidents (count)	Percent (%)
20192020	17048	341	2.43%	20192020	17048	468	2.75%
20182019	16465	289	2.43%	20182019	16465	412	2.50%
20172018	15817	327	2.58%	20172018	15817	470	2.97%
Difference in Percentage - 3 Year (%)			-0.15%	Difference in Percentage - 3 Year (%)			-0.23%
Average Enrollment - 3 Year (#)			16443	Average Enrollment - 3 Year (#)			16443
Difference as a proportion of Average Enrollment - 3 Year (#)			-25	Difference as a proportion of Average Enrollment - 3 Year (#)			-37

Table 2: Secondary Enrollment and Number of Students issued a Suspension each school year as of the last day in February

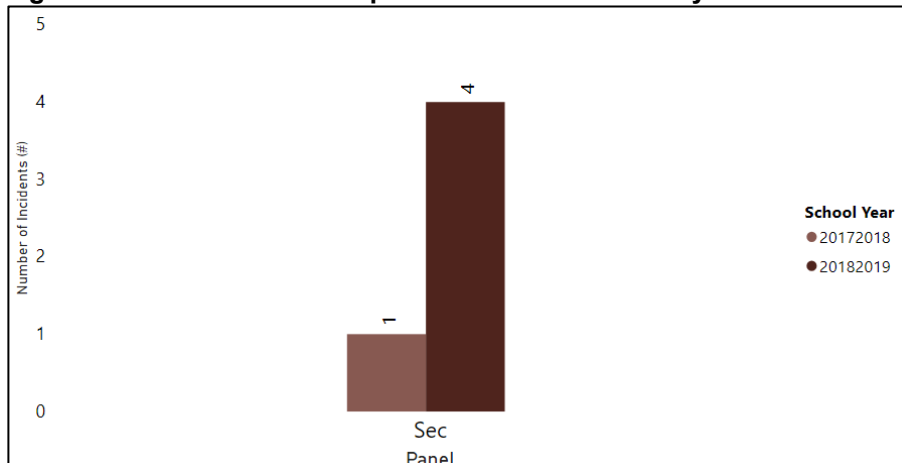
Year	Enrollment (count)	Recidivism (count)	Percent (%)
20192020	7074	357	5.07%
20182019	6497	327	6.02%
20172018	6548	269	5.24%
Difference in Percentage - 3 Year (%)			-0.16%
Average Enrollment - 3 Year (#)			6706
Difference as a proportion of Average Enrollment - 3 Year (#)			-11
Difference in Percentage - 2 Year (%)			-0.94%
Average Enrollment - 2 Year (#)			6786
Difference as a proportion of Average Enrollment - 2 Year (#)			-64

Table 4: Secondary Enrollment and Number of Students issued a Suspension each school year as of the last day in February

Year	Enrollment (count)	Total Incidents (count)	Percent (%)
20192020	7074	503	7.11%
20182019	6497	489	7.53%
20172018	6548	382	5.83%
Difference in Percentage - 3 Year (%)			1.28%
Average Enrollment - 3 Year (#)			6706
Difference as a proportion of Average Enrollment - 3 Year (#)			86
Difference in Percentage - 2 Year (%)			-0.42%
Average Enrollment - 2 Year (#)			6786
Difference as a proportion of Average Enrollment - 2 Year (#)			-28

Figure 1: Total Number of Students issued a Suspension for each school year as of the last day in February**Figure 2: Total Suspensions for each school year as of the last day in February**

So far in the 2019-2020 school year, there have been no issued expulsions (up to and including the last day of February). When we compare this trend to previous school years, we have a comparatively decreased number of expulsions:

Figure 3: Total Number of Expulsions for each school year as of the last day in February

The suspension and expulsion trends continue to prompt questions that drive system leaders' continuous efforts to support WCDSB students, staff and parents. The work of the District Safe and Accepting Schools Committee (DSASC) continues to focus on improvement to policies and procedures that have an impact on safety in schools and improve training for students, staff and leaders in safe and accepting schools.

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

Goal: Equitable access to learning Opportunities

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

There is a small but distinct group of students whose needs are not met by traditional in-school programs and interventions. Often, many programs have been tried but without success. These 14 to 17-year-old students are offered the Supervised Alternative Learning program as an option. The SAL Plan is created with the student, in collaboration with the school staff and the SAL coordinator. This SAL Plan will meet the unique individual needs and provide an individualized alternative learning experience which enables their progress toward their goals - which may include obtaining an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Participation.

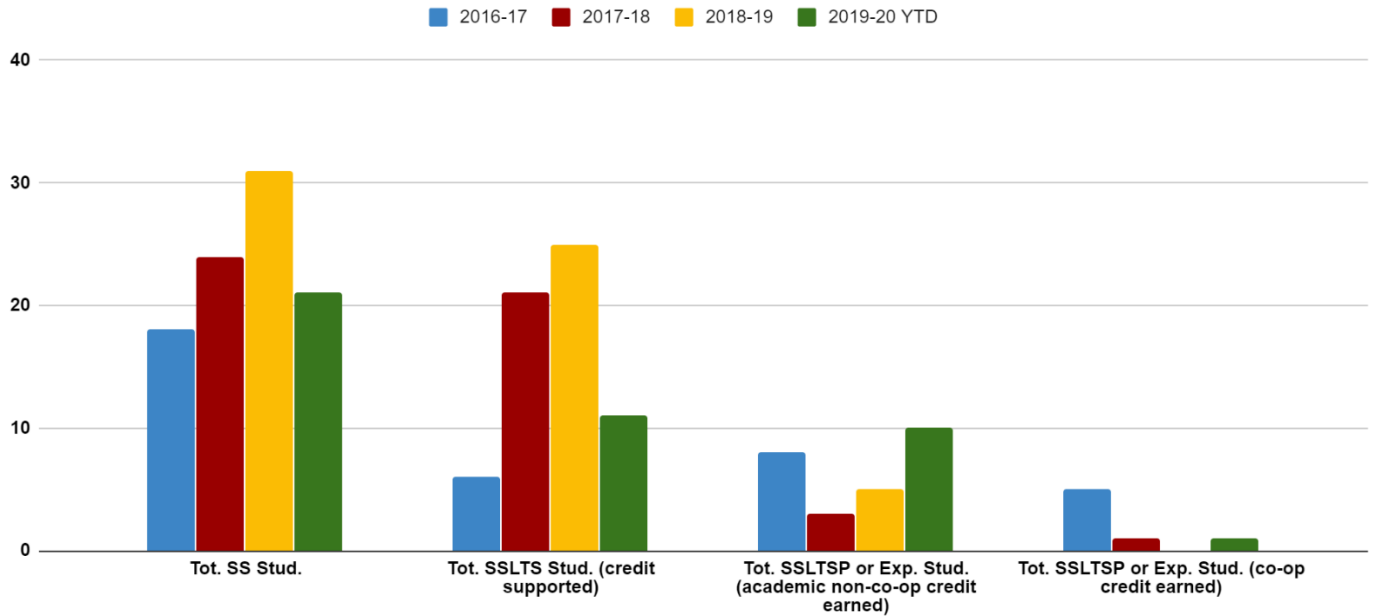
The location of the SAL program is determined based on student need. Students can work with their school and school staff through the program or be invited to attend St. Don Bosco in either Kitchener or Cambridge.

The WCDSB St. Don Bosco sites also support our students who for various reasons, are temporarily dismissed from the school setting. The accepting and caring environments provide a positive opportunity for students to be supported in addressing students' social, emotional, mental health, and behavioral concerns. Small student-to-teacher ratios, Child and Youth Worker support and communication between stakeholders has demonstrated evidence of re-engagement through student achievement. Strong practices for re-entry to home schools, with a restorative lens, leads students to a seamless re-engagement to their school community.

As noted below, our programs for both our safe-school students as well as our SAL students are conduits to ongoing student success. Credit accumulation through onsite work at our student's home school as well as at our St. Don Bosco sites have been very positive.

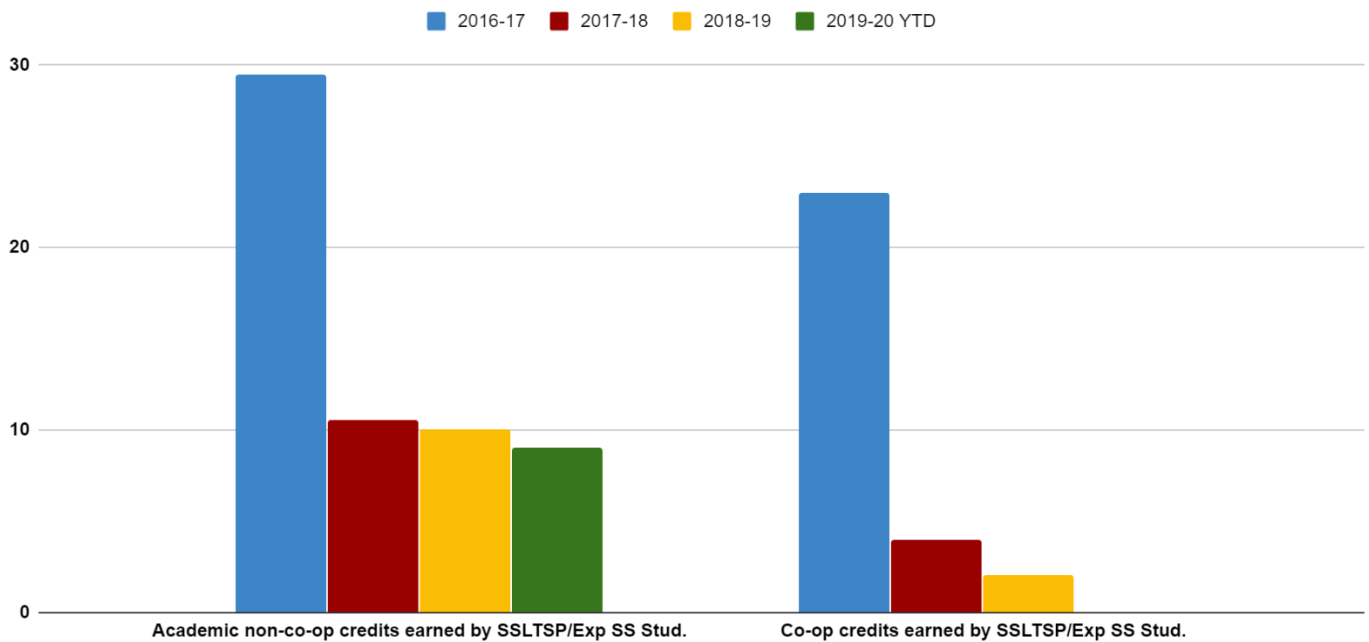
Total Safe Schools Students supported through St. Don Bosco:

Safe Schools Student Data Summary, 2016-2017 through 2019-2020 YTD 4/9/20



To date, 21 Safe Schools students have been supported through St. Don Bosco Kitchener and Cambridge long term suspension program. Some students that are on a long-term suspension are also supported in attaining credits. To date, 11 students are credit supported some also have been afforded a co-op opportunity to support credit accumulation.

Safe Schools Credit Data Summary, 2016-2017 through 2019-2020 YTD 4/9/20

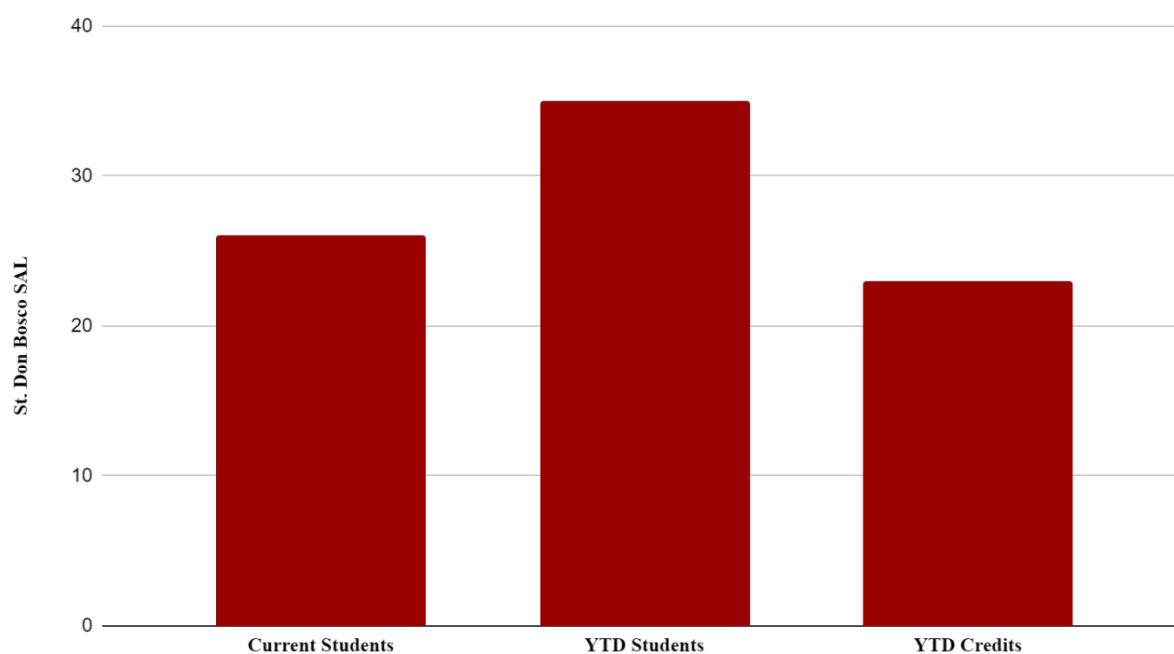


The above graph indicates credits earned by our safe school students in both categories co-op and non-co-op. Due to our current circumstance many students were unable to continue co-op placements.

As indicated as well, our SAL students continue to find great success through our programming as measured through total credit accumulation:

Quality • Inclusive • Faith-based • Education
w w w . w c d s b . c a

St. Don Bosco (C & K) SAL



Currently there are 26 students who are attending St. Don Bosco as SAL students at either Kitchener or Cambridge. There have been 35 students to date and a total of 23 academic credits accrued and while not reflected in this graph a combined total of 97 students have participated in a SAL placement via their home school and St. Bosco and with our robust opportunity to work for credit a total of 104 credits have been earned through co-op placements.

Ongoing Initiatives and Programs:

YMCA Alternative Suspension Program

The Alternative to Suspension Program is a partnership between the school and the YMCAs of Cambridge & Kitchener-Waterloo designed to ensure rapid intervention for students experiencing academic and behavioural difficulties. The goal of the program is to close the gap between the student and the school that can be felt by the student following a suspension with a specific aim to develop and improve social skills and sense of self-worth and to help students adopt a new positive attitude towards school.

2018 – 2019 (Semester One)	2019-20 (Semester One)
44 Referrals <ul style="list-style-type: none"> 17 Male 27 Female 	33 Referrals <ul style="list-style-type: none"> 23 Male 10 Female
Reason for Referral <ul style="list-style-type: none"> 3 Absenteeism/Punctuality 1 Apathy & Lack of Motivation 4 Disruptive & Impulsive Behaviour 8 Substance Misuse 1 Theft &/or Vandalism 25 Bullying, Physical, or Verbal Violence 2 Intervention 	Reason for Referral <ul style="list-style-type: none"> 3 Absenteeism 2 Apathy & Lack of motivation 4 Disruptive & Impulsive Behaviour 8 Substance Misuse 2 Theft &/or Vandalism 14 Bullying, Physical, or Verbal Violence
Referral by Grade <ul style="list-style-type: none"> 10 students Grade 9 	Referral by Grade <ul style="list-style-type: none"> 2 students Grade 7

<ul style="list-style-type: none"> • 16 students Grade 10 • 15 students Grade 11 • 3 students Grade 12 	<ul style="list-style-type: none"> • 2 students , Grade 8 • 8 students Grade 9 • 10 students Grade 10 • 6 students Grade 11 • 5 students Grade 12
Length of Referrals <ul style="list-style-type: none"> • 27 students - 3 Days • 10 students - 4 Days • 7 students - 5 Days 	Length of Referrals <ul style="list-style-type: none"> • 24 students – 3 Days • 9 students – 5 Days
Workshop Completion <ul style="list-style-type: none"> • 118 workshops completed • 2.7 workshops per student 	Workshop Completion <ul style="list-style-type: none"> • 117 workshops completed • 3.5 workshops per student
Workshop Topics <ul style="list-style-type: none"> • Anger Management and Conflict Resolution • Responsibility • Communication Styles • Employment Success & Resumes • Substance Use & Abuse • Goal Setting: Strengths/Weaknesses • Relationships & Boundaries • Bullying • Motivation Reintegration to School 	Workshop Topics <ul style="list-style-type: none"> • Anger management & Conflict Resolution • Responsibility • Communication Styles • Employment Success & Resumes • Substance Use & Abuse • Goal Setting: Strengths / Weaknesses • Healthy Relationships & Boundaries • Motivation • Time Management • Ideal School • Strengths and Goals • Values and Beliefs

The Umbrella Project

The Umbrella Project started out as one pilot at St. Agnes Catholic School. Initially, funding was provided for 17 schools to participate and this offer was received with great interest. The Umbrella Project continues to empower our students to anticipate and prepare for life's rainy days!

Through the intentional programming of the Umbrella Project the Waterloo Catholic District School Board continues to nurture the well-being of students and staff. As we explore examples of wellbeing through role models in our communities, peer to peer groups, and in our families, we have witnessed the power to shift a child's self-perception! Aligned with our faith, WCDSB students continue to learn the power of "mistakes as learning opportunities" and that blessings often come in the form of struggle and perseverance. The Umbrella Project is currently running in 90% of Waterloo Catholic District Schools with an anticipated 100% for Fall 2020.



Community Justice Initiatives

In 2016/2017 Community Justice Initiatives (CJI) started its collaboration with the WCDSB. CJI began working with St. Benedict's Secondary School to focus on using restorative practices in all facets of school life to heal relationships when they were damaged and build community. This experience has underscored the compatibility of restorative practices with the strategic direction and priorities of the WCDSB, as well as other values of Catholic Education, including the Ontario Catholic School Graduate Expectations.

Indicators show that the inclusion of restorative practices contributed to a 44 per-cent reduction in suspensions and a 74 per cent decrease in "conflicts of a physical nature" at St. Benedict CSS. Other noted impacts were that students requested mediations/circles when they found themselves in conflict and qualitative feedback from students and school personnel indicated that the restorative culture shift increased feelings of belonging and inclusion in their school community. As interest in restorative practices increased throughout St. Benedict's and other WCDSB schools, CJI looked to the Hallman Foundation Children's Program as a short-term way of increasing capacity to respond to demand for restorative practice facilitation and training throughout the WCDSB.

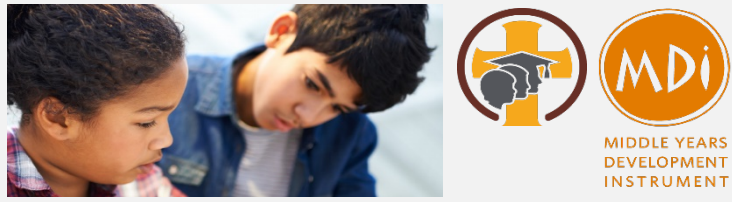
CJI's successful application to the Hallman Foundation Children's Fund, with the support of WCDSB, has meant that CJI has the capacity helps schools discover and create their restorative culture in approximately 30 schools over a two-year period. For 2019-2020, CJI is involved in twelve of our schools, two secondary and ten elementary. Schools who demonstrate interest and commitment to the practices of restorative justice are served by the activities outlined in this proposal.

Select student success consultants, school administrators, teachers and support staff have participated in a 3-day "Restorative Circle Training for Educators". CJI staff have provided additional support in schools by sharing information with Catholic School Advisory Councils, and at staff meetings. The goal for the two-year Restorative Schools Project is to build the capacity of our school staff to use restorative justice practices for the purpose of supporting Catholic school culture -- which always seeks reconciliation as a sacramental reality within our Catholic/Christian Tradition. Additionally, restorative justice practices support our pastoral plan them, *Called to Belong*.

Safe Schools and MDI Survey

School boards are required to conduct school climate surveys of students, school staff and parents at least once every two years as they all play a key role in contributing to a positive school climate.

The students, staff and parent community completed the school climate survey (Staff and Parents are completing a survey created by the Ontario Ministry of Education) and our students are completing the MDI survey (Middle Years Development Survey).



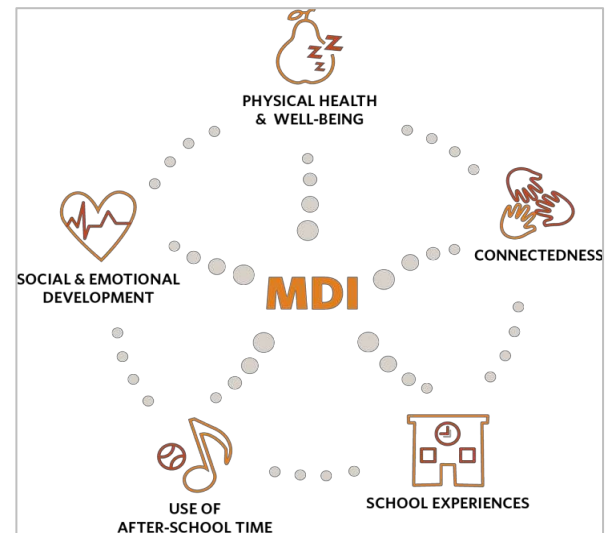
INTRODUCTION TO THE MDI ABOUT THIS YEAR'S SAFE CARING AND INCLUSIVE SCHOOL SURVEY: The Middle Years Development Instrument (MDI)

Grade 4-12 Board Level Overview

For the first time the Waterloo Catholic District School Board used the Middle Years Development Instrument (MDI) as our Safe Caring and Inclusive School (SCIS) survey for students. The MDI is a self-report questionnaire that asks children in Grade 4 through 12 about their thoughts, feelings and experiences in school and in the community. The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. These areas are:

- Physical Health & Well-Being
- Social & Emotional Development
- Connectedness
- Use of After-School Time
- School Experiences

In addition, the MDI focuses on highlighting the protective factors and assets that are known to support and optimize development in middle childhood. These asset indices are:



WELL-BEING INDEX

- A measure in the Well-Being Index



ASSETS INDEX



ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy



NUTRITION & SLEEP
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep








AFTER-SCHOOL ACTIVITIES
Organized Activities

5 DIMENSIONS OF THE MDI

The MDI measures 5 core areas of development that research has shown to be strongly linked to an individual's well-being, health and academic achievement. These dimensions are physical health & well-being, social & emotional development, use of time after school, connectedness and school experiences. Within each dimension, there are a variety of measures that are measures which are indicated below. Please note:

- **Orange text = A measure in the Well-Being Index**
- **Green text = A measure in the Assets Index**

 SOCIAL & EMOTIONAL DEVELOPMENT	 PHYSICAL HEALTH & WELL-BEING	 CONNECTEDNESS	 USE OF AFTER-SCHOOL TIME	 SCHOOL EXPERIENCES
MEASURES <ul style="list-style-type: none"> • Optimism Empathy Prosocial Behaviour • Self-Esteem • Happiness • Absence of Sadness Absence of Worries Self-Regulation (Short & Long Term) * Responsible Decision-Making * Self-Awareness * Perseverance * Assertiveness * Citizenship and Social Responsibility 	MEASURES <ul style="list-style-type: none"> • General Health ■ Eating Breakfast ■ Meals with Adults at Home ■ Frequency of Good Sleep Body Image 	MEASURES <ul style="list-style-type: none"> ■ Adults at School ■ Adults in the Neighbourhood ■ Adults at Home ■ Peer Belonging ■ Friendship Intimacy Important Adults 	MEASURES <ul style="list-style-type: none"> ■ Organized Activities <ul style="list-style-type: none"> - Educational Lessons or Activities - Youth Organizations - Sports - Music or Arts How Children Spend Their Time After-School People and Places Children's Wishes and Barriers 	MEASURES <ul style="list-style-type: none"> Academic Self-Concept School Climate School Belonging Motivation Future Goals Victimization and Bullying
* These questions are on the Grade 7 MDI only				

ABOUT THE DATA

This report includes data reported by students in Grades 4-12 who participated in the MDI. Some considerations when reviewing MDI data in this report include:

- The data in this report focus on children's self-reported well-being. Most of the data are represented by 3 categories of Well-Being: High, Medium and Low.
- The data in this report have been rounded. Percentage totals for MDI measures may not equal 100.
- Many questions on the MDI allow students to provide multiple responses. Percentage totals for these questions will often exceed 100.

DEMOGRAPHICS OF RESPONDENTS STUDENT POPULATION BREAKDOWN

Grade 4 to 6	~4,466* student responses	89% response rate	Total Sample: Refers to the total number (#) of students represented in this report. Students are included in the sample if they complete a question and the data are reported.
Grade 7 to 8	3,114 student responses	93% response rate	
Grade 9 to 12	2,309 student responses	35% response rate	
Total	9,889 student responses	66% response rate	

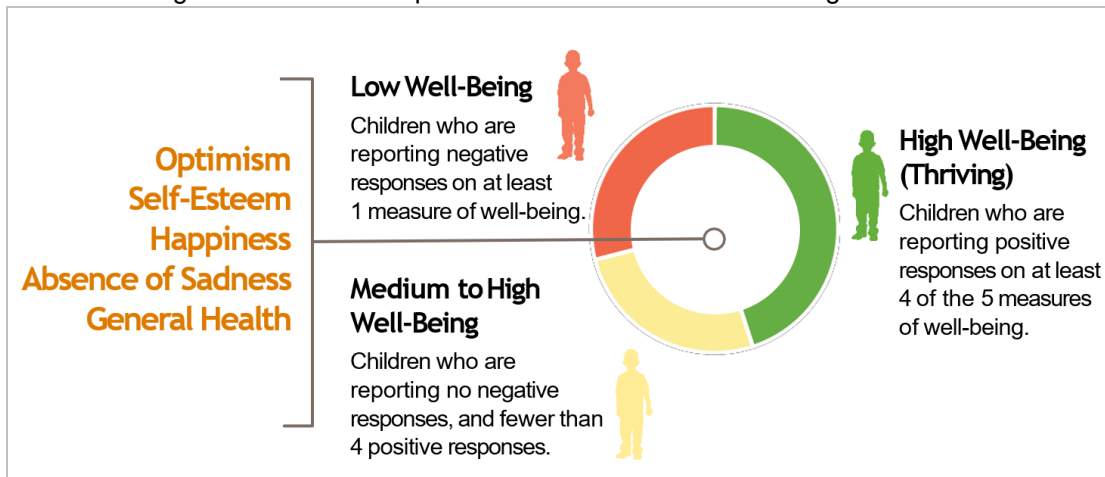
*Approximate number of participants due to methodological design for Grades 4 through 6. The MDI survey was administered as two separate anonymous surveys.

GENDER IDENTITY

	Boy	Girl	Gender Identity: Students are asked to describe themselves as "Boy" or "Girl"
Grade 4 to 6	50%	50%	
Grade 7 to 8	51%	49%	
Grade 9 to 12	49%	51%	

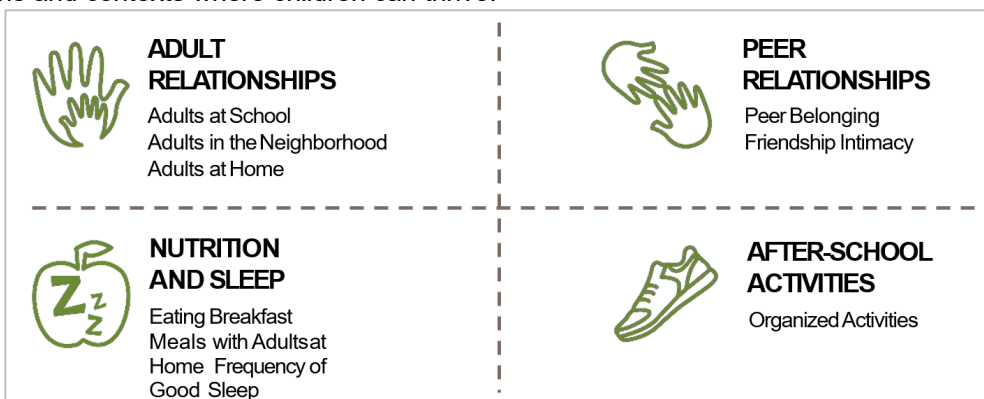
WELL-BEING INDEX

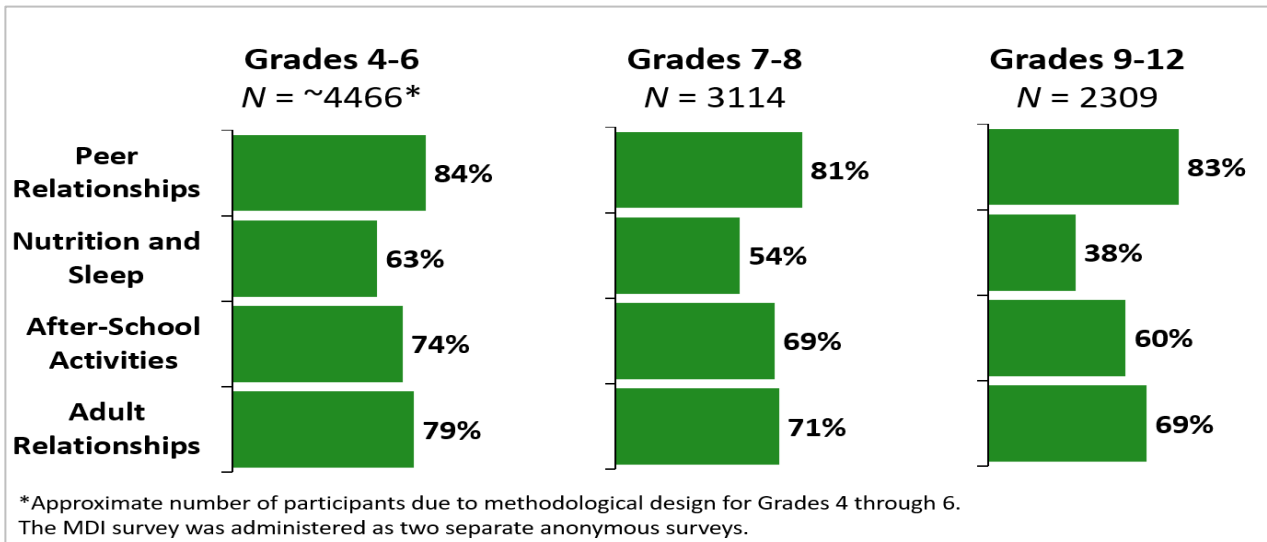
The Well-Being Index consists of measures relating to children's physical health and social and emotional development that are of importance during the middle years. Students are identified on the Well-Being Index as 'Thriving', 'Medium to High Well-Being' or 'Low Well-Being' based on their responses on 5 measures of well-being.



ASSET INDICES

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.



WCDSB Board Level Results for the Asset Index:

The surveys will help us to assess perceptions of safety – from students, parents and school staff, make informed planning decisions about programs to help promote safe and inclusive schools, determine the effectiveness of our programs on an ongoing basis and build and sustain positive school climates.

Next Steps:

- The Alternative to Suspension Program currently serves our grade 7/8-12 Students in the Cambridge Region. Further to this, we are continuing our support of this program as we hope to expand our partnership to establish the same model in the Kitchener Waterloo area in 2020/2021.
- Training for Community Justice Initiative to continue and expand to an additional 15 schools in Fall 2020.
- WCDSB is currently piloting “Imagine Everything Software” wherein at a system level we can identify individual students demonstrating high risk online behavior i.e. Bullying, self-harm, malware. High risk traffic is monitored, and investigations are launched accordingly. This program will be fully implemented system wide in Fall 2020.
- The District Safe and Accepting Schools Committee (DSASC) is developing, and vetting resources directed around further education regarding Human Trafficking. These resources will respond to the ongoing concerns in the region and will support teacher knowledge and student awareness.
- DSASC is developing processes to ensure consistent practices during Lockdown procedures at the schools and system level
- DSASC is developing system of school pick-up and disposal of seized substances not otherwise addressed through the WRPS
- In order to support new students to our WCDSB schools the DSAS Committee is developing cross- region consistent documents that will support transparency and disclosure of student risk factors and needs.

Recommendation:

This is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent of Education

Kelly Roberts
Research Coordinator

*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: April 20, 2020
To: Board of Trustees
From: Director of Education
Subject: St. John Boundary Review – Response to Trustee Questions

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

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

Board Report – October 28, 2019: St. John Boundary Review –Initial Staff Report and Initiation of Review

Board Report – April 6, 2020: St. John Boundary Review – Final Staff Report

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

Board Policy IV 010: Facilities/Accommodations ‘the CEO shall not ...

2. *Fail to conduct accommodation reviews process (i.e. boundary review and school closures) that is not in compliance with current Ministry of Education guidelines and directives.”*

3. Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Foster maximum opportunity for success for all

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

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



4. Background/Comments:

On October 28, 2019, the Board of Trustees initiated a boundary review with the goal of reducing enrolment pressure at St. John. The boundary review includes four schools: St. John, Our Lady of Lourdes, Holy Rosary, and St. Nicholas.

On April 6, 2020 the Board of Trustees received the St. John Boundary Review Final Staff Report. That report provided a series of staff recommendations:

1. That the boundaries of Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas Catholic Elementary Schools (CES) be modified in accordance with Option 7b, effective September 2020.
2. That students attending Holy Rosary CES during the 2019/20 school year and living in sub-area M be grandparented, with transportation if they qualify.
3. That effective September 2020, any students not attending Holy Rosary CES during the 2019/20 school year who live in sub-area M, including siblings of existing Holy Rosary students be directed to St. Nicholas CES.
4. That students attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas during the 2019/20 school year who are in grades 6 and 7, and their existing siblings who currently attend the same school, be grandparented to remain at their current school, with transportation provided if they qualify. Effective September 2020, any students not attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas, including siblings not currently attending school, will be directed to their new home school.
5. That existing students attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas on out of boundary permission in accordance with APA003 during the 2019/20 school year, return to their designated home school, except existing grade 7 students, who can continue to attend without transportation.
6. That an appeal process, led by board staff, will be offered to families of existing and affected out of boundary students who believe their extenuating circumstances should be considered.
7. That Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas Catholic Elementary Schools (CES) be closed to out of boundary admissions effective immediately.
8. That a Transition Planning Committee be formed to support all students who will be moving to a new school.

As a result of the presentation of the report and associated recommendations, and in response to the delegation of Nancy Day, staff were asked to respond to several Trustee questions and explore Ms. Day's alternative scenarios.

The attached response report is provided to assist the Board's deliberations on this matter and had been grouped into thematic areas based on the discussions which occurred during the meeting on April 6, 2020.

5. Recommendation:

That the attached response report be received for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Chief Financial Officer

Jennifer Passy
Manager of Planning

Virina Elgawly
Property/Planning Officer

*Bylaw 4.2 "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."





1. Delegation's Alternative Scenarios

Trustees received a delegation from parent Nancy Day whose presentation material was also available in the agenda package for the April 6, 2020 meeting. Three alternative scenarios were presented by the delegation based on a computer program written to rearrange the various sub-areas, considering portable maximums on sites, available classrooms and published enrolment forecasts. The program also considered grandparenting of current year Grades 4-7 students at Our Lady of Lourdes and St. John as well as those students residing in Area M.

Staff were asked to evaluate Ms. Day's alternative scenarios as well as the impact of expanding the recommended grandparenting from Grades 6 & 7 plus siblings to Grades 4-8 plus siblings in the staff recommended Option 7b.

Although the alternative scenarios provided by Ms. Day work from an enrolment perspective, it is essential to note that the key difference between staff's recommended scenario is the extent of grandparenting offered and the treatment of siblings. None of Ms. Day's scenarios provide for the grandparenting of siblings.

Feedback received throughout the review process indicated that keeping siblings together would be less disruptive for families. Expanding the grandparenting to include siblings in any of these options would increase the enrolment at St. John, contrary to the primary objective of the review.

1.1. Alternative 1

Move sub-area M from Holy Rosary to St. Nicholas.

Move sub-areas X, Y, Z from Our Lady of Lourdes to St. Nicholas.

Move sub-areas B, E, G from St. John to Our Lady of Lourdes.

Move sub-area F from St. John to Holy Rosary.

This scenario includes grandparenting all existing students in sub-area M, grades 4 to 7 in Our Lady of Lourdes and St. John, as well as all out of boundary students would remain in their current schools.

Figure 1 - N. Day Alternative 1 Map

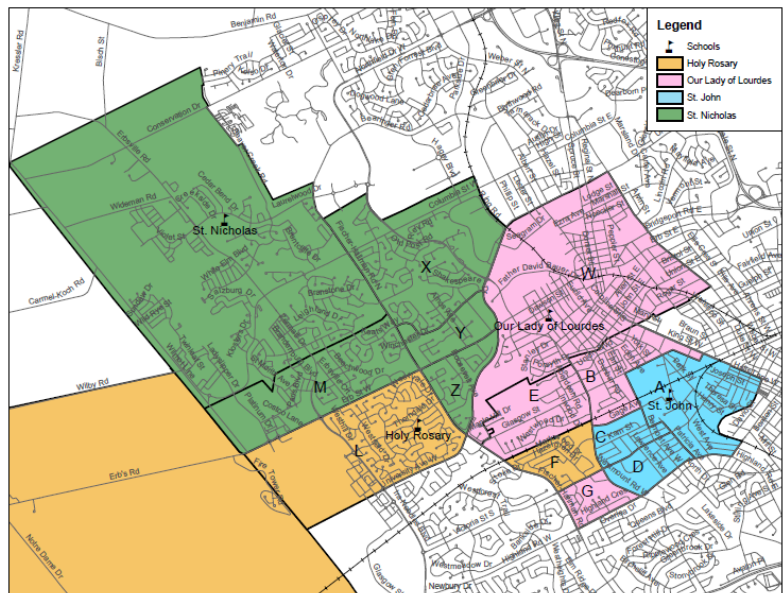


Table 1 - Alternative 1 Estimated Portables

SCHOOL	Estimated Number of Portables for 2024
Holy Rosary	5
Our Lady of Lourdes	5
St. John	1
St. Nicholas	6

Table 2 - Alternative 1 Enrolment Projection by School

SCHOOL	Capacity	2020		2021		2022		2023		2024		2029	
		Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Holy Rosary	458	470	103%	493	108%	530	116%	550	120%	570	125%	534	117%
Our Lady of Lourdes	337	383	114%	399	118%	423	126%	441	131%	460	137%	458	136%
St. John	502	502	100%	527	105%	533	106%	536	107%	514	102%	534	106%
St. Nicholas	478	484	101%	510	107%	544	114%	582	122%	621	130%	675	141%
Total	1775	1838	104%	1929	109%	2030	114%	2110	119%	2166	122%	2201	124%

1.2. Alternative 2

Move sub-area M from Holy Rosary to St. Nicholas.

Move sub-areas X, Y from Our Lady of Lourdes to St. Nicholas.

Move sub-area Z from Our Lady of Lourdes to Holy Rosary.

Move sub-areas B, E, G from St. John to Our Lady of Lourdes.

Move sub-area F from St. John to Holy Rosary.

This scenario includes grandparenting all existing students in sub-area M as well as grades 4 to 7 in Our Lady of Lourdes and St. John.

All out of boundary students would return to their designated home school, except for grades 4 to 7.

Figure 2 - N. Day Alternative 2 Map

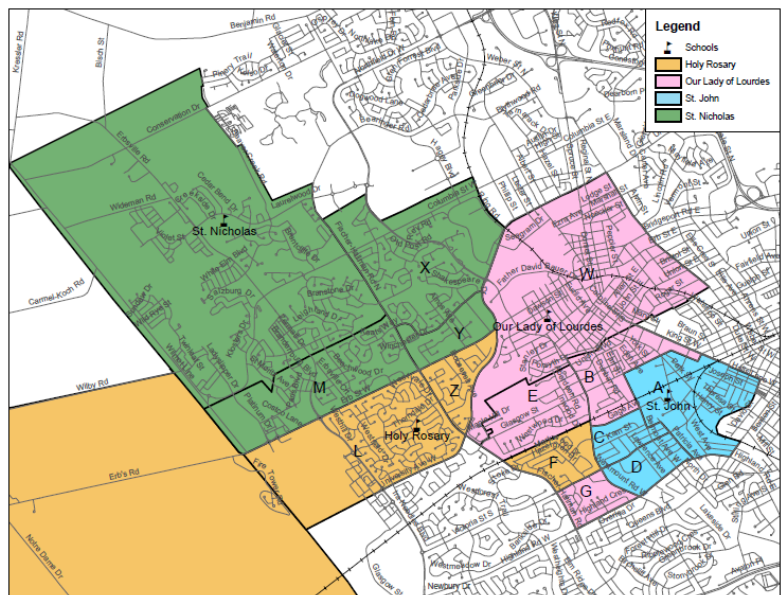


Table 3 - Alternative 2 Estimated Portables

SCHOOL	Estimated Number of Portables for 2024
Holy Rosary	5
Our Lady of Lourdes	5
St. John	0
St. Nicholas	4

Table 3 - Alternative 2 Enrolment Projection by School

SCHOOL	Capacity	2020		2021		2022		2023		2024		2029	
		Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Holy Rosary	458	462	101%	490	107%	531	116%	556	121%	580	127%	569	124%
Our Lady of Lourdes	337	373	111%	390	116%	414	123%	432	128%	451	134%	458	136%
St. John	502	498	99%	523	104%	529	105%	532	106%	510	102%	534	106%
St. Nicholas	478	449	94%	470	98%	500	105%	533	112%	568	119%	640	134%
Total	1775	1782	100%	1873	105%	1974	111%	2053	116%	2110	119%	2201	124%

1.3. Alternative 3

Move sub-area M from Holy Rosary to St. Nicholas.

Move sub-areas X, Y from Our Lady of Lourdes to St. Nicholas.

Move sub-areas B, E from St. John to Our Lady of Lourdes.

Move sub-area F from St. John to Holy Rosary.

This scenario includes grandparenting all existing students in sub-area M as well as grades 4 to 7 in Our Lady of Lourdes and St. John. All out of boundary students would return to their designated home school, except for grades 4 to 7.

Table 4 - Alternative 3 Estimated Portables

SCHOOL	Estimated Number of Portables for 2024
Holy Rosary	4
Our Lady of Lourdes	4
St. John	3
St. Nicholas	4

Figure 3 - N. Day Alternative 3 Map (Staff Recommendation 7b)

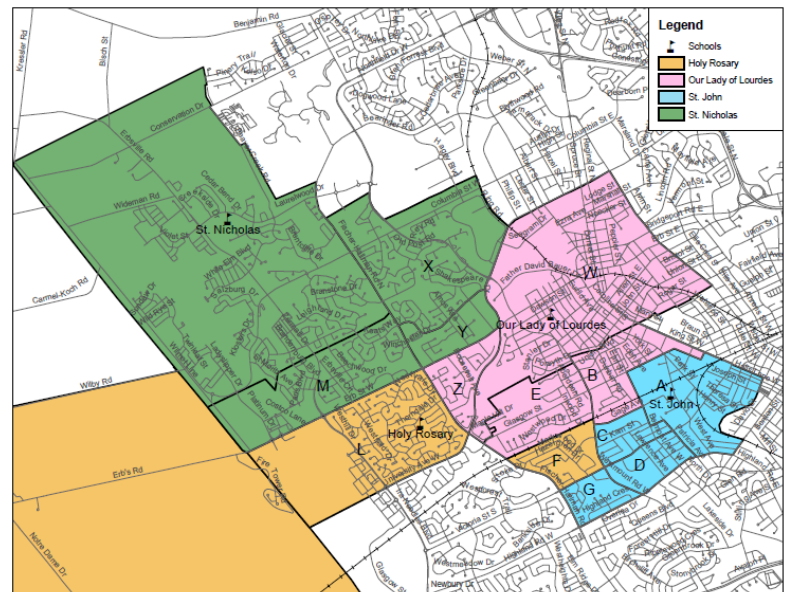


Table 5 - Alternative 3 Enrolment Projection by School

SCHOOL	Capacity	2020		2021		2022		2023		2024		2029	
		Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Holy Rosary	458	442	96%	465	102%	502	110%	522	114%	542	118%	534	117%
Our Lady of Lourdes	337	364	108%	378	112%	401	119%	417	124%	436	129%	444	132%
St. John	502	528	105%	559	111%	571	114%	581	116%	563	112%	583	116%
St. Nicholas	478	449	94%	470	98%	500	105%	533	112%	568	119%	640	134%
Total	1775	1782	100%	1873	105%	1974	111%	2053	116%	2110	119%	2201	124%

1.4. Staff Recommendation 7b – With Modified Grade 4-7 Grandparenting and Siblings

Move sub-area M from Holy Rosary to St. Nicholas.

Move sub-areas X, Y from Our Lady of Lourdes to St. Nicholas.

Move sub-areas B, E from St. John to Our Lady of Lourdes.

Move sub-area F from St. John to Holy Rosary.

Expanding grandparenting to include Grades 4-7 plus siblings would result in higher enrolment and therefore more portables at St. John.

The additional pressure on St. John was the primary reason options 1, 4, and 6 were discarded by the Boundary Review Committee prior to the second public meeting.

Table 6 - 7b – With Modified Grade 4-7 Grandparenting and Siblings Estimated Portables

SCHOOL	Estimated Number of Portables for 2024
Holy Rosary	2
Our Lady of Lourdes	5
St. John	5
St. Nicholas	3

Figure 4 - Staff Recommendation 7b Map

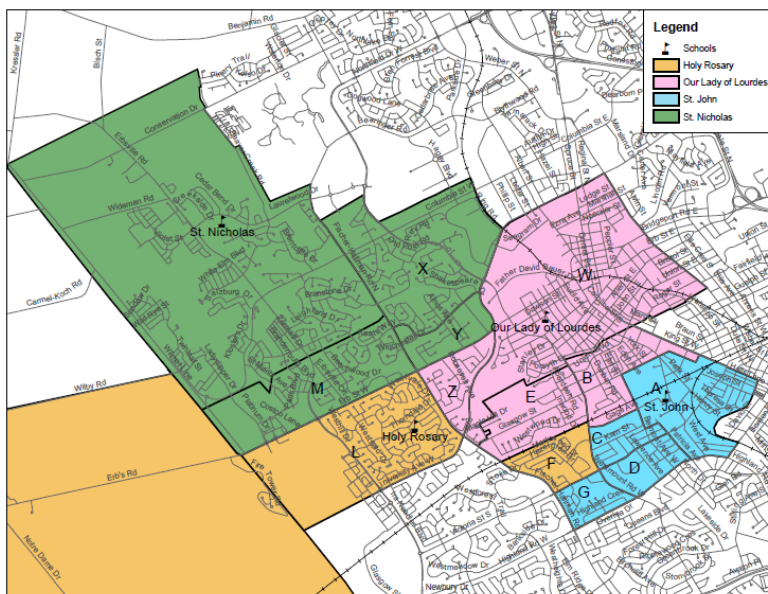


Table 7 - 7b – With Modified Grade 4-7 Grandparenting and Siblings Enrolment Projection by School

SCHOOL	Capacity	2020		2021		2022		2023		2024		2029	
		Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Holy Rosary	458	378	83%	409	89%	457	100%	485	106%	507	111%	534	117%
Our Lady of Lourdes	337	355	105%	374	111%	397	118%	419	124%	442	131%	444	132%
St. John	502	587	117%	615	122%	624	124%	630	125%	613	122%	583	116%
St. Nicholas	478	413	86%	437	91%	469	98%	507	106%	547	115%	640	134%
Total	1775	1733	98%	1835	103%	1947	110%	2041	115%	2110	119%	2201	124%

2. Grandparenting

Historically, where boundary or accommodation reviews have moved students, grandparenting has been provided to Grade 7 students to allow them to finish their elementary education in the school they attended at the time of the decision.

Grandparenting is provided to ease the impacts on school communities and is an option provided to students but is not compulsory. Parents/guardians are not required to keep siblings together and may opt to re-direct their child(ren) to the new school rather than remain in their existing school.

In response to feedback, staff proposed that grandparenting extend to include Grade 6 & 7 students as well as siblings. Extending grandparenting to Grade 6 would allow students to complete their intermediate school years at their current school and minimize the number of students affected by the review. Keeping siblings together would also minimize the number of students affected by a move and support families by addressing such matters as; single bus pickup/drop off times, and before/after school care continuity.

The Boundary Review Committee (BRC) discussed grandparenting alternatives during its deliberations on the final recommendations. In response to Thought Exchange feedback collected throughout the review, it was evident that both minimizing the number of affected students and keeping siblings together were priorities. The Final Staff Report acknowledged that there was not consensus amongst BRC members around grandparenting. However, the majority of BRC members did support grandparenting Grade 6 & 7 plus siblings, while others accepted the recommendation.

3. Transportation

3.1. Ride Time Changes

Student Transportation Services of Waterloo Region (STSWR) was asked to examine the impact on average ride times of sub-areas to move based on staff's recommended boundary changes.

There is ride time and distance variability year to year for bussed students based on:

- where the run begins (if a student's pick up or drop off location is at the beginning or end of the run);
- where each student resides; and,
- if existing stops are added to new or existing runs.

Further, to address efficiency and customer service, STSWR may reroute all runs for one or more schools.

STSWR advised that, in general, ride duration is not expected to change significantly. Table 9 provides an estimate of ride times modelled based on current information. It is estimated that ride times will remain similar if the changes were implemented in 2020/21 or increase by approximately 5 minutes. It should be noted that the current maximum ride time for these areas is 23 minutes.

Table 8 - Average Bus Ride Time by Sub-Area

Sub Area Change	Average Ride Time (minutes)
X (LLO to NIC)	12
Y (LLO to NIC)	7
M (ROS to NIC)	9
E (JHN to LLO)	15
B (JHN to LLO)	8
F (JHN to ROS)	13

3.2. Impact of Grandparenting Alternatives on Bussing Costs

STSWR was asked to evaluate the impact of the Staff Recommended Option 7b – With Modified Grade 4-7 Grandparenting and Siblings on transportation costs. A total of three (3) additional busses would be required based on current bell times.

At approximately \$42,000 per bus, this would translate to an additional cost of \$126,000 per year to transport grandparented students and siblings.

This estimate is the same as the overall increase in transportation costs for Staff's original recommendation. If expanded grandparenting were considered, it is not expected to increase transportation costs, as keeping more students in current home schools would offer an offset to transportation requirements to receiving schools.

4. Transition Planning

The Pupil Accommodation Review Process – APF008 [Appendix E Transition Planning Framework](#) was developed to support school communities following a decision on an accommodation or boundary review. The framework provides a menu of options for administrators and the school community to consider as they transition from one school to another.

Staff recognize that the transition of students affected by the St. John Boundary Review may look different than in past transition processes, depending on how long Covid-19 school related closures remain in effect. Nonetheless, administrators have discussed alternatives for supporting students, families and staff, if the recommended changes are approved.

The following elements will be further developed to support students, families and staff through the transition. Further, the plan will be expanded as additional information becomes available on the impact of current and possibly expanded closure. Many of the options outlined below

reference options listed in transition planning framework and build on the experience of past reviews and transition processes, as well as practices used to support other learners through transitions.

- Introductory letters sent to all students moving, including links to online resources about their new school, and invitation to planned events.
- PowerPoint presentation introduction to Principals, staff, school buildings, school culture, etc.
- Video/virtual tours of schools, if access to schools supported, or use existing introductory videos used for special education student transitions.
- Administration online conversations with students and/or broad recorded messages to transitioning students/families.
- Conduct a virtual assembly/open house that may include opportunity for Q&A and introductions to staff.
- JK/SK visits in one on one online format.
- For older students, coordinate online meetings with teachers to discuss questions about transition and arrange small group meetings with students in receiving school.
- Host open house/activity afternoon at schools on one of the planned PD days before Labour Day. Students and families may be invited to drop in to see the school, meet staff, and socialize.

5. Delayed Implementation

The St. John Boundary Review has been an extensive and at times contentious process. It is recognized that the conclusion of the review coinciding with Covid-19 related school closures is not ideal. Concern has been voiced by parents/guardians, administration and Trustees about the timing of the decision. However, there are significant consequences if the Board delays decisions or implementation of the boundary review.

The status quo/do-nothing projection presented in the Final Staff Report is provided in Table 10. Based on this information, St. John was projected to have an enrolment of 700 students and utilization rate of 139.35%. Current staffing projections for September 2020 anticipate enrolment of up to 723 students at St. John.

Table 10 - Status Quo Enrolment Projection by School

SCHOOL	Capacity	2018		2019		2020		2021		2022		2023		2024		2029	
		Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Holy Rosary	458	354	77.29%	362	78.97%	361	78.76%	367	80.13%	385	83.97%	384	83.88%	388	84.66%	377	82.29%
Our Lady of Lourdes	337	355	105.34%	385	114.36%	422	125.24%	448	132.91%	483	143.38%	512	151.78%	542	160.78%	534	158.38%
St. John	502	566	112.75%	639	127.26%	700	139.35%	769	153.09%	819	163.21%	869	173.11%	884	176.10%	895	178.30%
St. Nicholas	478	371	77.62%	356	74.38%	356	74.51%	346	72.30%	343	71.73%	345	72.20%	352	73.72%	395	82.71%
Total	1775	1646	92.73%	1741	98.11%	1838	103.57%	1929	108.68%	2030	114.36%	2110	118.86%	2166	122.03%	2201	124.00%

Preliminary staffing organizations based on the Status Quo boundary maximizes all class sizes and assume full day kindergarten loadings at Ministry maximums or above in order to accommodate all projected students. Classes organized above the 29-student hard cap will require justification to the Ministry.

In order to minimize the need for additional portable capacity on the St. John site, the Status Quo organization also heavily loads junior and intermediate classrooms, meaning that there will have to be efficiencies found in classrooms throughout the system to meet Ministry required averages and comply with funding allocations.

5.1. Portables

As detailed throughout the boundary review process, St. John is the board's fastest growing elementary school. Throughout the review, staff described the preference for zero (0) portables at St. John. The 2.9-acre site currently accommodates 6 portables and as a result, playground space available to the 645 students is significantly compromised.

Projected enrolment levels for September 2020 with the organization efforts described in the previous section will still require up to 3 additional portables. Adding 3 portables, takes away even more of the limited play space available, while adding more students to the yard, worsening an already strained situation.

While the board has municipal approval to place a 7th portable at St. John, an electrical service upgrade to the school site will be required to connect the additional unit.

To accommodate more than 7 portables, washroom capacity must be increased to meet the Ontario Building Code. To add washroom capacity, significant building alterations will be required, and space taken away from classroom or other uses in the school to accommodate modifications.

Each of these technical requirements come with additional cost, plus the added costs of buying or leasing extra portables. The portable costs assume that additional units would be leased by the board to meet the immediate demands at St. John. The board does not have surplus units available for redeployment.

	Total Estimated
Electrical Upgrade	\$30,000
Washroom	\$30-\$50,000
Portables (3 – leased/year)	\$37,800
Total	\$97,800 - \$117,800

5.2. Closed Boundaries

The Final Staff Report included a recommendation to immediately close boundaries at all affected schools to applications for out of boundary admission. This recommendation does not restrict in-boundary students from attending their designated home school.

A question was posed at the April 6, 2020 board meeting about capping enrolment at the affected schools. It has not been the board's practice to restrict access to schools to in-boundary students. If capping were put in place now, the board would be restricting in-boundary students from attending their designated home school which would be precedent setting.

Further, capping schools to restrict attendance by in-boundary students could result in; a loss of students from the system due to further confusion and disruption, uncertainty about where to send re-directed students, and increased transportation costs if students were directed to schools beyond the walk distance.



Ontario Catholic School Trustees' Association

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

April 15, 2020

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: **Bill 189: Coronavirus (COVID-19) Support and Protection Act**

On Tuesday April 14, 2020 the government of Ontario held an emergency session of the legislature to extend the Declaration of Emergency under the *Emergency Management and Civil Protection Act* for a further 28 days to assist in the management of the COVID-19 pandemic. As part of the emergency session the government introduced and passed, with the cooperation of the opposition parties, the *Coronavirus (COVID-19) Support and Protection Act* to amend the *Education Act*, *Planning Act*, *Development Charges Act*, *Police Services Act* and the *Ministry of Training, Colleges and Universities Act* or Bill 189.

Schedule Two of Bill 189 amends the *Education Act* ("the Act"). The changes to the Act will allow school boards with an expiring education development charge (EDC) by-law to use their existing by-law for an additional six months after the end of the COVID-19 pandemic, so they can continue to charge fees on new construction. The EDC by-law that remains in force shall continue be set at the current rates. This amendment aligns with the Ministry of Municipal Affairs and Housing's approach to development charges that are expiring during the pandemic.

The *Education Act* is also being amended to provide a province-wide approach to addressing school suspensions and expulsions. During the closure period and with the physical distancing requirements, it is not feasible for boards to complete investigations and hold expulsion hearings. To assist boards in ensuring a fair process for students, especially where the principal's investigation may lead to a recommendation for an expulsion hearing, the amendment extends the timeline for principals and boards to carry out investigations and expulsion hearings for these students up to 20 school days after the school closure order ends, and when schools re-open.

Details can be found in the attached Memorandum from the Deputy Minister.

Please do not hesitate to contact Steve Andrews (sandrews@ocsta.on.ca) if you have any questions or concerns.

Memorandum to: Directors of Education
School Authorities
Executive Director, Provincial and Demonstration
Schools

From: Nancy Naylor
Deputy Minister

Subject: Response to COVID-19 Outbreak: Extending School
Closures, Suspensions, Expulsions and Expiring
Education Development Charge By-laws

Thank you for your continued leadership and partnership to support students and school communities during this uncertain time. I know we share our commitment and focus on supporting student learning in this unprecedented time and as we begin our second week of teacher-led continuity of learning I know that we will continue to work together to ensure the successful completion of the school year for all students, and to support students to advance to the next school year, earn credits and to graduate.

As noted in the March 31, 2020 memo, the decision to re-open schools would continue to be re-evaluated based on public health advice. I am writing to confirm today that the school closure period will be extended beyond May 4, 2020 and commit to you that further details will be provided as quickly as possible. We are working with the COVID Command Table to analyze the most updated data, which will inform our decisions.

The closure is being extended to protect the health and safety of students, families and staff. Our province is facing a public health emergency with the COVID-19 outbreak and new measures continue to be introduced in an effort to put the health and well-being of Ontarians first.

During this unprecedented time of school closures, I appreciate your efforts to identify circumstances where policy clarification is needed. In this memo I would like to address two areas identified through discussions with school boards, including expiring education development charge (EDC) by-laws and suspension and expulsions.

On April 14, 2020, Ontario amended the *Education Act* through Bill 189, *Coronavirus (COVID-19) Support and Protection Act, 2020*. These amendments will:

- help ensure consistency, equity and fairness in how suspended students are treated if the review of their case for potential expulsion has been impacted by the school closure; and,
- allow school boards to continue using existing EDC by-laws that are set to expire during the COVID-19 emergency and six months thereafter.

Suspensions and Expulsions

This amendment recognizes the special circumstances of boards, parents and students during the current state of emergency and provides the flexibility needed to carry out

necessary suspension and expulsion procedures once school closures end. It applies to students who were suspended under section 310 of the *Education Act* (suspensions that could lead to expulsions) before all schools were ordered closed, but where no decision has been made yet regarding their expulsion.

The amendment permits a Director of Education to allow principals and boards to carry out investigations and expulsion hearings for these students up to 20 school days after the school closure order ends. While this amendment provides flexibility, we encourage principals and boards to resolve matters related to suspensions as soon as possible, to protect the safety of students, educators, and staff.

This would have no effect on suspension durations; that is, the 20-day maximum allowable suspension period would still apply, and students would not have their suspension terms extended. Please see the attached Question and Answer document for details about this legislative change.

During the school closure period, boards may choose to consider other options that may be available to them, such as electronic methods of holding hearings. We encourage school boards to take appropriate steps to ensure continuity of learning and continue to communicate with parents to ensure they have the information they need to support their child during the school closure period.

In addition, we also encourage you to share the ministry's parents' resource which has been updated with the suspension and expulsion changes. It can be found at: <http://www.edu.gov.on.ca/eng/safeschools/suspexp.html>

If you have any inquiries regarding the amendments relating to suspensions and expulsion, please contact Denise Dwyer, Assistant Deputy Minister, Indigenous Education and Well-being, at denise.dwyer@ontario.ca.

Expiring Education Development Charge By-laws

This amendment to the *Education Act* recognises the difficulties facing school boards in hosting public meetings regarding their EDC Background Studies and proposed by-laws. While some school boards may have the capacity to host a 'virtual' public meeting, their efforts to do so may take resources away from addressing more urgent educational needs during the COVID-19 outbreak, and limit the feedback school boards can receive from their key stakeholders and the public.

The amendment allows school boards with expiring EDC by-laws to continue using their existing by-laws for six months after the termination of the emergency, unless the board repeals the by-law before then. This would ensure that school boards are able to continue to collect EDC revenue throughout the emergency and would provide time for public consultation before a board is able to pass a new EDC by-law.

If you have any inquiries regarding the amendments relating to EDCs, please contact Didem Proulx, Assistant Deputy Minister, Capital and Business Support, at didem.proulx@ontario.ca.

Sincerely,

Nancy Naylor
Deputy Minister

- c: Executive Director, Association des conseils scolaires des écoles publiques de l'ontario (ACÉPO)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Council of Ontario Directors of Education (CODE)
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)

ATTACHMENT – QUESTIONS AND ANSWERS ON SUSPENSIONS AND EXPULSIONS

Q1: What will this legislative amendment change with regards to suspension and expulsions?

A1: The amendment addresses subsection 311.3 (8) of the *Education Act* which states that boards shall not expel a pupil suspended under section 310 (suspension that could lead to expulsion) if more than 20 school days have expired since the pupil was suspended, unless parties to the expulsion hearing agree to a later deadline.

The amendment applies to students who were suspended under section 310 before schools were ordered closed, but where no decision has been made yet regarding their expulsion.

The amendment allows a Director of Education, upon the recommendation of a principal, to provide that a board may expel a student even if more than 20 days have passed since the suspension, but not if more than 20 days have passed after the school closure order ends. During this time, principals may hold investigations and boards may hold expulsion hearings.

The changes do not impact the current 20-day maximum allowable suspension for students. Students would not have their suspension terms extended.

Q2: Do the legislative changes mean that a student can be suspended for more than 20 days?

A2: No. Students would not have their suspension term extended as a result of the changes.

The amendment provides more time for principals and school boards to conduct investigations and hold expulsion hearings. These steps must be completed within 20 school days once school resumes (after the closure order expires).

Q3. Does this change impact students who were already expelled when schools were closed?

A3: No. Students can be expelled from their school or from their board. When a student is expelled from the board, there are no legislated (or policy-mandated) timelines as to its length. When a student is expelled from their own school, but not from the board, the board can assign them to another school or board. There are no legislated timelines associated with this process either (i.e. how quickly the student must be reassigned).

Q4. Will this legislative change be retroactive – would it apply to a student who was suspended before the first school closure order made by the Minister of Education on March 14, 2020?

A4: Yes, the amendment applies to students who were suspended before schools were ordered closed, but where no decision has been made regarding whether the student would be expelled.

This includes students whose suspensions expire during the school closure period, whether before or after the legislative amendment comes into force.

Q5. What will happen to suspended/expelled students if schools remain closed for the balance of the school year?

A5: Students can be suspended for a period of one to 20 school days. The current 20-day maximum allowable suspension of students still applies when the Minister orders schools closed. Students would not have their suspension terms extended.

The amendment would provide more time for school boards to conduct investigations and hold expulsion hearings, for students that were suspended under section 310 of the *Education Act* before the school closure order began but where no decision has been made yet on expelling the pupil. These steps must be completed within 20 school days once school resumes (after the closure order expires).

For students who are expelled from all schools of the board, in order to return to school, they must complete a program for expelled pupils or satisfy the objectives required for the successful completion of a program for expelled pupils. If they have not done so, they remain expelled.

Q6: What options are available to a board that is required to hold an expulsion hearing during the time of the school closure?

A6: There is no impediment to an expulsion hearing being held electronically. An electronic hearing means a hearing held by conference telephone, videoconference or some other form of technology allowing persons to hear one another. Boards are required to ensure that privacy and security obligations are also met when meeting electronically.

Q7: Can a student who is currently suspended still participate in distance/online learning with their school/teachers and use Learn at Home?

A7: Yes, all students who are currently suspended will receive academic supports, including distance learning, tailored to their specific needs.

Students can be suspended for a period of one to 20 school days. Students who are suspended for more than five school days are considered to be on a long-term suspension.

Students who are suspended for one to five school days are expected to receive a homework package from the school. School boards should make best efforts to offer a homework package through distance/online learning.

Policy/Program Memorandum (PPM) 141 - *School Board Programs for Students On Long-Term Suspension* - provides direction to school boards regarding the development of board programs for students on a long-term suspension. The PPM indicates that students who are suspended for six to 10 school days must be offered an academic program that will help them continue learning.

PPM 141 also provides that students who are suspended for 11 to 20 school days must be offered a program with an academic component as well as a non-academic component to promote positive behaviour. These could include supports like anger management, substance-abuse counselling or life skills coaching to help engage and motivate the student and encourage positive behaviour. Students are encouraged to participate in the program. Typically, these programs are offered at an alternative location and students participate in person. It is unknown whether school boards have the capacity to meet all their program elements via distance/online learning. School boards should make best efforts to meet these requirements.

Q8: Are boards expected to provide programs for suspended students that support continued learning and non-academic programs for behavioural issues (e.g. anger management) during the school closure period?

A8: Yes. School boards are expected to meet their legal obligations under the *Education Act* related to suspensions / expulsions during the school closure period. Boards should consider alternative methods of program delivery that are available and suitable for the suspended student so they can meet any requirements related to re-entry to school.

Q9. Will school boards be required to report back to the ministry on the status of students whose suspensions are in progress and students whose suspension could lead to an expulsion?

A9. No. The ministry will not require school boards to report back to the ministry on the status of suspensions that are in progress.

School boards will continue to be required to submit their annual suspension and expulsion data to the ministry through OnSIS.

Q10. How will this affect students scheduled to graduate this year?

A10. The amendments would not impact whether or not a student would graduate. Students can be suspended for a period of one to 20 school days. All 20-school day suspensions currently in place will have been served, when graduation is anticipated to take place.

For students who are expelled from all schools of the board, in order to return to school, they must complete a program for expelled pupils or satisfy the objectives required for the successful completion of a program for expelled pupil. If they have not done so, they remain expelled.

Q11. Do boards have to wait until school resumes (the school closure order expires) to hold a student's expulsion hearing?

A.11 No. The effect of this legislative amendment is to delay the timeline for holding an expulsion hearing to a maximum period of 20 school days after the school closure order expires (once school resumes). The amendment will not prevent a principal from resolving the suspension matter earlier and in fact, principals are encouraged to resolve matters related to suspensions as soon as possible.



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Ontario Catholic School Trustees' Association

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

April 15, 2020

MEMORANDUM

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

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: Catholic Education Week – Update & Next Steps Due to COVID-19



Now that we have celebrated the passion, death and resurrection of Jesus, as Catholic school boards we begin to focus on the theme, curriculum and activities planned for Catholic Education Week which begins on Sunday, May 3 and concludes on Friday, May 8.

By now many of you will have reviewed the programming materials (liturgies, reflections, and class activities) developed for this year's Catholic Education Week under the theme "Igniting Hope." This year the CEW theme is perhaps more appropriate than ever before.

The learning environment and experience for our students has been dramatically changed as our province and country takes every precaution possible to help prevent the spread of the Coronavirus. It is our hope that the Catholic Education Week programming will truly help to ignite and sustain hope in our communities.

I would like to remind all trustees and directors of education that all programming materials are online and can be downloaded from this location: www.goodnewsforall.ca

The Catholic Education Week committee is busy developing additional prayer services specifically for use by students and families in the home. These additional liturgical resources will be uploaded to the website in the coming days.

We greatly appreciate the efforts of all boards to engage students and the community in Catholic Education Week programming through new and creative online means. Should you have any questions, please do not hesitate to contact me at aobrien@ocsta.on.ca.

Thank you.



NOVEL CORONAVIRUS/COVID-19 UPDATES



swire – April 9, 2020

**By Sharon McMillan**

Apr 9, 2020



OCSTA Newswire



0 Comments

President's 2020 Easter Message



During this holiest week of what is without doubt a year of unprecedented circumstances, we are preparing for Easter with a profound understanding of what that means from the perspective of our Catholic faith. As fears grow around the impact of the current pandemic on daily routines, livelihoods, and the health of our loved ones, it is so important to stay rooted in our knowledge that we are an Easter people—we know that the power of faith transforms even death.

As I thought about how to tie in this message with our roles as Catholic trustees, I looked to the Canadian Conference of Catholic Bishops' Easter address by His Excellency, Archbishop

Gagnon. In that address Archbishop Gagnon recalls the fear and joy felt by Mary and Mary Magdalene when they encountered Jesus at the empty tomb and heard the words our Saviour left with them.

“Do not be afraid; go and tell my brothers to go to Galilee; there they will see me.” (Matthew 28:10).

There is much fear in our province today, but there is also reason for joy because we know that Christ is with us always. That message that Jesus left us to go forth and proclaim the Gospel is our core calling as Catholic Trustees; we share that message in our actions and words. While we have the added challenge this year of not being able to join our families in gatherings and at Parishes to celebrate Easter, we can through prayer, through social media and through service to others in any way that we can, continue to Proclaim the Gospel that Christ is Risen!

We are Catholic school trustees today because of the discipleship of the Catholic trustees who preceded us and the discipleship demonstrated by each of you who have answered the call to serve. We continue to be guardians and stewards of a thriving Catholic school system that proclaims the Gospel in physical and virtual learning environments. Our province and our country benefits from the good work and the hope shared by our Catholic school students and staff, and for that I am so thankful.

I wish each of you and all your loved ones a happy and blessed Easter.

Beverley Eckensweiler
OCSTA President

OCSTA Ratifies Agreement with OECTA

OCSTA announced on April 8th the ratification of central terms for a new three-year collective agreement with the Ontario English Catholic Teachers' Association (OECTA).

"The unprecedented situation in our province resulting from the current pandemic, calls for collaborative, working relationships in all of Ontario's sectors, especially education. The ratification of the central agreement between OCSTA, OECTA and the Crown helps to bring stability and allow for a positive, sustained effort in Ontario's Catholic schools to address the varying and unique needs of education today," said Patrick Daly, Chair of the OCSTA Labour Committee.

A memo detailing the announcement was sent to all CDSB Chairs and Directors of Education.

Continuity of Learning – CDSB Innovation



On March 31st, in response to the COVID-19 outbreak, the Ontario government announced that schools and child care centres would remain closed for an extended period of time to protect the health and safety of students and staff. Public schools will remain closed to teachers until Friday, May 1, 2020, and to students until Monday, May 4, 2020.

To ensure continuity of learning, the government launched the second phase of its *Learn at Home* initiative. Developed in conjunction with education partners, the government is establishing clarity for parents, enhancing education supports, and creating opportunities for teachers and educators to connect with students.

Recognizing the distinctive nature of Catholic education and both the challenges and opportunities of online learning, CDSBs have and continue to develop resources to support the virtual learning framework in ways that are aligned to the Catholic education focus on the development of the whole child (academic, spiritual, physical and social aspects).

To help promote and share the best practices of our Catholic School boards, OCSTA has established on the provincial website a center for CDSB Innovation with respect to current virtual learning initiatives.

To view the current CDSB Innovation page please visit:

<https://www.ocsta.on.ca/briefs-resources/cdsb-innovation/>

OCSTA 2020 Virtual AGM – New Date

In a recent memo to members, Executive Director Nick Milanetti announced the following details regarding the rescheduling of OCSTA's 2020 AGM:

On April 3, 2020, the OCSTA Board of Directors met to discuss and provide direction related to changes arising from the current unprecedented impacts on our workplace, due to emergency measures which prevent a physical gathering at this time.

- The Board officially cancelled this year's conference and postponed the Annual General Meeting until June.
- On Saturday, June 27, 2020, from 9:00am – 12:00pm (EST) OCSTA will convene virtually to address items which are required elements of an Annual General Meeting.
- A meeting invitation for the "virtual" Annual General Meeting will be distributed to all Catholic school Trustees and Directors of Education. Instructions and parameters for participating in the virtual AGM will be provided by OCSTA closer to the meeting date.
- Election of Table Officers (President and Vice President) and CCSTA Representative: During these extraordinary and unprecedented times, members will be able to vote electronically, in real time. Rules, regulations and required parameters will be provided to all members in advance of the meeting.
- The current Table Officers will stay in place until the election.

OCSTA is extending the deadline date for receipt of Resolutions, Nominations and Proxy Forms as follows:

- o Deadline for Receipt of Resolutions – April 28, 2020 – 12:00pm (EST)
- o Deadline for Receipt of Nominations – June 5, 2020 – 9:00am (EST)

o Deadline for Receipt of Proxy Forms – June 25, 2020 –
9:00am (EST)

- If at the time of the meeting the ban has been lifted on the gathering of more than five people, trustees may be able to gather at their local Board offices to participate in the “virtual” AGM, where they may request the support of their local Board’s IT personnel, if needed. Each individual will require their own electronic device, i.e., laptop or personal computer in order to capture their individual votes. Members may also participate by phone, however, they would not have the capability to vote in real time but would have the ability to vote via proxy.
- OCSTA has been able to limit the liability to the Association under these extraordinary circumstances. The block of rooms at the Fairmont Château Laurier, and The Lord Elgin in Ottawa have been released, therefore no charges will apply to reservations made under the blocks. ▪ A reminder that all travel arrangements and rooms booked outside the OCSTA “hotel blocks” are the responsibility of the delegate.
- All AGM & Conference and Business Seminar registrations will be automatically cancelled and no action is required on your part. Paid registration fees for the 2020 AGM & Conference and Business Seminar will be refunded to all member boards. ▪ 2020 OCSTA Award Recipients will be honoured at a future in-person event. ▪ The 2021 Conference date will be announced once confirmed.
- At this time, Fall Regional Meeting dates will remain as scheduled.

We extend our gratitude to the Ottawa Catholic School Board for their leadership and commitment to date on planning this year’s AGM & Conference. These are unique and challenging times for all. Our staff at OCSTA are working remotely and, as always, can be accessed through email to address the needs of our members.

We ask for your continued prayers for the victims of the Coronavirus, for first responders, doctors, nurses and priests tending to the sick. May God bless you and your families with good health and protection during these difficult and uncertain times.

OCSTA Website Hosts Religious Education Curriculum

OCSTA Director of Education, Anne O'Brien recently issued the following memo regarding CCCB Religious Education Curriculum for Catholic schools:

At this time of Distance Learning in our province, the Ontario Catholic School Trustees' Association (OCSTA) is pleased to have formed a partnership with the National Office of the Religious Education (NORE) and the Canadian Conference of Catholic Bishops (CCCCB) to bring our Religion textbooks to you electronically. These resources were developed for use in Catholic schools in Canada and are approved by the Assembly of Catholic Bishops of Ontario.

OCSTA has purchased the licence for the electronic versions of the texts listed below. These texts are for the use of schools and parents and are accessible directly from the Association's website at the following location:

<https://www.ocsta.on.ca/cccb-religious-ed-curr/>

At this time, we are providing a PDF version of:

1. *Believe in Me*, Year 7 Student Textbook

2. *School by Me*, Year 8 Student Textbook
3. *Be with Me*, Year 9 Student Textbook
4. *Christ and Culture*, Year 10 Student Textbook
5. *In Search of the Good*: Year, 12 Student Textbook

OCSTA is working closely with the National Office for Religious Education to provide the Teachers' Manual for each of these documents. We will post these online as soon as they are available.

In support of this initiative, we kindly ask that you forward this information to the appropriate staff person(s) at your Board. We will continue to provide updates in OCSTA memos to members and will also highlight changes/updates on the Association's social media platforms.

If you have any questions, please do not hesitate to contact Anne O'Brien, OCSTA Director of Catholic Education at aobrien@ocsta.on.ca.

Thank you.

Good News from Ontario's CDSBs

Windsor Essex CDSB – A Unique Expression of Thanks:

Staff CDSBs across Ontario have been going above and beyond to address the needs of student and families during this period of school closures and new routines to counter the spread of COVID-19. The senior administration team at the Windsor Essex CDSB decided to create a video thanking staff

for their commitment and hard work. Click on the following link to view:

<https://www.youtube.com/watch?v=U-y51CFO0EM&feature=youtu.be>

Wellington CDSB – Responding to the Call for Medical Masks

From **Guelph Today**: *Demand for protective medical masks has never been higher and when a call went out March 21 from, Jeremy Hedges CEO of technology company InkSmith in Kitchener, for help from anyone with a 3D printer, a team of people from the Wellington Catholic District School Board stepped up.*

[Read the full article.](#)

York CDSB – Staff Share Messages of Support with Students During Closure



Staff at St. Brendan Catholic Elementary School at the York CDSB shared messages of support with students following the announcement of extended school closures. The video that has been heavily shared on social media and generated wonderfully positive and supportive feedback.

Kenora CDSB – Best Practice – Learn at Home

Director of Education, Dr. Derek Haime hosted a Microsoft Team's Live Event with Kenora Catholic families, on April 3, to talk about phase two of the Ministry of Education's Learn at Home program and the continuity of learning strategy in place. The session included question and answer sessions with parents that can be heard in the recorded video.

[View the video.](#)

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OCSTA Newswire – January 25, 2019

by Sharon McMillan | Jan 25, 2019



OCSTA Statement in Response to Provincial COVID-19 Measures

by Ashlee Cabral | Mar 24, 2020



2020 President's Easter Message

by Ashlee Cabral | Apr 8, 2020



OCSTA Responds to School Closure Extension

by Sharon McMillan | Mar 31, 2020

0 Comments

TWITTER

Tweets by @CatholicEdu

**OCSTA**

@CatholicEdu

The 2020 Catholic Education Week theme is [#IgnitingHope](#). Chosen before the [#covid19](#) challenges, hope has always been at the core of Catholic education [goodnewsforall.ca](#). Teacher Chris Rait kindly wrote the [#CEW2020](#) song - enjoy: [bit.ly/2XFnakQ](#) [#onted](#) [@OECTAProv](#)

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

2020: B 90

April 8, 2020

TO: Chairs (or Alternates where applicable) and Directors of Education
- Catholic District School Boards

FROM: Patrick Daly, Chair, Labour Relations Committee

RE: Bargaining Update Memo

The Ontario Catholic School Trustees' Association is very pleased to announce that the tentative agreement signed on March 12, 2020 between OCSTA, OECTA and the Crown has been ratified. We would like to recognize the members of the OECTA and Crown Bargaining teams for their work throughout the bargaining process. We would as well like to express deep appreciation and gratitude to the staff in the OCSTA Labour Department so well led by Sharon Duffy; Bev Eckensweiler, President, OCSTA; Rory McGuckin, Director of Education, Toronto CDSB; Darren Schmidt, Superintendent of Human Resources, Simcoe-Muskoka CDSB; Michelle Lamarche, Superintendent of Education, Algonquin and Lakeshore CDSB; Julie Cherepacha, Executive Superintendent – Finance, Chief Financial Officer and Treasurer, Dufferin-Peel CDSB for their commitment, wise counsel and efforts throughout the many months of central bargaining.

We most especially want to thank you and the trustees of the OCSTA Member Boards. The support, trust and display of unity from the 29 Catholic School Boards was crucial throughout what was a complex, lengthy and at times challenging process.

St. John Paul II wrote, "Catholic Education is above all a question of communicating Christ, of helping to form Christ in the lives of others." Throughout our history, Catholic trustees and the Boards' they serve on have remained committed to this central purpose. We know that during these uncertain and difficult times, Catholic Boards are working very hard to ensure that continuity of learning and faith formation of students is given priority. Dedicated administrative staff, principals, teachers and education workers have been working diligently to shift the delivery of learning given the current school closure and the possibility of extension of these unprecedented measures. School boards have relied on the foundation of the strong relationships built within their Catholic communities, as well as with their local OECTA Units and education worker leadership, to achieve this shift. It is critically important, now more than ever, that the spirit of co-operation, so rich within our system and school communities, continues to permeate all that we do in order to best serve our students, parents and Catholic rate-payers. Through the intercession of Our Blessed Mother, we continue to pray for all students within our member boards, staff, parents, trustees and all those touched by this pandemic, in hopes that we will, even in the face of adversity, recognize the opportunity to forge even stronger relationships guided by the will to do what is best for the Catholic learning communities we are privileged to serve.



Ontario Catholic School Trustees' Association



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

April 8, 2020

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Copyright Issue: Teachers Reading and Recording Books for online learning

The following general information, received from the Council of Ministers of Education Canada (CMEC), may be helpful in answering questions board staff may have regarding teachers reading and recording books for their online learning programs.

There are three parts to this issue and information regarding each is outlined below:

1. Reading books aloud in class;
2. Making a recording of the book reading; and
3. Transmitting the recording to students via a password protected website (e.g. Google classroom or Moodle).

1. Reading books aloud in class

Can teachers and teaching assistants read books aloud to students in class if it is in the educational context of a class?

Yes. Teachers and teaching assistants can read books aloud to students in the educational context of a class. Section 29.5(a) of the *Copyright Act* permits the live, public performance of a work primarily by students of the educational institution. Section 29.5(a) specifies that the performance be “primarily by students.” “Primarily” does not mean “exclusively.” A liberal interpretation of section 29.5 would likely include performances by teachers or teaching assistants. The Supreme Court of Canada directed that users’ rights, including this one, be given a liberal interpretation. Please note the following conditions in section 29.5:

- The performance must take place on the premises of an educational institution.
- It must be for educational or training purposes.
- It must not be for profit.

- It must take place before an audience consisting primarily of students of the educational institution, persons acting under its authority, or any person who is directly responsible for setting a curriculum for the educational institution.
- It must not involve a “motive of gain.” Any fee charged for the performance must recover no more than the costs, including overhead costs, associated with the performance.

2. Making a recording of the book reading

Can teachers record themselves reading books aloud to students in class if it is in the educational context of a class?

Recording a book reading requires permission from the copyright owner. Copyright owners have the exclusive right to reproduce their copyright-protected literary works. Recording a book reading is a reproduction of the book. There is no users’ right in the *Copyright Act* authorizing this educational use.

*Can teachers record themselves reading **a portion** of a book and share the video on a password protected platform such as Google classroom or Moodle?*

The answer is yes, this can be done under fair dealing provided three of the Fair Dealing Guidelines are followed:

- i. the portion of the book being read and recorded for communication to students is within the copying limits set out in section 3 of the Fair Dealing Guidelines;
- ii. in accordance with section 3 (b) of the Fair Dealing Guidelines, the recording is communicated on a password protected website or a learning or course-management system that is password protected or restricted to students of the school; and
- iii. the teacher does not read and record multiple portions from the same book. This is prohibited by section 5 of the Fair Dealing Guidelines.

3. Transmitting the recording of the book reading to students via a password protected website

Can teachers transmit a recording of the book reading to students via a password protected website?

Only if the recording of the book reading was authorized by the copyright owner. Section 30.01 of the *Copyright Act* permits the communication of a lesson to students, but only if the contents of the lesson are non-infringing. In this question, making the recording would be an infringing act and the recording would be an infringing copy. Because the lesson contains infringing content (the recording of the book reading), the users’ right in section 30.01 does not apply. A recording of a book reading made without the permission of the copyright owner cannot be transmitted to students under the users’ right in section 30.01 of the *Copyright Act*.

A Suggestion

If you're unable to connect with the publisher, it may be worth searching on YouTube for existing audio or video recordings of a book. Many children's books (particularly for younger children) are freely available on YouTube channels that appear to be legitimate and seem to have appropriate permission. Teachers can link to these videos, or embed them in a learning management system post.

Teachers will have to use their best judgement in determining whether a work is posted on the Internet with the permission of the copyright owner. Some factors to consider are the name of the account posting the material, the size and popularity of the channel, the commercial market for the work, the YouTube "verified channel" checkmark, and whether the uploader has given appropriate credit to the author(s) and publisher.

Teachers are recommended to consult the following copyright information tools: (1) the 4th edition of Copyright Matters! available at https://cmec.ca/466/Copyright_Information_for_Teachers.html and (2) the Fair Dealing Decision Tool at <http://www.fairdealingdecisiontool.ca/>, which helps teachers decide whether fair dealing permits classroom use of print materials, artistic works, or audiovisual materials without first getting copyright permission.

Please do not hesitate to contact Steve Andrews (sandrews@ocsta.on.ca) if you have any questions or concerns.



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April 8, 2020

President's 2020 Easter Message

During this holiest week of what is without doubt a year of unprecedented circumstances, we are preparing for Easter with a profound understanding of what that means from the perspective of our Catholic faith. As fears grow around the impact of the current pandemic on daily routines, livelihoods, and the health of our loved ones, it is so important to stay rooted in our knowledge that we are an Easter people—we know that the power of faith transforms even death.

As I thought about how to tie in this message with our roles as Catholic trustees, I looked to the Canadian Conference of Catholic Bishops' Easter address by His Excellency, Archbishop Gagnon. In that address Archbishop Gagnon recalls the fear and joy felt by Mary and Mary Magdalene when they encountered Jesus at the empty tomb and heard the words our Saviour left with them.

"Do not be afraid; go and tell my brothers to go to Galilee; there they will see me."
(Matthew 28:10).

There is much fear in our province today, but there is also reason for joy because we know that Christ is with us always. That message that Jesus left us to go forth and proclaim the Gospel is our core calling as Catholic Trustees; we share that message in our actions and words. While we have the added challenge this year of not being able to join our families in gatherings and at Parishes to celebrate Easter, we can through prayer, through social media and through service to others in any way that we can, continue to Proclaim the Gospel that Christ is Risen!

We are Catholic school trustees today because of the discipleship of the Catholic trustees who preceded us and the discipleship demonstrated by each of you who have answered the call to serve. We continue to be guardians and stewards of a thriving Catholic school system that proclaims the Gospel in physical and virtual learning environments. Our province and our country benefits from the good work and the hope shared by our Catholic school students and staff, and for that I am so thankful.

I wish each of you and all your loved ones a happy and blessed Easter.

Beverley Eckensweiler
OCSTA President



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April 7, 2020

MEMORANDUM

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

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: CCCB Religious Education Curriculum

At this time of Distance Learning in our province, the Ontario Catholic School Trustees' Association (OCSTA) is pleased to have formed a partnership with the National Office of the Religious Education (NORE) and the Canadian Conference of Catholic Bishops (CCCB) to bring our Religion textbooks to you electronically. These resources were developed for use in Catholic schools in Canada and are approved by the Assembly of Catholic Bishops of Ontario.

OCSTA has purchased the licence for the electronic versions of the texts listed below. These texts are for the use of schools and parents and are accessible directly from the Association's website at the following location: <https://www.ocsta.on.ca/cccb-religious-ed-curr/>.

At this time, we are providing a PDF version of:

1. *Believe in Me*, Year 7 Student Textbook
2. *School by Me*, Year 8 Student Textbook
3. *Be with Me*, Year 9 Student Textbook
4. *Christ and Culture*, Year 10 Student Textbook
5. *In Search of the Good*, Year 12 Student Textbook

OCSTA is working closely with the National Office for Religious Education to provide the Teacher's Manual for each of these documents. We will post these online as soon as they are available.

In support of this initiative, we kindly ask that you forward this information to the appropriate staff person(s) at your Board. We will continue to provide updates in OCSTA memos to members and will also highlight changes/updates on the Association's social media platforms.

If you have any questions, please do not hesitate to contact Anne O'Brien, OCSTA Director of Catholic Education at aobrien@ocsta.on.ca.



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

Sent via email

April 7, 2020

Bill Conway, Chair
Waterloo Catholic District School Board
35 Weber St. W., — Unit A
PO Box 91116
Kitchener, ON N2G 4G2

Dear Bill:

I would like to thank-you for your email informing us of the Waterloo Catholic District School Board's passing of the motion regarding OECTA's Agreement.

The support of your board and your assistance is very much appreciated.

Yours very truly,

Patrick Daly,
Chair, Labour Relations Committee

CC: Loretta Notten, Director of Education



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April 6, 2020

MEMORANDUM

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

FROM: Nick Milanetti, Executive Directors

SUBJECT: Update on the Status of OCSTA Operations Amid COVID-19

On April 3, 2020, the OCSTA Board of Directors met to discuss and provide direction related to changes arising from the current unprecedented impacts on our workplace, due to emergency measures which prevent a physical gathering at this time.

- The Board officially cancelled this year's conference and postponed the Annual General Meeting until June.
- On Saturday, June 27, 2020, from 9:00am – 12:00pm (EST) OCSTA will convene virtually to address items which are required elements of an Annual General Meeting.
- A meeting invitation for the “virtual” Annual General Meeting will be distributed to all Catholic school Trustees and Directors of Education. Instructions and parameters for participating in the virtual AGM will be provided by OCSTA closer to the meeting date.
- Election of Table Officers (President and Vice President) and CCSTA Representative: During these extraordinary and unprecedented times, members will be able to vote electronically, in real time. Rules, regulations and required parameters will be provided to all members in advance of the meeting.
- The current Table Officers will stay in place until the election.
- OCSTA is extending the deadline date for receipt of Resolutions, Nominations and Proxy Forms as follows:
 - Deadline for Receipt of Resolutions – April 28, 2020 – 12:00pm (EST)
 - Deadline for Receipt of Nominations – June 5, 2020 – 9:00am (EST)
 - Deadline for Receipt of Proxy Forms – June 25, 2020 – 9:00am (EST)

- If at the time of the meeting the ban has been lifted on the gathering of more than five people, trustees may be able to gather at their local Board offices to participate in the “virtual” AGM, where they may request the support of their local Board’s IT personnel, if needed. Each individual will require their own electronic device, i.e., laptop or personal computer in order to capture their individual votes. Members may also participate by phone, however, they would not have the capability to vote in real time but would have the ability to vote via proxy.
- OCSTA has been able to limit the liability to the Association under these extraordinary circumstances. The block of rooms at the Fairmont Château Laurier, and The Lord Elgin in Ottawa have been released, therefore no charges will apply to reservations made under the blocks.
- A reminder that all travel arrangements and rooms booked outside the OCSTA “hotel blocks” are the responsibility of the delegate.
- All AGM & Conference and Business Seminar registrations will be automatically cancelled and no action is required on your part. Paid registration fees for the 2020 AGM & Conference and Business Seminar will be refunded to all member boards.
- 2020 OCSTA Award Recipients will be honoured at a future in-person event.
- The 2021 Conference date will be announced once confirmed.
- At this time, Fall Regional Meeting dates will remain as scheduled.

We extend our gratitude to the Ottawa Catholic School Board for their leadership and commitment to date on planning this year’s AGM & Conference.

These are unique and challenging times for all. Our staff at OCSTA are working remotely and, as always, can be accessed through email to address the needs of our members.

We ask for your continued prayers for the victims of the Coronavirus, for first responders, doctors, nurses and priests tending to the sick. May God bless you and your families with good health and protection during these difficult and uncertain times.



Nick Milanetti
Executive Director

Lord, may you bless the world, give health to our bodies and comfort our hearts. You ask us not to be afraid. Yet our faith is weak and we are fearful. But you, Lord, will not leave us at the mercy of the storm. Tell us again: “Do not be afraid” (Mt 28:5). And we, together with Peter, “cast all our anxieties onto you, for you care about us” (cf. 1 Pet 5:7).

-Pope Francis Urbi et Orbi Blessing & Prayer Service, March 27, 2020



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April 2, 2020

MEMORANDUM

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: CDSB Innovation Page – Learn at Home Program

Many CDSBs across Ontario have established progressive and innovative online resource centres to support students and parents in the learning and education process which, as we learned this week, will take place within a virtual framework while schools remain closed until May 4.

Recognizing the distinctive nature of Catholic education and both the challenges and opportunities of online learning, CDSBs have and continue to develop resources that are innovative in their approach and focus on the development of the whole child (academic, spiritual, physical and social development).

OCSTA would like to use our provincial website as a central location for audiences to view CDSB innovation in this regard. CDSB Communication Managers have already begun to send information to OCSTA, and we kindly ask Directors of Education for their assistance in helping to ensure that all boards are represented in this provincial online centre for CDSB innovation.

To view the current CDSB Innovation page please visit:

<https://www.ocsta.on.ca/briefs-resources/cdsb-innovation/>

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

Thank you.