



Committee of the Whole Meeting

Date: Monday, September 14, 2020

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

Location: Catholic Education Centre, 35 Weber St. W., Unit A, Kitchener, ON – Boardroom (1st Floor)

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:
Abby Barbosa & Kate Morrison

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	Board of Trustees		
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 May 11, 2020 Committee of the Whole Minutes	Trustees	pp.4-7	Approval
3.2 Reports to Board Schedule	Trustees	pp.8-12	Information
4. Delegations			
5. Advice from the CEO			
5.1 Update on Summer Boost	L. Shoemaker/P. Runstedler	pp.13-27	Information
5.2 Education Development Charge Process	S. Maharaj/J. Passy/J. Ammendolia	pp.28-30	Information
5.3 7-12 Program Review	S. Maharaj/J. Passy	pp.31-33	Information
5.3 International Education	D. Witt	pp.34-71	Information
5.5 Re-Opening Update	L. Notten	pp.72-75	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp.76-143	Information
8.2 OCSTA Questions for Board	Trustees	pp.144-145	Discussion
8.3 Work of the Board for 2020-2021	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): •Sept 22: CPIC •Sept 25: OCSTA Regional Mtg (Virtual) •Sept 28: Board of Trustees' Meeting •Sept 30: Audit Committee •Oct 5: COW •Oct 7: SEAC (Virtual)			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
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, May 11, 2020 via Virtual Meeting.

Trustees Present:

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

Student Trustees Present:

Meghan Cymbron, Rori Schaefer

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:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Fr. Joseph de Viveiros.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Trustee Conway.

1.3 Approval of Agenda

Amendment to agenda, Item 7 to be spoken to after Item 3 for guest speakers.

2020-25 -- It was moved by Trustee da Silva and seconded by Trustee Dupuis:

THAT the agenda for Monday, May 11, 2020, as amended, 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:

Items for Action of In-camera meeting of April 27, 2020 regarding Human Resource Matters and Special Education Matters.

2020-26 -- It was moved by Trustee Schmalz and seconded by Trustee Gravelle:

THAT the Items for Action of the In-camera meeting of April 27, 2020 regarding Human Resource Matters and Special Education matter 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 April 27, 2020 Committee of the Whole Minutes

2020-27 -- It was moved by Trustee Weiler and seconded by Trustee Van Alphen:

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

At this point, the agenda will move ahead to section 7 to accommodate guest speakers.

4. Delegations

5. Advice From the CEO

5.1 School Travel Planner Update

Superintendent Maharaj introduced the School Travel Planner Annual Update and presenter, Leslie Maxwell, School Travel Planner of STSWR. Ms. Maxwell's discussed contributing organizations and the two mandates: to reduce traffic at school sites, and to encourage more families to use active travel for the school journey. Implementation of mandates were also discussed including systemic solutions, trailblazer schools, programs such as Sidewalk Smarts and kindergarten outreach program, funding and celebrations events.

Trustees asked clarifying questions and provided feedback. Noted potential involvement of CPIC to reach out to more families.

5.2 Mathematics Update

Superintendent Klein introduced the presentation on Mathematics Updates and introduced presenters Petra LeDuc, Student Achievement Consultant, Mathematics 1-8 and Nancy Snyder, Student Achievement Consultant, Mathematics 7-12. Ms. Le Duc and Ms. Snyder provided information on Math Coaching for targeted-support, board-identified & intermittent schools. Also discussed were professional development for teachers, Knowledgehook Update, Math AQ Subsidy, supporting distance/remote math learning and next steps.

Trustees asked clarifying questions and provided feedback.

5.3 Long Term Accommodation Plan

Superintendent Maharaj provided the Board of Trustees with an introduction to the Long Term Accommodation Plan for 2020 and introduced Jennifer Passy, Manager of Planning. Ms. Passy provided a detailed presentation on the complete multi-year plan that focuses on all aspect of planning for student accommodation and an update on enrolment and demographic trends. The Long Term Accommodation Plan will come back to Board at the end of May for approval.

Trustees asked clarifying questions and provided feedback.

5.4 Stakeholder Feedback on Distance Learning

Director Notten along with Research Coordinator Kelly Roberts and Zach Droog, Jr. Data Analyst provided the Board of Trustees with a compressive report on the Stakeholder Feedback on Distance Learning. The collection process was discussed along with emerging themes/sub-themes, overall patterns/trends and what the community members were telling through the results. Director Notten also discussed going from data to action and next steps. The senior staff and all staff of WCDSB will continue to work with this feedback to refine processes in this challenging time.

Trustees asked clarifying questions and provided feedback.

The meeting reached 9:00 p.m. and a motion was brought forth to be extended past 9:00 p.m.

***2020-28 -- It was moved by Trustee Schmalz and seconded by Trustee Reitzel:
THAT the Board of Trustees extend the Board of Trustees meeting beyond 9:00 p.m. --- Carried by consensus***

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights included:

- Writing a congratulatory letter to newly appointed or moved clergy within the Diocese of Hamilton. Trustee Weiler to compose, print and mail letters.
- Discussed feedback on "Thank you" letter to systems.

6.2 Pastoral Care Activity

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

- Discussion on success of Catholic Education Week and video from Trustees.

7. Reports From Board Committees/Task Forces

7.1 Audit Annual Committee Report

Jessica Perkovic, chair of Audit Committee provided an update on the committee and their work to date. Trustees asked clarifying questions and provided feedback.

7.2 SEAC Annual Committee Report

Irene Holdbrook, chair of SEAC Committee provided an update on the committee and their work to date. Trustees asked clarifying questions and provided feedback.

7.3 CPIC Annual Committee Report

Linda Gregorio, chair of CPIC Committee provided an update on the committee and their work to date. Trustees asked clarifying questions and provided feedback. Discussion of online platforms were discussed.

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

8.1 OCSTA Communications

Trustees discussed communication from OCSTA. Reconfirmed that OCSTA AGM will be held virtually on June 27th, 2020.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

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.

15.2 Move into Private, Private, Private

2020-29 -- It was moved by Trustee da Silva and seconded by Trustee Weiler:

THAT the Board of Trustees move into Private, Private. Private at 10:08 p.m. --- Carried by consensus

16. Closing Prayer

17. Motion to Adjourn

2020-30-- It was moved by Trustee da Silva and seconded by Trustee Reitzel:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:50 p.m.

Chair of the Board

Secretary

REPORTS TO BOARD SCHEDULE: 2020-2021

DATE	EC	REPORT	Senior Staff	STAFF	TIME (min)	NOTES
09/14 (COW)	09/08	Update on Summer Boost	Shoemaker	Runstedler	15	
		Re-Opening Update	Notten		30	
		EDC Process	Maharaj	Passy/Ammedolia	20	
09/28 (Board)	09/21	Enrollment/Staffing Report	Connolly/Merkel		10	
		Learning Design Framework (BIPSA Update)	Klein / Merkel		20	
		Summer Construction Update	Maharaj/Pickett		20	
		Sports Field Proposal	Maharaj/Pickett		20	
		Capital Priorities Approval	Maharaj		15	
		Policy Update	Notten (Shewchuk)		10	
		Ottawa Street Easement	Maharaj	Passy	5	
		7-12 Program Review	Maharaj	Passy	20	
		Audit Committee		Durham	5	
		Headstart	Ivankovic	Breault	20	Consent

Sept 9, 2020

10/5 (COW)	09/28	Math Strategy IT Summer Updates	Klein/Olson Demers	Le Duc/Snyder	20 20	
10/26 (Board)	10/19	Well Being Plan Learning Commons Update	Olson/Merkel Maharaj	Wood	20 20	
11/09 (COW)	11/02	TLLP ? Pastoral Plan Update	Klein Olson	Various teachers	30 20	
11/23 (Board)	11/16	Spec Ed Update ESL Financial Conditions – IV – 008 Audit Committee Annual Report Financial Statements/Year End Report	Shoemaker Klein Maharaj/Isaac Maharaj Maharaj/Isaac	Mage	20 20 10 0 10	Consent Consent Consent
12/07		INAUGURAL				
12/14 (Board)	12/07	Well Being Plan – Equity Action Plan FSL Director’s Annual Report Revised Estimates Report Annual Report on Surpluses	Olson Klein Notten Maharaj/Isaac Maharaj/Isaac	Kruithof	20-30 20 20 10 10	
01/13 (COW)	01/04	Math Strategy Update Well Being – Healthy Active Living	Klein Ivankovic	Le Duc/Snyder Webster	30 20	
01/25 (Board)	01/18	Leadership Strategy Update Monitoring Report IV-13	Merkel Merkel		20	

		Strong Start Program Audit Report on Trustee Expenses Audit Report on Director's Expenses Annual Report on Board Properties (Vacant and Purchases) Approval of Budget Plan Interim Financial Report #1	Klein Maharaj Maharaj Maharaj Maharaj/Isaac Maharaj/Isaac	DeGasparis? Durham Durham Admans/Passy King	20 0 5 10 10	To A/C, then Consent To A/C, then In Camera To A/C, then Consent
02/08 (COW)	02/01	Parent Engagement Update Early Years Report Annual Report on STSWR	Merkel Klein Maharaj	DeGasperis Bourgault	30 20 20	TO STSWR Board first
02/22 (Board)	02/16	Math Strat – Spec Ed Focus Emergency CEO Replacement – Monitoring Report IV – 011 Update on Budget Preparation Treatment of Public – Monitoring Report IV – 002 Treatment of Students - Monitoring Report IV – 003	Shoemaker Notten Maharaj/Isaac Notten Notten	Foran Budget Manager	30 0 10 10	Consent
03/08 (COW)	03/01	Adult Education Update Assessment & Evaluation WR-	Ivankovic Klein	Cox Wolf	20 20	
03/22 (Board)	03/08	Student Success Update/Plan School Year Calendar Hiring and Promotions - Monitoring Report IV – 005 Update on Budget Preparation	Olson Klein Connolly Maharaj/Isaac	SS Team Budget Manager	30 10 10 0	Consent

		Facilities Accommodation IV – 010				
04/12 (COW)	04/06	Well Being Update – Safe Schools	Merkel		20	
04/26 (Board)	04/19	<i>Multi-Year ITS Plan and 21st C/Global Learning Update</i> Legal Responsibilities – Monitoring Report IV – 006 Financial Conditions IV-008 Communication & Support to Board – Monitoring Report IV-012 Update on Budget Preparation Interim Financial Report #2	Demers/Merkel Maharaj Maharaj/Isaac Notten Maharaj/Isaac Maharaj/Isaac	Smart Budget Manager	10 10 0 5 0	Consent Consent
05/10 (COW)	05/03	Final Math Strategy Update (KPIs) School Travel Planner Update	Klein Maharaj	Le Duc/Snyder Maxwell	20-30 20 15 20	Present, approval on 05/31
05/31 (Board)	05/25	Long Term Accommodation Plan Special Education Update/Plan Treatment of Staff – Monitoring Report IV – 004 Energy Conservation Plan	Maharaj Shoemaker Connolly Maharaj/Pickett	Passy Foran Energy Cons. Off.	10 20 10	Approval

Sept 9, 2020

		Asset Protection – Monitoring Report IV – 009 Update on Budget Preparation	Maharaj Maharaj/Isaac		20	Consent
06/07	05/31	Budget Presentation	Maharaj/Isaac	Budget Manager	90	
06/14	06/07	Extended Day Update MYSP Report General Exec Limitations – Monitoring Report IV – 001 Financial Planning/Budgeting – Monitoring Report IV – 007 CPIC Committee Report to Board SEAC Committee Report to Board Linkages/Pastoral Com Report to Board Interim Financial Report #3	Ivankovic Notten Notten Maharaj Merkel Shoemaker Weiler/Gravelle Maharaj/Isaac	DaSilva/Horst Holdbrook	10 10 10 10 10 0	To A/C, then Consent

Other Pending Items to consider:

- Capital Submissions
- Update on new school construction
- Sale/purchase of properties
- Student Voice



Date: September 8th, 2020
To: Board of Trustees
From: Director of Education
Subject: Summer Boost 2019-20 – A Celebration of Remote Learning

Type of Report:

- ☐ Decision-Making
- ☒ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

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

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

N/A

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

Letter of Agreement from the Council of Ontario Directors of Education

Alignment to the MYSP:

- *Student Engagement, Achievement & Innovation*
- Nurture a Culture of Innovation
 - Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
 - Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning

Background/Comments:

The WCDSB offered 15 mornings of literacy and numeracy **online learning** support for students in grades SK to Grade 7 through the **Summer Boost 2020** program which ran from June 29 to July 20 (9-11 am). The program was supported with educational assistants and special education teachers. Summer Boost created opportunities for students to make new friends online and hone their literacy and numeracy skills through fun and engaging stories, games, activities and weekly STEM challenges. Summer Boost utilized **online resources** such as Google Classroom, Lexia, Knowledgehook and MathUp as well as encouraged the use of the STEM Learn@Home kits. Students registered based on school site and learning profile with a maximum of 15 students per class. Students had a variety of opportunities for hands on virtual learning and were challenged to engage in regular physical activity. They engaged in fun literacy/numeracy activities at home virtually while receiving an integrated arts



education as cooperative activities were designed each week to promote creative and thinking and expression through music, drama and visual arts.

This year presented both challenges and opportunities to keep student motivated, engaged and interested through virtual learning. While the requirement for a fitness and activity program (in addition to the 30 hours of student instruction) had been removed for this year many boards are reporting exciting ways to provide integrated online learning activities to keep students actively involved.

e.g. virtual tour of a library (preferably a local library) connected to their literacy program, teacher led fitness break for students (not a recess break), virtual tour/you tube video of local historical site integrated into student learning activities, visual of math manipulatives and mathematics strategies etc.

Recommendation:

For your information.

Prepared/Reviewed By: Loretta Notten
Director of Education

*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.”





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

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

2020 Summer Learning Program Board Plan and Report Back

The Board Plan for Virtual Summer Learning 2020

Recognizing that this year's Summer Learning Program (SLP) will be organized and offered in a different way(s) from previous Summer Learning Programs it is understood that board plans may vary from board to board and be individually designed to meet the needs of their more vulnerable students, parents and communities. However, it is important for the Council of Ontario Directors of Education (CODE) to have an understanding of the range of programs implemented this summer, the successes of students and teachers, the challenges presented, and the solutions undertaken by boards. There is a requirement for CODE to report to the Ministry on 2020 Summer Learning Programs and funding; and reviewing board plans greatly assists with the development of this final report and with future planning.

As last year, for Summer Learning 2020, boards are asked to complete the following template which provides information in two categories: the first section (Plan) outlines the board's plan e.g. what is planned for Summer Learning 2020, and the second (Outcomes) reports on the outcomes e.g. the results achieved during the Summer Learning Program. Some suggested activities/strategies are included in the plan template, these are a few samples and not all are required however they have been identified in discussions with board leads as areas they are undertaking to support their SLP students, teachers and parents. Board leads are encouraged to outline (in addition to any of the samples) the activities/strategies that their board will be using this summer. Boards Leads are also asked to include a sample of a daily schedule/timetable with their board plan.

*Boards will submit this report twice: the first part of attached template is due **June 30, 2020** and will include the board plan(s) for Summer Learning 2020; the second part is due **August 28, 2020** and will report on the outcomes accomplished.*

Please return the completed board plan and report back by email to Janette Jensen janette@ontariodirectors.ca at the CODE office on the dates specified above. A copy must also be forwarded to the CODE Regional Lead for your board.

Only one Plan/Report Back (document) encompassing all regular SLP programs offered is required.

Representing/Représentant :

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

Board Information

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

Name of Board:	Waterloo Catholic District School Board			
Board Contact:	Pat Runstedler			
Allocation by Board:				
Number of Classes provided through CODE funding	8			
Number of Classes provided through Board funding	2			
Number of classes offered through other funding (please specify) i.e. Other Ministry Program Funding, Community Partnerships etc.				
Total Number of Classes	10			
Breakdown of Classes:				
Grade/Indigenous Students/ELL	Program Focus (e.g. Literacy, Numeracy, Blended)	Total Number of Classes	Total Number of Students	Total Number of Hours of Student Instruction Per Day
Kindergarten	Blended Numeracy/Literacy	1	15	2
Grade 1	Blended Numeracy/Literacy	1	15	2
Grade 2	Blended Numeracy/Literacy	1	15	2
Grade 3	Blended Numeracy/Literacy	1	15	2

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Grade 4	Blended Numeracy/Literacy	2	30	2
Grade 5	Blended Numeracy/Literacy	1	15	2
Grade 6	Blended Numeracy/Literacy	2	30	2
Grade 7	Blended Numeracy/Literacy	1	15	2
Grade 8	Blended Numeracy/Literacy			
Combined Classes K-5 e.g. Grades 1,2 Grades 3,4,5				
Combined Classes 6,7,8 e.g. Grades 6,7 Grades 6,7,8				
Indigenous Students				
English Language Learners				

Summer Learning Program Schedule (Dates and Hours):

Dates When the SLP is Offered (e.g. July 6 to 24) Monday, June 29 th to Monday, July 20 th (inclusive, excluding July 1 st)
Hours of Student Instruction (e.g. 9:00 am to 11:00 am, minimum of two hours daily) 9:00 am – 11:00
Schedule for the Remaining Hours (minimum of one hour per day) 8:30 – 9:00 – Parent Communication/Engagement 11:00 – 11:30 – Professional Development

Representing/Représentant :

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Question # 1 – Assessment of Student Learning

It is important to determine the impact of summer learning on more vulnerable students.

With this year's SLP being offered virtually, boards are developing/implementing a range of strategies to determine the successes of their 2020 summer learning program for their students both individually, as a class and as a board.

Indicate in your response below the range/type of board developed assessment tools/strategies and/or standardized measures you are using this summer to assess the success of your virtual SLP.

Plan for Measuring Success of SLP 2020

- **Home school student profiles** – profiles from home school teachers completed to provide a better understanding of the students participating in the summer learning program. Teachers can pre-plan and be more responsive to specific needs based on information from the student's home school.
- Early in the program begin developing student learning profiles which would include **interest inventories**, teacher **feedback forms** and diagnostics allowing for precision and responsive programming
- Use of a **numeracy diagnostic** created by our Summer Boost Numeracy teacher (Petra Leduc). The diagnostic consists of EQAO type questions within 4 of the 5 strands and cognitive skills (KU/AP/TH). There is a higher ratio of NSN, MEAS. & PA questions than DMP. Total questions vary by grade. Question are identified to the **fundamentals of math**
- Use of a literacy diagnostic developed by our Summer Boost Literacy teacher (Kim Degasparis). The diagnostic consist of the **ROSNER** which assesses phonemic awareness an important predictor of a child's ability to read. As well, a **F&P Vocabulary Benchmanrk Assessment tool** will be administered to help determine6 an

Outcomes

- Invitation extended to summer boost teacher to reach out to home school teachers. Teachers who exercised this option were more readily able to respond to student needs.
- Phone calls were made to parents to access student IEP information including needs/strengths, instructional and assessment strategies and Lexia familiarity to best support identified needs.
- A variety of MI indexes and inventories were used allowing for more precision and differentiated programming
- Analyzed diagnostic pre-test data to inform instruction and implemented *Knowledge Hoo*, *Mathology*, *MathUp* which can be adjusted 'real time' to best fit students' area of need.
- Teachers utilized existing student RAZ Kids accounts to determine reading levels and focus areas including decoding, fluency and/or comprehension.
- Numeracy Diagnostic Pre/Post assessment highlighted the following growth as measured by the *Not Yet*, *Getting there*, *Got it* continuum.
 - Early Years –maintained or increased the 'Got it' percentage across all 7 questions
 - Primary – maintained or increased 'Getting there' and 'Got it' percentage across all or the majority of questions
 - Gr. 1 – 5 of 5 – 100% of questions
 - Gr. 2 – 4 of 6 – 67% of questions
 - Gr. 3 – 7 of 7 – 100% of questoins
 - Junior/Intermediate maintained or increased 'Getting there' and 'Got it' percentage across all or the majority of questions
 - Gr. 4 – 12 of 12 (2 classes) - %100 of questions

Representing/Représentant :

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appropriate reading level. Students one year out of phase will be considered as candidates for **Lexia** with individualized lessons provided according to identified skill

Qualitative Data

- Smiles on students faces during whole class google meets at the beginning of the day (e.g. wellness check-in – “**What makes you smile**”) and consolidation/sharing/reflection meet at day end. Happy students who feel safe and valued leaving with a stronger sense of self (well-being)
- Strong **virtual attendance** numbers – students enjoy coming and participate in beginning and end of day Google meets.
- Students demonstrating Grit – believing that through perseverance, effort and time all students can learn
- feedback from program stakeholders (i.e., students, parents, resource teachers, classroom teachers, support staff through live google meets and online classrooms

Quantitative

- Frequent check-ins using virtual tools (e.g. google meets)
- Reflections in online learning logs/journals (e.g. jamboards, padlets) about what the students enjoyed from the day/week, opportunities to write about what they would like to learn each week – goal setting
- Peer discussions as well as individual conferences on what is going well, goals, and ways of achieving those goals
- Video to be shared with principals/trustees with testimonials from students/parents/teachers/support staff
- Portfolios of student learning
- anecdotal and documented participant achievements (e.g., samples of work, pictures, videos, observations, etc.)
- number of past participants returning

- Gr. 5 - 6 of 6 – 100% of questions
- Gr. 6 – 12 of 15 – 2 classes - 100% of questions
- Gr. 7 – 6 of 10 – 60% of questions

- Post test for the **Rosner** literacy assessment indicated the following growth:
 - 50% of students advanced one stage in their phonemic awareness
 - 1 student advanced two stages in their phonemic awareness
 - 33% of students maintained their current phonemic awareness stage
 - 1 student decreased one stage in their phonemic awareness
- According to our **Where to Start Word Test** (Fountas and Pinnell, Benchmark Assessment System), we are celebrating the following:
 - Students have achieved an additional 1050 sight words from the Early Years to Grade 7.
 - On average, each student learned 9 new sight words.
 - 78% of students showed an increase in their sight words
 - 15% of students maintained their sight word vocabulary
 - 0.08% of students showed a decrease in their sight word vocabulary
- **Lexia** celebrations for selected students based on Rosner/Vocab performance
 - a total of 81 weekly certificates were awarded to students how had over 100 minutes of usage
 - 27 students completed at least one level of Lexia Core 5
- Testimonial video from various stakeholders indicate students are leaving with a stronger sense of self-efficacy and growth in the area of literacy and numeracy. This was shared at the final staff meeting.
- Variety of assessment methods and strategies including timely, precise feedback reflective journaling and remote teacher conferences/meets reflect improvement in student learning and well-being
- Summer Boost certificates issued that included the most

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	significant growth area for each student
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Question # 2 - Professional Learning

How will the 2020 SLP assist and influence teachers in their own professional development, specifically in the areas of instructional practices and parent engagement related to online learning and communication? In the recent *Summer Learning Opportunities Memo* for school boards dated May 19, 2020, "summer learning 2020 will be a unique opportunity to explore the use of diverse teaching and learning tools and employ modalities that engage students; and include the use of synchronous, interactive, and inclusive and accessible technologies."

How were the available non instructional SLP hours used to help more vulnerable students, and support teachers and administrators during this year's summer learning programs?
e.g. teacher support sessions, teacher help line, virtual learning resources developed for SLP teachers, individual teacher tutorials, board interactive website, teacher online planning discussions etc.

<p>Plan</p> <ul style="list-style-type: none"> - Initial staff meeting in mid June allows for teachers within and across divisions to share best online practice, virtual tools and strategies to support Summer Boost - Schedule of PD Opportunities between 11:00 – 11:30 facilitated by Numeracy (e.g. Use of Jamboard, Mathology), Literacy (e.g. model virtual guided reading, use of diagnostic tool), Special Education and Atech Teachers (e.g. Use of Lexia and Read/Write), Mental Health Lead (e.g. Prompts & Language), Student Success and Innovation Teacher (Flip Grid, Microbits, Scratch coding and Phys-Ed Consultant for DPA ideas. - Closing Staff meeting – teachers will be offered the chance to collaborate at end of the program to offer 	<p>Outcomes</p> <ul style="list-style-type: none"> • Initial and closing staff meetings helped inform teacher instruction, facilitated the sharing of ideas and assisted in optimizing and celebrating the Summer Boost experience • 21st century technologies (Google Meets), classroom management tools (Google Classroom) including collaborative tools (Padlet, Jamboard), virtual manipulatives (Mathies), online resources (e.g. Knowledgehook) made teacher sharing of ideas and resources seamless which ultimately allowed for growth in teacher capacity and student learning • Numeracy teacher provided Mathology.ca, Knowledgehook, MathUp, Number Sense Routines, Visual Math Prompts mini-workshops • Virtual Large group Read/Write sessions facilitated by assistive technology teacher for classroom teachers • Ongoing individual student Read/Write coaching sessions • Multiple virtual Read/Write parent sessions offered in the evening and during the day both of which were well-attended • Considerable growth in teacher's comfort level integrating Read/Write as another tool in their ever-growing toolkit of teaching strategies.
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<p>feedback and share celebrations of learning which will inform classroom program and Summer Boost learning for the following year.</p> <ul style="list-style-type: none"> - Invitations to attend open online meetings with admin for teaching and support staff to discuss online resources, tools, pedagogy, diagnostics between 8:00 and 8:30 and and 11:30 – 12:00 pm - Sharing of celebrations and best practices through the use of our google site (photos) - In collaboration with our Faith Formation consultant in 2020 and our Mental Health Lead, teachers will model Christian Meditation and facilitate student/teacher discussions on how to build a community that promotes the teachings of the Ontario Catholic Graduate Expectations where all are 'Called to Belong'. - Mentor texts selected in partnership with teachers and the Literacy/Numeracy Teachers sharing of strategies to enhance reading/writing and critical thinking skills. - Use of Knowledgehook in Grades 3 - 8 (math software program) in numeracy as a way to engage students and deepen student understanding in NS & N by creating missions, game shows and individual lessons tailored to student misconceptions. - Use of online Mathology (K – Gr. 2), Math Up (Marion Small – Gr. 3 – 8) 3 Part lessons with an emphasis on consolidation to help students meet identified essential understanding - Daily Physical Activity virtual strategies offered by Bridgette Webster (physical education) 	<ul style="list-style-type: none"> • Virtual Microbit Coding sessions offered by our Experiential Learning Lead to primary and Jjunior student. Teachers expressed a desire to use this web-based coding resource in September which will integrate well with the new math curriculum • Mentor texts accessed through Starfall and Epic Books were used at the discretion of the teachers stimulating deep questions and new learnings • <i>Quickwrites, Would you Rather</i> provocations, virtual guided reading proved to be high-yield literacy strategies • Teacher's comfortable integrating virtual DPA challenges as part of their program. Many new games and activities learned through sharing of ideas. • Teacher confidence and aptitude growing in the use of google collaborative applications and synchronous tools including interactive slideshows, flipgrid, jamboard, file management and google meets • Teachers more cognizant of mental health and mindfulness strategies and their importance through the "Cultivating Wellness and Mindfulness 101" stream provided by our Mental Health Lead (Sharon Porty) • With funds permitting, interested Summer Boost teachers will be invited to attend half day Summer Boost technology workshop with 4 students. Resources to be deployed once the training is provided.
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consultant)	
Administrators: <ul style="list-style-type: none"> - Principal Lead to share overview of the program with fellow principals at Principal Meeting in May. Encourage promotion of program on outdoor signs/social media etc - Link on board website outlining program accessible to the public - Use of social media throughout program to highlight successes/celebrations (twitter) - Early Bird Newsletters and Flyers distributed electronically to the principals sharing Program goals and registration information. 	<ul style="list-style-type: none"> • Outlining the rationale of the Summer Boost Program at a principal meeting and at family of schools professional learning team meetings • Promotion of Summer Boost Program using social media has increased administrator awareness of Summer Boost as a strong intervention/remediation strategy for our Level 2 students. • Principals increased advocacy efforts help to ensure that the most appropriate students are being targeted

Question # 3 - Connecting Summer Learning to School Year Programs

Summer Learning programs present an opportunity to help students prepare for return to regular school and help teachers determine student needs and plan for individual student success. A focus for this year's SLP is to bridge the gaps in learning created by the current health crisis and to prepare students for a possible return to school in September.

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

e.g. individualized written student reports for receiving teachers, online meetings and discussion with receiving teachers, updating individual student profiles, an online overview of the 2020 SLP accessible to all teachers, SLP program outcomes and program descriptions included in board September information packages, one to one discussions with receiving teachers etc.

Plan for Student Transition/Receiving Teacher Communication <ul style="list-style-type: none"> - Kelly Roberts (Board Researcher) creating a marker/flag within Compass/Aspen that will highlight student participation in Summer Boost or have it added as an intervention strategy - Upload samples of student work/Summer 	Outcomes <ul style="list-style-type: none"> • Working alongside Kelly Roberts (Aspen/EnCompass) to create a Summer Boost student tracker group which will indicate to receiving teachers that a student has participated in Summer Boost. Summer Boost will be recorded as an intervention in
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<p>Boost certificates in numeracy/literacy using Twitter.</p> <ul style="list-style-type: none"> - Student testimonials gathered using flipgrid highlighting most significant accomplishment as a learner shared on twitter #SummerBoost2020, #wcdsbinnovates - Principal of the program will recommend that Summer Learning program be included as a literacy and numeracy intervention strategy in our Board Plan. - A list of all Summer Learning students be offered to the home schools and forwarded to their home teacher via email and teacher contact 	<p>Encompass for teacher's to see.</p> <ul style="list-style-type: none"> • Samples have been uploaded on Twitter daily highlighting literacy and numeracy gains. • Faith formation activities including prayer and meditation were implemented daily at each site • Through the sharing of this report, and the CODE Director/SO site visits in the past, the hope is that consideration will be given to include the summer learning program as a gap closing strategy in our Board Improvement Plan.
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Question #4 – Communicating the Effectiveness of Summer Learning Program to the System and Board of Trustees

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

Explain how you plan to communicate the success(es) of your summer learning program and what your board does with this information/data. An expectation for boards (as detailed in the Letter of Agreement) is that each board prepares a report on the virtual 2020 SLP that will be presented to its Board of Trustees at the conclusion of the summer learning program.

<p><i>Plan to Communicate Success of 2020 SLP</i></p> <ul style="list-style-type: none"> - At a Trustee Meeting in October/November the Summer Boost principal alongside a Summer Boost teacher (TBD) will share a slideshow and/or video outlining the remote learning program, share the results of testing using our virtual diagnostic tool, parent engagement strategies as well as other data (digital portfolios, artifacts, student logs) - A video including testimonials from all stakeholders (cross-section of students, teachers, support staff, parents, resource 	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> • A slideshow/video will be shared at a forthcoming Trustee Meeting • A video, incorporating all stakeholders, will be created and shared at the Trustee Meeting • Parents attended and shared in the Celebration of Learning at all sites. All parents were given a parent information letter including various websites to assist in solidifying a home/school connection.
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teachers) will be shared to the trustees. Parents will be invited to a celebration of learning on the last day allowing students to showcase their learning – Trustees/Director will be invited to attend

Question #5 - Parent Engagement

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

This year SLP teachers and administrators will likely use a range of virtual and innovative ways to connect with parents. Share how you plan to support and involve parents in your board's summer learning program, and how these strategies are being used to encourage greater parent engagement during the school year.

e.g. individual online teacher-parent discussions, prepared video update for parents, a predetermined time for parents to contact teachers, teacher-parent e mails, use of the board website (SLP area), parent questionnaires and written questions from parents, recorded parent interviews, regular mail and student reports etc.

Plan for Parent Activities and Involvement

- **Learn @ Home math kits** containing an assortment of manipulates were delivered to every child allowing for student thinking through visual representations. Challenge cards for each manipulative by division will empower parents to easily support learning.
- **Individual parent/teacher discussions** with parents highlighting celebrations, learning gaps and virtual strategies being employed to address the need.
- Principal Welcome letter to parents highlighting the importance of their role as partners in the child(ren)'s education and WCDSB's Learn@Home links and resources.
- **Assistive technology parent workshops** offered in the afternoon and evening focussing on the Read/Write application.
- **Newsletters, notes posted on Google classroom and learning logs/journals** shared with parents daily

Outcome

- Learn @ Home orders only completed for Early Learning students. Supplier was unable to meet the demand for Primary/Junior Kits across the province. Challenge cards were still accessed using creative manipulative alternatives from home (e.g. pasta as counters)
- Twitter and Google Classroom were used extensively at all sites to celebrate successes and student growth.
- A Celebration of Learning took place at all sites which included students showcasing learning, certificate presentation and video.
- Program completion letter was distributed celebrating parental partnerships and sharing WCDSB's Learn@Home links and resources.
- Multiple virtual Read/Write parent sessions offered in the evening and during the day all of which were well-attended
- Parents joined children on virtual field trips

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<ul style="list-style-type: none"> - Use of social media (e.g. twitter #SummerBoost to celebrate successes - Vitual Celebration of Learning to take place at each grade at completion of Program. Parents will be invited to a google meet to share in the learning of their child. Student testimonials, certificate of achievement and a slideshow. - E-Portfolios – students will create E-portfolios throughout the course of the program which will be shared at the Celebration of Learning to offer documentation of student growth and learning - Parents of younger students are invited to participate on virtual tours (E.g. Ripley's Aquarium) and guest authors/speakers (e.g. Public Library) - Parents will be asked for testimonials to validate connectedness to the Program and the anticipated outcomes. 	<p>and author visits (e.g. Wonderland, Toronto Zoo, Ripley's)</p>
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Question #6 - Keeping Students Engaged and Interested

This year presents both challenges and opportunities to keep student motivated, engaged and interested through virtual learning. While the requirement for a fitness and activity program (in addition to the 30 hours of student instruction) has been removed for this year many boards are reporting exciting ways to provide integrated online learning activities to keep students actively involved.

e.g. virtual tour of a library (preferably a local library) connected to their literacy program, teacher led fitness break for students (not a recess break), virtual tour/you tube video of local historical site integrated into student learning activities, visual of math manipulatives and mathematics strategies etc.

There are many more innovative ways that boards are using to keep students engaged and learning. Please share your activities and strategies below and add links if available. Also, boards are encouraged to post these activities and resources on the summer learning website www.ontariosummerlearning.org

<p><i>Plan for Student Engagement and Participation</i></p> <ul style="list-style-type: none"> - Each student received a School Supply Kit delivered to their home from Staples containing consumables to support learning - Prayer/ Christian Meditation/Reflection – help students develop mindfulness and self- 	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> • Mini-whiteboards were the consumable tool of choice for representing thinking • Merging Summer Learning Special Education monies with Summer Learning allowed us to hire support staff, special education and
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regulation skills

- **Daily Phys. Ed. at Home Challenges** ... with what you have, where you are, with whom is around you! (e.g. Nature Walks, obstacle course)
- Weekly **STEM challenges** using Design and Build Kits from Kidder (e.g. elastic powered car, catapult, birdhouse)
- Integration of 21st Century technologies including **Scratch Coding** and **Microbit technologies** through our Experiential Learning and Innovation lead
- **Whole class google meets** allowing for student virtual face-to-face connection at the beginning and end of every day
- **Virtual guided reading/math groups** allowing for precision programming based on learning need or interest
- **One-to-one google meets** to complete diagnostics and offer to precision programming to address learning gaps and needs
- Access to **UDL tools including Read/Write** (e.g. reading text, recording voice notes)
- **'What makes you smile'** – prompt used weekly to promote sharing, wellness and guide responsive instruction
- Collaborative learning platforms including **Padlets, Jamboards and Flipgrid**.
- **Virtual tools** and resources including **Knowledgehook** that integrate missions and gameshows and **Mathies.org** that houses virtual math manipulatives
- **Integration of the arts** – drama/music/art where appropriate

assistive technology teachers providing the human resources necessary to serve those most vulnerable with precision and one-to-one support

- Activities that allowed for STEAM integration generated excitement in students and supported literacy and numeracy development. Sneaking in learning when the students are looking has become our mantra
- timely daily phys-ed challenges and mediation/prayer helped students remain focused and provided purposeful mindfulness moments and breaks. Posting 'in-action' pictures/videos served as a natural reinforcer
- STEM kits from Kidder promoted parent engagement and allowed tactile/kinesthetic learners to flourish
- Technology (collaborative learning platforms, STEM, virtual guided reading, Read/Write,) served as an engagement tool and supported collaboration. More importantly, it served as an accelerator for student/teacher learning and connecting allowing all to go deeper faster
- 'What Makes you Smile' wellness check-in using virtual tools and google meets and the human connection that it assumes were essential to student well-being. Many students cited this as their favourite part of Summer Boost



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Comments Please add: It was a privilege serving as a leader working alongside a special team of educators to make an already vibrant Summer Learning program even stronger. Thank you for your unwavering support.	

Submitted by:

Name: Pat Runstedler

Position: Summer Learning Principal

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

Signed by:



August 28, 2020

Date

Signature of Director of Education

Representing/Représentant :

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Date: September 14, 2020
To: Board of Trustees
From: Director of Education
Subject: 2021 Education Development Charge Background Study - Information

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

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

Origin:

School boards are provided with the general authority to impose Education Development Charges for new school sites in Division E of Part IX of the Education Act. Ontario Regulation 20/98 (Education Development Charges – General), as amended, provides requirements for determining a school board's eligibility to impose EDCs on new development, and the calculation of the charges.

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

Executive Limitation IV 008, "Financial Conditions and Activities" ... "the CEO shall not: ...
9. Acquire, encumber or dispose of real property"

Executive Limitation IV 010, "Facilities/Accommodations" ... "the CEO shall not: ...
3. Fail to explore available financing options and public sector partnerships"

Education Act, Division E of Part IX

Ontario Regulation 20/98 (Education Development Charges)

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

Background/Comments:

Under the Education Act, school boards are responsible for providing pupil accommodation for all students of Ontario. School boards must be able to plan for the future and have access to land to allow for the construction of new schools.



The Ministry of Education provides capital funding to support the construction of all new schools and additions through the Capital Priorities Grant program. However, there are three ways school boards can fund the acquisition of land which include:

1. Education Development Charges (EDCs) - Eligible school boards can impose EDCs on residential and non-residential development. The revenue collected can be used to support site acquisitions, lower cost alternatives to site acquisition (Alternative Projects) and site preparation costs.
2. Land Priorities Grant – This government program provides funding to support the purchase of land and site preparation costs where the site is not eligible to be funded through Education Development Charges (EDCs); and
3. Localized Education Development Agreements (LEDAs) – A LEDA is a Minister approved alternative to the traditional EDC revenue supported purchase of land for pupil accommodation. This agreement provides more flexibility to EDC eligible school boards where a developer may provide a site. The advantage of a LEDA to a developer arises in the case of intensive development where, for example, a board is given square footage as part of a major condo development. The LEDA could allow the developer to sell units at a reduced cost and provide their customers with access to a local school (a selling feature).

Recent EDC Framework Changes

In June 2019, the government amended the Education Act through Bill 108 – More Homes, More Choice Act 2019. This legislation provided school boards with the ability to apply EDC revenue to support lower-cost alternatives to site acquisition and provided EDC eligible school boards the option to enter into a Localized Education Development Agreements (LEDAs).

In November 2019, Ontario Regulation 20/98 (Education Development Charges – General) was amended to operationalize legislative changes made earlier in 2019 and impose annual EDC rate restrictions to the following:

- A maximum yearly increase of the greater of 5% or \$300 per residential unit; and;
- A maximum yearly increase of the greater of 5% or \$0.10 per square foot for non-residential units.

These restrictions do not limit the ability of school boards to pass by-laws for the full five-year term.

Waterloo Catholic District School Board Background Study Review Process

The purpose of this report is to provide an introduction to the Education Development Charge (EDC) background study that is currently underway and to outline the role of the Board of Trustees in the decision-making process to enact a new EDC by-law.

An EDC by-law allows school boards to charge a fee on each new residential unit and on new non-residential floor space (e.g. commercial, industrial, etc.).

The board has had EDC by-laws in effect since 2001. By-laws may be in effect for a maximum of 5-years. However, the calculation of the charge is based on projected enrolment arising out of new development over a fifteen-year period. The current by-law was enacted in 2016 and will expire May 31, 2021.

The monies collected via EDCs are to be used to purchase growth-related school sites and site preparation costs. The monies can only be used for sites justified in an EDC background study and cannot be used for non-growth-related site needs (e.g. replacement schools).

The EDC background study will provide enrolment projections based on housing and population forecasts, the number and general location of future school sites identified to accommodate growth, estimated site purchase and



preparation costs, and a financial analysis of the board's EDC reserve. All of this information will be used to calculate a charge to apply to new residential and non-residential development.

WCDSB and the Waterloo Region District School Board (WRDSB) have jointly retained Watson & Associates Economists Ltd. represented by Jack Ammendolia, to prepare the background study and facilitate the review and approval process, and Jim Easto of Keele Cotrelle LLP to prepare new by-laws and support the board's decision making in accordance with the Education Act and associated regulation. The two boards have identical timelines. The joint review by co-terminus boards is common throughout the province and has been the approach used in Waterloo Region since 2001.

Prior to adoption of the boards' respective by-laws, the boards must consider alternatives to using EDC's such as partnerships to reduce space requirements (alternative accommodation arrangements) and the use of operating surpluses in lieu of using monies collected through EDCs. Separate reports will be provided to the boards on these matters.

The draft EDC background study must be submitted to, and approved by, the Ministry of Education before boards can consider adoption of new by-laws.

Joint board meetings with the WRDSB will be held scheduled shortly. These meetings will be facilitated by the consultant and lawyer. The board will be required to make a series of motions and decisions. In accordance with the Education Act and O.Reg. 20/98 there will be opportunities for delegations and discussion.

Recommendation:

That the report entitled "2021 Education Development Charge Background Study – Information" and accompanying verbal presentation from Mr. Ammendolia be received for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manager of Planning

*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."





Date: September 14, 2020
To: Board of Trustees
From: Director of Education
Subject: Initiation of 7-12 Program Review

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

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

Origin:

The Long Term Accommodation Plan (2020) identified a 7-12 Program Review in 2020/21 as a district-wide initiative.

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

IV 010 - Facilities/Accommodations

The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.

Alignment to the MYSP:

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

- Equitable access to learning opportunities

Nurture a Culture of Innovation:

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

Foster maximum opportunity for success for all:

- Increased Opportunity for Experiential Learning



Background/Comments:

In September 2019, the board applied for a 1,400 pupil-place 7-12 school to accommodate the growing elementary and secondary enrolment in East Kitchener and to provide relief to the overcrowding at St. Mary's High School. In July 2020, the Ministry of Education confirmed the capital funding of a new school for grades 7-12 in East Kitchener.

The [Long Term Accommodation Plan, 2020](#) presented in May 2020, identified the need to initiate a Grade 7-12 Program Review during the 2020/21 school year. This review is necessary to establish a local approach to 7-12 learning, by reviewing the following:

- Exploring research and best practices
- Identifying advantages and challenges of a grade 7-12 school model,
- School focus of the 7-12 program, which may include French Immersion,
- Identifying elementary/secondary panel expectations in a combined 7-12 program by hearing from:
 - Students
 - Staff
 - Administration
 - Parents, and
 - Community
- Special education considerations
- Human Resources
- 7-12 facility design

The 7-12 Program Review will be undertaken in two (2) phases, starting in September 2020 and concluding by May 2021. The first phase will focus on research and program development and be guided by the 7-12 Program Review Committee. Receiving input from stakeholders will form part of this first phase. A draft report and recommendations will conclude this phase and be provided to the Board for in-principle approval.

The 7-12 Program Review Committee will be chaired by outside professional Tim Robins, who has been engaged to facilitate this process. Mr. Robins has previously assisted the board in other review/strategic processes and brings experience in the examination of 7-12 learning from his past work. The composition of the 7-12 Program Review Committee is as follows:

- Superintendent of Learning: St Mary's Family of Schools
- Superintendent of Learning: Student Success
- Superintendent of Learning: Special Education
- Superintendent of Human Resources
- Executive Superintendent of Corporate Services and Chief Financial Officer
- Principal, St Mary's HS
- Catholic Parent Involvement Committee - Chair
- Manager of Planning
- Construction and Renovations Supervisor
- Chief Managing Officer
- Director of Education, Ex Officio
- System resource staff, as needed

The second phase will involve a community consultation process, focused on East Kitchener schools. School communities will be engaged via their school councils to provide input on the recommendations outlined in the draft report. At the conclusion of the second phase, a final report and recommendations will be presented to the Board for approval.



Following the conclusion of the second phase, boundary reviews will be required in accordance with [APF008 – Pupil Accommodation Review Process](#), in order to establish the elementary (7-8) and secondary (9-12) boundaries of the new school. Further information on those processes will follow at the appropriate time.

Recommendation:

That the report entitled “Initiation of 7-12 Program Review” be received for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manger of Planning

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Date: September 14, 2020
To: Board of Trustees
From: Director of Education
Subject: International Education – WCDSB Attestation of Readiness to Receive International Students per Federal and Provincial Requirements

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

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

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

Ministry of Education Memorandum: School Board's readiness to welcome international students

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

Ontario's Strategy for K to 12 International Education
<http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>

Alignment to the MYSP:

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

Priority: Building Capacity to Lead, Learn and Live Authentically

Strategic Direction: Invest in Global Competency Developments and Leading Technologies

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

Background/Comments:

The purpose of this report is to seek support for the WCDSB Attestation to Receive International Students per federal and provincial requirements as well as a Board resolution endorsing our ongoing participation in international education and commitment to upholding the requirements outlined. To that end, this report will demonstrate the readiness of the WCDSB and the International Education Department to safely welcome international students into our schools and local communities. Requirements of Federal Public Health and the Ontario Ministry of Education will be clarified. The plans and protocols supporting the safe arrival of our international students will be explained.

Background:

The COVID-19 pandemic has had a significant impact on international education around the world. The economic and psychological impact on families has reduced the level of engagement in international education globally. Travel



restrictions related to border closures and reduced flight availability have limited the ability for international students to enter our country. In Canada, borders closed to travel March 18, 2020. International students with Study permits approved prior to March 18 were provided an exemption. Students with permits issued after this date are currently not eligible to enter the country.

Due to the travel uncertainty, approximately one-third of our 155 returning students remained in Canada over the summer. Currently, we have 144 new or returning international students registered for studies in September. Of these students, 29 will be engaging in distance learning from their home country; eleven of these are new students to our system. The Ministry of Education has permitted school districts to issue OEN's to students new to our school system who are beginning their learning in their home country. The goal is to have these students travel to Canada as soon as borders open. That being said, the Ministry will allow them to complete a full year of studies earning credits through distance learning from their home country if necessary.

The Attestation of Readiness and supporting documentation will be forwarded to the Ministry of Education and reviewed by them jointly with Federal health authorities to determine a list of qualified districts. The intention would be to extend the exemption to all international students with valid study permits to approved school districts to enter the country, regardless of the issue date of their permit. This approval would open the border to our students presently studying through distance learning in their home country. It would also open the borders to new international students applying to our system. At least 35 new applicants to our system for September cancelled or deferred their studies due to border closures, study permit delays, and the pandemic.

Overview of Federal and Provincial Requirements:

Broadly speaking, the requirements govern public school boards and private schools across Canada. Hence the requirements encompass the readiness of the school system to manage and respond to an outbreak in addition to the management of the international student population.

Overall Requirements:

- Districts have plans in place for robust case management and outbreak response consistent with local and provincial public health guidelines
- Quarantine strategy for international students and co-arriving family members
- Protocols for notification of local and provincial health authorities for 14-day quarantine:
 - Quarantine Compliance
 - Cases of COVID-19 infection
- Communication protocols to inform the public of outbreaks

Key Pre-Arrival Requirements for Institutions:

- Pre-arrival requirements are communicated to international students and co-arriving family members, including:
 - Documentation outlining a clear quarantine strategy and essential nature of their presence for learning
 - ArriveCAN App
- Direct transportation from the point of entry to the quarantine location

Key Requirements for 14-Day Quarantine:

- Quarantine arrangements are in place for arriving international students and co-arriving family members
- Daily monitoring of symptoms and compliance
- Communication protocols in place in the event of symptomatic cases or compliance issue
- Ensure quarantine location provides suitable isolation, does not put vulnerable individuals at risk
- COVID-19 infection control information and training
- COVID-19 Test during quarantine (Ontario Ministry of Ed Requirement)

Post Quarantine Requirements

- Support international students and immediate family members with both mental and physical health, anti-racism and COVID-19 related stigma supports in schools and the community
- Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices



Federal Requirements

- A board resolution approving an international student program that meets current federal and provincial requirements for the 2020-21 school year

Additional Provincial Requirements

- A COVID-19 test administered during the quarantine for both domestic and international students who have entered Canada within two weeks prior to the start of their studies

Overview of WCDSB International Quarantine Strategy

- Pre-Arrival Booklet provides education and guidance around COVID-19 infection control, border, and travel protocols
- Planning checklists for Pre-Departure, Travel and Quarantine
- Direct transportation to Holiday Inn Express in St. Jacob's via Airways Transit
- Three meals delivered daily plus snacks
- Staff monitoring compliance and tracking symptoms multiple times daily
- SWITCH Health will provide Mobile COVID-19 Testing services to students during quarantine
- The Nurse Next Door Health Care Services in place to support symptomatic cases
- ESL teams in schools supporting transition and ongoing monitoring of health and wellness post-quarantine
- Eliminated the alternative options to hotel quarantine due to concerns around the ability to monitor the suitability of the quarantine location, quarantine compliance, and symptom tracking
- Flexible arrival options

Other Issues/Concerns

- Some districts are concerned that a failure to comply with provincial and federal requirements could result in a revocation of status as an education provider for international students. WCDSB is well positioned to execute the quarantine strategy outlined which will meet both federal and provincial readiness requirements outlined.
- There is a discrepancy in expectations between the federal and provincial government with regards to the requirement of administration of a COVID-19 Test during quarantine for both domestic and international students entering the country. This was identified as a Ministry requirement in the cover email from Deputy Minister, Nancy Naylor. In consultation with local Public Health Unit, WCDSB will be following the guidance of the Ministry by administering a test during quarantine.
- Compliance monitoring of quarantines administered through homestays or family units, which is being utilized by some districts, poses an increased risk and oversight challenge. WCDSB mandated Hotel Quarantine strategy eliminates this concern.

Recommendation:

That the Board of Trustees approve the resolution that:

"The WCDSB maintain its commitment to continuing its International Education program in compliance with the guidelines for accepting international students that have been established by the Ontario Ministry of Education and the Canadian Federal Government."

Prepared/Reviewed By:

Loretta Notten
Director of Education

Dan Witt
Senior Manager, RDO (International Education)



*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.”



INTERNATIONAL EDUCATION COVID-19

Pre-Arrival & Quarantine Instructions Guide



**Waterloo Catholic
District School Board**

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CONTENTS

INTRODUCTION	2
BEFORE YOUR TRIP	3
FILLABLE FORM A.....	4
FILLABLE FORM B.....	5
AT THE AIRPORT & DURING YOUR TRIP	6
ARRIVING TO CANADA	7
At the Airport.....	7
Before Leaving the Airport.....	8
Contact Information	8
DURING QUARANTINE	9
Daily routine	10
Some tips	11
AFTER QUARANTINE	12
DEVELOPING SYMPTOMS	13
If a student is diagnosed with COVID-19	13
If a Host Family Member(s) is diagnosed with COVID-19.....	13
Social Stigma associated with COVID-19.....	14



INTRODUCTION

Thank you for choosing Waterloo Catholic District School Board as part of your education plan!

It is important that you prepare for your trip to Canada, especially during the COVID-19 Pandemic.

This guide intends to help you step by step from the moment you get enrolled in our schools.

We are looking forward to meeting you soon!











Welcome to
CANADA



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BEFORE YOUR TRIP

	<p>Keep yourself in isolation for at least two weeks before your flight. If isolation is not possible, make sure you only have contact with people that lives in your house</p>
	<p>Complete the Forms included in this package. All forms must be completed and submitted to Margo.Jones@wcdsb.ca no later than two weeks before your trip. The forms are mandatory, and you will not be admitted in the program if you don't submit them!</p>
	<p>Communicate with your host family before arrival. Have as many video calls as you can so you get to know each other</p>
	<p>Download the ArriveCAN app on your mobile device, create an account and input all required information. This app will reduce wait time at the airport and limit points of contact by filling your information before you arrive. The app works in airplane mode and allows you to save your information to submit upon arrival at the airport or border or up to 48 hours ahead of time</p>
	<p>Download the COVID Alert app on your mobile device. This app will give you a phone alert if you may have been exposed to COVID-19, and let others know if you test positive without sharing any personal information.</p>
	<p>Check the PhoneBox website so you can learn more about getting a Canadian SIM card and phone number</p>
	<p>Contact Margo.Jones@wcdsb.ca once your visa has been approved and provide her with the following information:</p> <ul style="list-style-type: none"> • Arrival Date & Time • Flight Number • Contact Phone Number & Email Address • Full name and age(s) of family member(s) traveling with you
	<p>Download the Waterloo Catholic IE app. This App will walk you through the entire arrival process, from when you get off the plane, into immigration, to the Arrival Area. It will also give you contact details for school board staff, instructions for transportation and orientation details.</p>



To prevent the introduction and spread of COVID-19, the Public Health Agency of Canada collaborates with multiple partners, to administer the Quarantine Act. The Waterloo Catholic District School Board (WCDSB) in compliance with the said act, requests that international students arriving in Canada from outside of the country, observe the act before entering school and joining the Waterloo Region community. Please review the information below, check the boxes to indicate you agree, sign, and return to margo.jones@wcdsb.ca before your arrival.

- ☐ I have fully read, understand, and agree to comply with the requirements in the Protocols for Pre-Departure, Travel & Arrival into Canada document
- ☐ I am aware that any violation to the quarantine protocol will result in my immediate removal from the program and return to the care of my parent(s) or legal guardian in my home country, at my own expense.
- ☐ I have registered using the ArriveCAN App and completed any necessary provincial Quarantine/Self-Isolation Plan for presentation at the airport upon arrival in Canada.
- ☐ I confirm that I have appropriate medical insurance, effective as of the date of my arrival in Canada, which includes coverage for COVID-19 during the quarantine period.

I understand the requirement to comply with the Government of Canada's **Quarantine Act** as follows:

- ☐ I am to complete a mandatory supervised fourteen (14) days quarantine at the following location: Holiday Inn Express & Suites - St. Jacob's 14 Benjamin Rd, Waterloo, N2V 2J9. In this quarantine site I will not be in a group living environment, I can stay for at least 14 days or longer if required, I will have access to basic necessities, including water, food, medication, and heat during the winter months
- ☐ I acknowledge that Airways transit is the approved method of transportation that will take me directly to my place of quarantine or isolation, without stopping anywhere
- ☐ I agree to wear a non-medical mask or face covering while travelling to the place where I will quarantine or isolate
- ☐ I agree to stay at my place of quarantine or isolation for 14 days and only leave to seek medical assistance if needed
- ☐ I understand that I am not allowed to have any guests
- ☐ I will comply with the daily monitoring of my health for COVID-19 symptoms established by WCDSB
- ☐ I understand that a representative of the Government of Canada will call me to monitor compliance with my mandatory quarantine or isolation, and I need to answer phone calls from the following number **1-888-336-7735**
- ☐ I am aware that Violating any instructions provided to me when I entered Canada or failing to provide accurate information is an offence under the Quarantine Act and could lead to up to 6 months in prison and/or \$750,000 in fines. If I choose to break my mandatory quarantine or isolation, resulting in the death or serious bodily harm to another person, I could face a fine of up to \$1,000,000 or imprisonment of up to 3 years or both. The Contraventions Act has been changed to give police (including the RCMP, provincial and local police) more power to enforce the Quarantine Act. They can now issue tickets to people who don't comply with the act or the emergency orders. Fines range from \$275 to \$1,000.

STUDENT

Legal Name	Signature	Date	
Legal Name	Signature	Date	Relationship to student (Mother, Father, Other-specify)
Legal Name	Signature	Date	Relationship to student (Mother, Father, Other-specify)

Please complete, sign and send to margo.jones@wcdsb.ca before your arrival



QUARANTINE / SELF – ISOLATION PLAN

MUST BE COMPLETED PRIOR TO ARRIVAL IN CANADA

Student Information

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Email (optional)		
Home address	City	Province or territory	Postal code

Primary Contact Information in Canada

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Relationship (homestay/family/relative)	Email (optional)	
Home address	City	Province or territory	Postal code

Travel Information

Are there additional travelers in your group? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please fill in chart to the right		Additional Travelers (<i>please list all additional travelers</i>)		
		First name	Last name	Date of birth (YY/MM/DD)
Arrival Date (YY/MM/DD)	Arrival From (City/Country)			
Airline / Flight number				
Arrival Time				

Quarantine / Self-Isolation Plan

Do you have accommodation arrangements for your self-isolation period? <input checked="" type="checkbox"/> Yes No
If yes, at what address and in which city will you be completing the 14 day quarantine / self-isolation period? Address: 14 Benjamin Rd City: Waterloo
If yes, indicate type: Supervised Hotel Stay at: Holiday Inn Express St. Jacob's <input checked="" type="checkbox"/>
Have you made the necessary arrangements for your 14-day self-isolation period? (eg. food, medication, etc) Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe (be specific)
What form of transportation will you take to your quarantine / self-isolation location? Airways Transit (1-800-691-3045) <input checked="" type="checkbox"/>

Certify Declaration

I, _____, certify this to be accurate. (Student's First/Last Name in Print)	Date: _____ (YY-MM-DD)
I, _____, certify this to be accurate. (Student's Parent's First/Last Name in Print)	Date: _____ (YY-MM-DD)

Please complete, sign and send to margo.jones@wcdsb.ca before your arrival

AT THE AIRPORT & DURING YOUR TRIP



ARRIVING TO CANADA

At the Airport

You will be asked for the following documents, make sure you have them in your carry-on luggage:

- ☐ Passport and valid study visa
- ☐ Custodianship Documents, Letter of Invitation & Letter of Acceptance
- ☐ Host Family Profile with contact information
- ☐ Copy of required documents signed by the student and parent(s)
- ☐ Copy of health insurance card and coverage information from Study Insured

It is also suggested having the following items on your carry-on luggage, in case of luggage delay:

- ☐ Any prescription medication & change of clothes
- ☐ 2 masks, 3 pairs of gloves, travel-sized bottle of hand-sanitizer, disinfecting wipes (mandatory)
- ☐ Cell phone and laptop (mandatory)

In addition to regular packing requirements, students should also bring:

- ☐ 60 disposable face masks OR 30 disposable and 1 cloth face mask
- ☐ One large bottle of hand sanitizer, one box of nitrile gloves & a thermometer
- ☐ Personal and feminine hygiene products
- ☐ Sufficient clothing for 14 days (mandatory)



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Before Leaving the Airport

- ☐ If you are a new student who has a study permit approval letter, make sure to pick up your Study Permit at the airport before getting your luggage. If you are unsure what to do, ask!
- ☐ Pick up baggage observing physical distancing.
- ☐ Using your Waterloo Catholic IE app, follow directions to the transportation desk, and text Margo Jones +1 519-504-2980 to advise the flight has arrived
- ☐ When boarding the car, load your own luggage and sit as far from the driver as possible. **NOTE: Airways transit is the only WCDSB approved method of transportation**

Contact Information

Hotel

Name: Holiday Inn Express & Suites - St. Jacob's

Address: 14 Benjamin Rd, Waterloo, N2V 2J9

Phone number: +1 (519) 772-9800

Emergency Number: dial 0 on your hotel room phone to call the hotel's front desk

Wi-Fi Access Code: YKWWS

WCDSB Staff

Name: Margo Jones

Position: Program Manager S

Phone Number: +1 (519) 504-2980

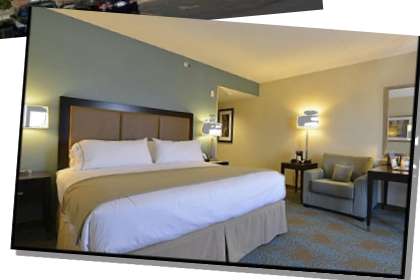
E-mail Address: margo.jones@wcdsb.ca

Name: Jessica Morales

Position: Program Coordinator

Phone Number: +1 (519) 501-2542

E-mail Address: jessica.morales@wcdsb.ca



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DURING QUARANTINE

Welcome to the Waterloo region! We hope you enjoyed your flight and are comfortable in your hotel room. A welcome basket that includes masks, hand sanitizer and gloves, as well as some snacks for you to enjoy is waiting for you. Make sure to save at least one mask for the end of your 14-day quarantine. Wearing a mask is mandatory in public places and it will be needed while travelling to your host family home. Meals and additional essential items such as shampoo and soap will be delivered to your room as required.

Dedicated On-Site Contact

A dedicated WCDSB staff member would be present at the hotel every day for your support. Ask questions, voice concerns and request anything you need. It is their responsibility to take your temperature twice a day, record any COVID-19 like symptoms you might be experiencing, inspect that your room is clean and tidy, and that all garbage is out by the set time, but without entering your room. As a precautionary measure, they would keep a distance of at least two meters from you at the door and, they will be wearing a mask.

Meals & Snacks

Three (3) meals a day, breakfast, lunch, and dinner will be delivered to your room and left outside the door each day. Dietary conditions, restrictions, or allergies need to be disclosed to WCDSB staff to accommodate the requirement. You can request snacks as needed.

Housekeeping

As a precautionary measure, the hotel staff would not enter your room during the 14 days of quarantine. Housekeeping staff would collect garbage at a set time each day. Please leave it outside your bedroom door, as well as bed linens or towels that need replacing.



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Daily routine



Shower: Showering washes away bacteria and other irritants that could cause rashes and other skin problems.



Brush your teeth: While you sleep, plaque-causing bacteria in your mouth multiply, brushing your teeth as soon as you wake up helps get rid of that bacteria.



Get dressed: Getting dressed in the morning can play a role in your mood throughout the day and lead to further productivity, optimism, motivation, and an overall improved attitude.



Make Bed: If you make your bed every morning, you will have accomplished the first task of the day. It will give you a small sense of pride and reinforce the fact that little things in life matter.



Breakfast: WCDSB staff will bring breakfast to your room. Eating breakfast replenishes your supply of glucose to boost your energy levels and alertness, while also providing other essential nutrients required for good health.



Check-up: WCDSB Staff will take your temperature & ask you some questions to make sure you are not experiencing COVID-19 symptoms. Answer honestly to each question and don't be afraid to ask for clarification if there is something you don't understand



Activity: WCDSB provides you with a menu of activities such as exercise routines, educational videos, virtual excursions, as well as links to group activities so you can meet fellow students and school staff.



Lunch: WCDSB Staff will bring lunch to your room. Good nutrition is crucial for health, particularly in times when the immune system might need to fight back. Make sure you eat three meals a day.



Free time: Take some time to relax, stay away from any screen, stretch and breath



Snack time: Snacking will provide you with energy in the middle of the day. It can also decrease your hunger and prevent you from overeating at mealtime.



Reading time: You are encouraged to read at least 30 min every day to improve mental health, reduce stress and boost sleep.



Check-up: WCDSB Staff will bring dinner to your room, take your temperature & re-confirm the questions you were asked in the morning regarding COVID-19 like symptoms.



Dinner: Dinner is important for supplying energy and nutrients for body needs. Regular dietary intake is important to ensure the body gets the energy and nutrients needed to function normally.



Tide-up: wash your hands before and after every meal, clean the surfaces after you eat, put garbage in the garbage bin and outside the door by pick-up time.

Put dirty clothes on hamper and always wear pyjamas when going to bed.



Brush teeth: Brushing your teeth before you go to sleep at night helps protect against plaque buildup, tooth decay, and gum disease.



Lights Out: Quiet time starts at 10 PM, and lights must be out by 11 PM. You must get enough sleep!



Some tips

Stay Connected

Stay in communication with family, friends & host family while in self-isolation. Check your email every day, WCDSB sends important information and updates via email.



Monitor your Mental Health

Moving into a new country is exciting but staying in self-isolation can be challenging. Remember to communicate with your Host Family regularly and let them know how you are feeling. We are all here to support you!

Maintain your Physical Health

- ✓ Stay active while self-isolating.
- ✓ Take the opportunity to try new workout routines such as yoga.
- ✓ Go to bed at a reasonable time, do not stay up all night!
- ✓ Get over the Jetlag by staying awake during the day and sleeping only at night.
- ✓ Ensure that you are maintaining healthy hygiene by incorporating showers into your daily routine as well as brushing your teeth at least after every meal.



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AFTER QUARANTINE

Once you have completed the mandatory quarantine, you will be moving into your host family home. We ask you to observe COVID-19 Prevention measures.

- ☐ **Wash your hands frequently**, wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap. Scrub your **hands** for at least 20 seconds. Rinse your hands well under clean, running water.
- ☐ **Wear a face mask**, when in public areas and outside of your home. It is not only mandatory but a protection measure for you, and of consideration for people around you. If you wear a disposable mask, make sure you dispose of them properly after use. If you wear a reusable mask, remember you are to hand-wash and air-dry after every use.
- ☐ **Cough & sneeze** into your elbow, not your hand. If using a tissue, dispose of the tissue in a plastic lined garbage container immediately
- ☐ **Social distancing**, avoid malls, crowded spaces, and any other activity where physical distancing is difficult. When in public, keep at least 2 meters away from all people who are not members of your immediate household
- ☐ **Use disinfectant**, clean surfaces you touch, including electronics, with disinfectant wipes. Your room must remain clean. Do not go to bed with dirty clothes.
- ☐ **Healthy food**, will allow your immune system to stay strong in case it needs to fight back!



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DEVELOPING SYMPTOMS

If a student or host family member develops symptoms or is diagnosed with COVID-19

- ☐ Use the Health Canada COVID-19 Self-Assessment Tool
<https://ca.thrive.health/covid19/en>
- ☐ It is critical that, if you have one symptom of COVID-19 (fever, cough or difficulty breathing), or even mild symptoms, you should stay home to avoid spreading illness to others. You should also avoid the use of public transit (e.g. buses, train, taxi) if possible.
- ☐ Contact Margo Jones by phone +1 (519) 504-2980 or email margo.jones@wcdsb.ca, let her know the steps you have taken. She will help you seek medical advice and inform you of the steps to follow

If a student is diagnosed with COVID-19

The student's natural parents will be asked to travel to Canada to care for the student (if possible)

If a Host Family Member(s) is diagnosed with COVID-19

A respite or alternate arrangement will be made in the unlikely event that a host gets ill and unable to care for the student.



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Social Stigma associated with COVID-19¹



WHAT IS SOCIAL STIGMA?

Social stigma in the context of health is the negative association between a person or group of people who share certain characteristics and a specific disease. In an outbreak, this may mean people are labelled, stereotyped, discriminated against, treated separately, and/or experience loss of status because of a perceived link with a disease.

WHY IS COVID-19 CAUSING SO MUCH STIGMA?

The level of stigma associated with COVID-19 is based on three main factors:

- 1) It is a disease that's new and for which there are still many unknowns
- 2) We are often afraid of the unknown
- 3) It is easy to associate that fear with 'others'

WHAT IS THE IMPACT?

It can:

- Drive people to hide the illness to avoid discrimination
- Prevent people from seeking health care immediately
- Discourage them from adopting healthy behaviours

¹ SOURCE: <https://www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf?ua=1>



HOW TO ADDRESS SOCIAL STIGMA

The WCDSB staff is here to help you! Your wellbeing's critical for us. Under any circumstance are you to feel afraid, ashamed or uncomfortable for sharing health concerns.

We also encourage you to do your part. Here are some examples and tips on possible actions to counter stigmatizing attitudes:



The name of the disease is coronavirus (COVID-19)

CO stands for Corona

VI for virus

D for disease

19 is because the disease emerged in 2019.

Talk about people who:

Have/ are being treated for / are recovering from/ died after contracting COVID19

There are people who may have or presumptive for COVID-19

People "acquire" or "contract" COVID-19

Speak accurately about the risk from COVID-19, based on scientific data and latest official health advice.

Talk positively and emphasize the effectiveness of prevention and treatment measures.



The name of the disease is not: "Wuhan Virus", "Chinese Virus" or "Asian Virus"

Do not refer to people with the disease as "COVID-19 cases" or "victims"

People are not COVID-19 **suspects** or **suspected cases**

people don't "transmit" "infect others" or "spread the virus" as it is not intentional.

Don't repeat or share unconfirmed rumours. Avoid using language designed to generate fear like "plague", "apocalypse" etc.

Don't emphasise or dwell on the negative, or messages of threat.

We are happy to have you here and it is our goal to see you succeed. Please do not hesitate to contact us should you have any questions or concerns



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**The Waterloo Catholic District School
Board Offers:**

- **Quality long and short term Secondary and Elementary school English-second-language programs for international students**
- **Partnership opportunities with schools around the world**
- **Educator professional development programs, both in Waterloo Region schools and abroad.**

**For contact information, speak to your agent or
visit our website at**

www.wcdsb.ca

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Waterloo Region • Ontario • Canada

INTERNATIONAL EDUCATION COVID-19

International Student Supervision



**Waterloo Catholic
District School Board**

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CONTENTS

INTRODUCTION	2
Hotel Supervisor Responsibilities & Protocols	3
Hotel Supervisor Symptoms Response Protocol	4
Hotel Supervisor Care for a Student Who is Ill	5
Caring for Someone Sick at Home or other non-healthcare settings	5
Advice for caregivers.....	5
Protect yourself when caring for someone who is sick	6
APPENDIX: COVID-19 related stigma and anti-racism supports	9



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INTRODUCTION

This booklet outlines protocols and supports to guide the supervision of our international students during quarantine.

The guidance outlined in this document is based on the most reliable data available at this time. This document is meant to complete, not replace, any regional, provincial, or national health and safety laws, rules, and regulations with which the school board must comply.



Hotel Supervisor Responsibilities & Protocols

- ☐ WCDSB and hotel staff must follow all public health guidelines prior to the student's arrival and ensure everyone is free of all COVID-19 symptoms.
- ☐ Only one healthy person should provide care to the student during the 14-day period
- ☐ Do not share personal items with the student (such as toothbrushes, towels, bed linen, utensils and electronic devices)
- ☐ Some people may transmit COVID-19 even though they do not show any symptoms. Wearing a mask, including a non-medical mask or face covering (i.e. constructed to completely cover the nose and mouth without gaping, and secured to the head by ties or ear loops) is mandatory.
- ☐ Avoid re-using medical masks or gloves.
- ☐ Clean your hands often for at least 20 seconds, especially after contact with the student and after removing any gloves, face masks and eye protection.
- ☐ Dry your hands with disposable paper towels. If not available, use a reusable towel and replace it when it becomes wet.
- ☐ Avoid touching your eyes, nose, and mouth with unwashed hands.

Recommended Supplies:

- ✓ Disposable paper towels & regular household cleaning products
- ✓ Appropriate cleaning products for high-touch electronics
- ✓ Hand soap
- ✓ Alcohol-based sanitizer containing at least 60% alcohol
- ✓ Non-contact Infrared Forehead Thermometer



Hotel Supervisor Symptoms Response Protocol

If Symptoms are Present:

- ☐ Inform Dan Witt via text message at +1 519-504-3403.
- ☐ Inform Parent/Guardian of the student's condition and the process of care and treatment we will follow. Daily communication with Parent/Guardian providing updates during the student's illness is essential.
- ☐ Contact Study Insured **1-866-883-9787** to open a case file for the student and receive authorization for doctor consult. (Covered under student insurance)
- ☐ Arrange a COVID-19 virtual doctor consult through MD Connected.
<https://mdconnected.ca/>
- ☐ Inform John Shewchuk via email (cc: Dan Witt) of the symptoms and outcome of the consult.
- ☐ Contact *The Nurse Next Door* immediately at **+1 519-742-7054** to schedule a Wellness Check and care by a registered nurse (Maximum 12 Hour response time).
- ☐ Contact SWITCH COVID-19 Mobile Testing provider to schedule a COVID-19 Test to be administered at the quarantine site.
 - SWITCH Health Inc.
 - <https://www.switchhealth.ca/>
 - **+1 647-234-9339**
- ☐ Test results are available through a participant lab portal within 24 – 48 hours.
- ☐ If the COVID-19 Test is negative, the student must remain in quarantine for the full duration of the 14 days and must be symptom free for at least 24 hours before leaving the quarantine.
- ☐ If the COVID-19 Test is positive, the student must have two consecutive negative tests before being released from quarantine. The student is still required to complete the minimum 14-day quarantine.



Hotel Supervisor Care for a Student Who is Ill

If a Student is ill:

- ☐ Inform Dan Witt via text message at **+1 519-504-3403**.
- ☐ Inform Parent/Guardian of the student's condition and the process of care and treatment we will follow. Daily communication with Parent/Guardian providing updates during the student's illness is essential.
- ☐ Contact Study Insured **1-866-883-9787** to open a case file for the student and receive authorization for doctor consult. (Covered under student insurance)
- ☐ Arrange a virtual doctor consult through MD Connected.
<https://mdconnected.ca/>
- ☐ Contact *The Nurse Next Door* immediately at **+1 519-742-7054** to schedule a Wellness Check and care by a registered nurse (Maximum 12 Hour response time).
- ☐ Follow the instructions below

Caring for Someone Sick at Home or other non-healthcare settings

Advice for caregivers

If you are caring for someone with COVID-19 at home or in a non-healthcare setting, follow this advice to protect yourself and others. Learn what to do when someone has [symptoms](#) of COVID-19 or when someone has been diagnosed with the virus. This information also should be followed when caring for people who have tested positive but are not showing symptoms.

****Note:*** [Older adults and people of any age with serious underlying medical conditions](#) are at higher risk for developing more severe illness from COVID-19. People at higher risk of severe illness should call their doctor as soon as symptoms start.



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Provide support and help cover basic needs

- Help the person who is sick follow the doctor's instructions for care and medicine.
- For *most* people, symptoms last a few days, and people usually feel better after a week.
- See if over-the-counter medicines for fever help the person feel better.
- Make sure the person who is sick drinks a lot of fluids, eat their meals and rests.



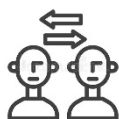
Watch for warning signs

Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

Protect yourself when caring for someone who is sick



Limit contact

COVID-19 spreads between people who are in close contact (within about 6 feet) through respiratory droplets, created when someone talks, coughs or sneezes.

- When helping, try to stay at least 6 feet away from the sick person.
- Make sure their room has good air flow. Open the window to increase air circulation. Improving ventilation helps remove respiratory droplets from the air.
- Avoid having any unnecessary visits to their room





When to wear a cloth face cover or gloves

Sick person:

The person who is sick should wear a cloth face covering when they are around other people (including before they enter a doctor's office).

The cloth face covering helps prevent a person who is sick from spreading the virus to others. It keeps respiratory droplets contained and from reaching other people.

Caregiver:

Wear gloves when you touch or have contact with the sick person. Throw out gloves into a lined trash can and wash hands right away.

The caregiver should ask the sick person to put on a cloth face covering before entering the room.

The caregiver may also wear a cloth face covering when caring for a person who is sick.

To prevent getting sick, make sure you practice everyday preventive actions: clean hands often; avoid touching your eyes, nose, and mouth with unwashed hands; and frequently clean and disinfect surfaces.



Clean your hands often

- Wash hands:
Wash your hands often with soap and water for at least 20 seconds, especially after being near the person who is sick.
- Hand sanitizer:
If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Hands off:
Avoid touching your eyes, nose, and mouth with unwashed hands.





Track your own health

- Caregivers should monitor their health for COVID-19 symptoms while caring for the person who is sick. They should stay home after care is complete.
- Caregivers can leave their home 14 days after their last close contact with the person who is sick (based on the time it takes to develop illness), or 14 days after the person who is sick meets the criteria to end home isolation.
- Symptoms include fever, cough, and shortness of breath but other symptoms may be present as well. Trouble breathing is a more serious warning sign that you need medical attention.



When it's Safe to be Around Others After Being Sick with COVID-19

You can be with others after

- At least 10 days since symptoms first appeared **and**
- At least 24 hours with no fever without fever-reducing medication **and**
- Symptoms have improved



APPENDIX: COVID-19 related stigma and anti-racism supports

Per requirement:

Promotion of reliable, accurate messages about COVID-19, including COVID-19 related stigma (<https://www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf>) and anti-racism supports.

The COVID-19 Stigma Guide in the link above was distributed to all staff in our system and shared with all families in our community.

The following strategies have been put in place to provide anti-racism supports:

- Messaging to the public through our social media channels:
 - our school district is welcoming back our international students for the start of the new year
 - all international students entering from outside of the country will complete a 14-day quarantine and have a negative COVID-19 test result before entering our schools.
- Reliance on the anti-racism, anti-harassment protocols and culture of inclusion that we have created in our school system.
- Raise awareness of our in-school International Support Teams comprised of an admin liaise, guidance counselor, ESL Lead/Monitor to be vigilant around check-ins with our international students, remind them that the team is there to support them if concerns of racism or harassment arise, monitor school climate and respond accordingly while keeping us informed.
- Have our International Support Teams raise awareness within all staff and ensure that all staff are vigilant in responding directly to racist and harassing behavior.

This is our current plan aligned with the supports and protocols we currently have in our schools. We will continue to monitor the situation, collaborate with other districts and add new resources and supports as they become available.



Quality, Inclusive, Faith Based Education

**The Waterloo Catholic District School
Board Offers:**

- **Quality long and short term Secondary and Elementary school English-second-language programs for international students**
- **Partnership opportunities with schools around the world**
- **Educator professional development programs, both in Waterloo Region schools and abroad.**

**For contact information, speak to your agent or
visit our website at**

www.wcdsb.ca

QUALITY • INCLUSIVE • FAITH-BASED • EDUCATION

Waterloo Region • Ontario • Canada

ATTESTATION FOR SCHOOL BOARDS and PRIVATE SCHOOLS — PUBLIC HEALTH INSTITUTIONAL READINESS REQUIREMENTS FOR INTERNATIONAL STUDENTS IN ONTARIO

By signing this form, I, _____, attest that the requirements set out in the table below have been met by [legal name of school board/private school]. By signing this form, I further attest that I have authority to bind [legal name of school board/private school].

The following items are also attached for review and/or approval by the Government of Ontario and any other appropriate authorities:

- ☐ A plan that includes details of [school board/private school] readiness to accept international students; and
- ☐ Commitment by my school board/private school to have all international students tested for COVID-19 during their mandated quarantine period, and to require proof of a negative COVID-19 test from any domestic students that I am aware have arrived from outside of Canada during the two weeks prior to their academic start date.

Attachments include:

APPENDIX 1: WCDSB COVID-19 Pre-Arrival & Quarantine

APPENDIX 2: WCDSB COVID-19 International Student Supervision

APPENDIX 3: Operational guidance: COVID-19 management in schools

APPENDIX 4: Frequently Asked Questions (FAQ) COVID-19 School Outbreak Management

I attest that the following requirements are included in the plan for my school board/private school and will be faithfully and wholly implemented:

Plan Requirements	Comments
<p>Including:</p> <ul style="list-style-type: none"> • Overall Requirements, • Pre-Arrival Requirements for Institutions, • 14-Day Quarantine Requirements, and • Post-Quarantine Requirements 	<p>Must include references to page numbers of your plan corresponding to each requirement identifying how the requirement is being met</p>
<p>The school board/private school will work within provincial and local health guidelines and protocols for businesses and other organizations consistent with the Government of Ontario's plan for reopening the province in stages:</p> <p>https://www.ontario.ca/page/reopening-ontario-stages</p>	<p>WCDSB Plan for Re-Opening Schools</p> <p>https://www.wcdsb.ca/plan-for-re-opening-schools/</p>
<p>Mechanisms are in place to accept quarantining international students and any co-arriving immediate family members.</p>	<p>See Attached Resources:</p> <p>WCDSB COVID-19 Pre-Arrival & Quarantine</p> <p>WCDSB COVID-19 Quarantine International Student Supervision</p>
<p>The school board/private school has a plan in place to support public health units in outbreak response in its community, including stakeholder communications and assistance with contact tracing, and this plan aligns with local and provincial public health guidelines.</p> <p>See: https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/interim-guidance-cases-contacts.html</p>	<p>COVID Lead: John Shewchuk</p> <p>Protocols in place consistent with <u>Operational guidance: COVID-19 management in schools</u> per:</p> <p>https://www.ontario.ca/page/operational-guidance-covid-19-management-schools</p>

<p>The school board/private school has a protocol for notifying local and provincial authorities of:</p> <ul style="list-style-type: none"> Any compliance issues within the 14-day mandatory quarantine period; and Any cases of COVID-19 infection during the 14-day mandatory quarantine period. 	<p>COVID Lead: John Shewchuk</p> <p>Supervisor protocols:</p> <p>To support the safe reopening of schools for the 2020-2021 school year, the Ontario government has mandated each board to identify a COVID-19 contact person. The purpose of this is to facilitate ongoing and timely communications with school boards in order to track cases and monitor the potential impact of COVID-19 across schools in Ontario.</p> <p>As referenced in the Guide to Reopening Ontario's Schools, school boards must report on a daily basis any probable or confirmed cases of COVID-19 within a school to the Ministry of Education via an online tool. The expectation is that the reporting will be completed by the school Principal or their designate (i.e., Vice-Principal, Administrative Assistant, etc.).</p>
<p>The school board/private school has a protocol for publicly communicating outbreaks of COVID-19 affecting or implicating international students and any immediate family members including, but not limited to, signage posted at entrances and in public spaces, and through online communication, such as websites and social media.</p>	<p>COVID Lead: John Shewchuk</p> <p>Identify Communication Protocol</p>
<p>The school board/private school will meet the requirements set out in this table for as long as it appears on the federal list of designated institutions.</p>	<p>Draft Resolution for approval September 14 Board Meeting:</p> <p>The district maintains its commitment to continuing its International Education program in compliance with the guidelines for accepting international students that have been established by the Ontario Ministry of Education and the Canadian Federal Government.</p>

The school board/private school will ensure pre-arrival requirements are communicated to international students and any co-arriving immediate family members in advance of travel to Canada.	WCDSB COVID-19 Pre-Arrival & Quarantine (Pages 3, 4, 5, 6)
As a best practice, international students and any co-arriving immediate family members are encouraged by the school board/private school to download the Government of Canada's <u>ArriveCAN</u> application prior to arrival at the border and complete the information required.	W WCDSB COVID-19 Pre-Arrival & Quarantine (Page 3)
The school board/private school will provide appropriate transportation of international students and any co-arriving immediate family members from their point of entry to Canada to a 14-day quarantine location, consistent with Government of Canada recommendations (e.g. wearing a mask for onward domestic travel; travelling directly to the place of quarantine).	Airways Transit will be the exclusive transportation service provider and is pre-arranged for arriving students and their co-arriving immediate family members. WCDSB COVID-19 Pre-Arrival & Quarantine (Form A & B Pages 4 & 5, 6)
Any costs associated with the implementation of the requirements set out in this document will be covered by the school board or private school.	WCDSB will be responsible for all costs incurred.
The school board/private school has developed and implemented plans that include quarantine arrangements for international students and any co-arriving immediate family members that support the minimum requirements listed below.	Yes – see below
The school board/private school will ensure international students and any co-arriving immediate family members are made aware of their responsibility for on-going self-monitoring and assessment of COVID-19 symptoms.	WCDSB staff will be monitoring compliance and health symptoms three times daily. Direct monitoring of individual's temperature and symptoms. WCDSB COVID-19 Pre-Arrival & Quarantine (Pages 10, 11)

As a best practice, international students and any co-arriving immediate family members are made aware of the <u>ArriveCAN</u> application to be used by international students and any co-arriving family members within 48 hours after arrival in Canada, and for their daily symptom reporting.	WCDSB COVID-19 Pre-Arrival & Quarantine (Page 3)
Appropriate individual accommodation options for the 14-day quarantine period are provided consistent with current Orders in Council under the <i>Quarantine Act</i> and guidelines of the Government of Canada, as well as the requirements of the school board/private school's local and provincial public health authorities.	See Attached Resources: WCDSB COVID-19 Pre-Arrival & Quarantine (Form A & B Pages 4 & 5)
Confirmation that students are symptom free and have a suitable isolation plan ensuring they will not be staying with vulnerable populations or living in a communal or group setting and will have access to the necessities of life.	See Attached Resources: WCDSB COVID-19 Pre-Arrival & Quarantine (Form A & B Pages 4 & 5)
<p>The school board/private school will provide support for all quarantined individuals throughout the 14-day period, including, but not limited to:</p> <ul style="list-style-type: none"> • food, medical care, other necessities of life so that no individual will be required to break quarantine at any point; • COVID-19 infection control information and training; and • regular and robust institutional monitoring of quarantined individuals throughout the 14-day period for COVID-19 symptoms, general well-being, and compliance with quarantine requirements, with emphasis on individual COVID-19 infection control practices. 	<p>See Attached Resources:</p> <p>WCDSB COVID-19 Pre-Arrival & Quarantine</p> <p>WCDSB COVID-19 Quarantine International Student Supervision</p>

Promotion of reliable, accurate messages about COVID-19, including COVID-19 related stigma (https://www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf) and anti-racism supports.	WCDSB COVID-19 Quarantine International Student Supervision See Appendix: COVID-19 related stigma and anti-racism supports Page 10
The school board/private school will support international students and any immediate family members after they complete their 14-day quarantine period. This includes: <ul style="list-style-type: none"> • mental and physical health, anti-racism, and COVID-19 stigma supports; and • mitigation of social barriers to support student compliance with individual COVID-19 infection control practices. 	WCDSB COVID-19 Pre-Arrival & Quarantine (Page 12, 13) WCDSB COVID-19 Quarantine International Student Supervision See Appendix: COVID-19 related stigma and anti-racism supports Page 9

By signing this form, I, _____, attest that [legal name of school board/private school] will comply with the implementation of this plan and ensure all precautions are taken and followed.

(Name)

(Date)

This Attestation, and any other documents to be delivered in connection with this Attestation, is signed when the party's signature is delivered by email. Electronic signatures will be treated in all respects as having the same force and effect as original signatures.

Tracking form to homestay families. Daily tracking of temperature morning and night. Random zoom call at least once a day verify tracking sheet is being maintained and checking in on any potential symptoms, health and wellness of the student..



Date: Sept 14th, 2020
To: Board of Trustees
From: Director of Education
Subject: Update on WCDSB Re-Opening of 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 IV 012**
- ☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

At the current time the schools of Waterloo Catholic are engaged in their re-opening under our new reality. Our staff, students and parents are being introduced to a new way of experiencing learning and their schools, be that in our face to face learning environment or in the newly conceived virtual environment. COVID-19 has changed the landscape of a traditional school experience and the staff of our board have planned and prepared for this new reality.

It is not an exaggeration to indicate that the senior staff of WCDSB and many others worked throughout the summer to process and plan for the evolving landscape. On July 20th there was a preliminary report to Board, indicating the options WCDSB was considering and the factors that were impacting on our decisions. On July 27th the senior team of the WCDSB met with a team from the Ministry to vet our plans and answer any questions they might have. Meetings also occurred throughout the summer with Waterloo Region Public Health, we attended weekly Ministry briefings, met with the public board and with other neighbouring regional boards. The senior team



also met throughout the summer. The Ministry of Education released its *Guidance for Re-Opening of Schools* on July 30th and a comprehensive of the WCDSB plan for re-opening was communicated to our broader WCDSB staff, parent and student community by the following day. [WCDSB Plan Found Here](#). At the August 24th Special Board meeting, the Board received a more comprehensive overview of all our planning and our proposals moving into the school year.

As we begin the new school year, 13% of our student population, approximately 3149 students, have opted for virtual learning and will be attending our virtual school – St Isidore. We have approximately 2401 elementary students and 748 secondary students who have selected virtual learning.

We have appointed a principal for St Isidore, as well as an elementary and secondary Vice Principal, as well as an administrative assistant and a guidance counsellor to assist with the many tasks associated with setting up and supporting this number of students in a virtual environment.

We do have a number of parents who wished to still make changes after our survey had closed, but we have had to forbid this process for the most part, as it would lead to unsafe conditions for all our students. Individual schools and the board have an obligation to account for each student. This is always an obligation but it is compounded in our current reality as schools are responsible for contact tracing in the event of a covid case. Further – we have been endeavouring to balance our staffing between our virtual and face to face environment, and therefore students need to be accounted for in one or the other environment to build appropriate staffing models. Finally – it also has a connection to bussing and the seating plans associated with the same.

We have received Outbreak Protocol – <https://www.wcdsb.ca/operational-guidelines/#outbreak> from the Province and it guides our responses to any incidence of symptoms and/or confirmation of a COVID case in our schools. In all cases there is clear guidance regarding appropriate steps and proper notification. On a daily basis individual school leads are filing a report with our Board lead, who in turn reports to the Ministry Regional Manager any illness, suspected or confirmed cases, further they make a daily report to the Ministry's Go Secure site of any positive cases, as well as to Waterloo Region Health Myself site. As a board any confirmed cases of COVID will be reported on our Board website and on school websites, for full transparency.
<https://www.wcdsb.ca/covid-19-advisories/>

WCDSB had three very successful Professional Activity Days – with a focus on Health and Safety, student mental health, equity and the new math curriculum. September 1st, 2nd and 3rd were also used as days to acclimatize staff to their new learning environment and to set up their newly received learning kits on all student desks.

There have been a number of communication initiatives to our community to assist in the welcome back to school. Communication pieces have included letters to the WCDSB community on July 31st, August 27th, September 1st and September 8th, a Welcome Back video from the Director to staff which was shared at the beginning of the Sept 1st PA Day, an orientation video for students about their new school routines and a hosted by the Director question and answer video session for parents.

There has been a great deal of dialogue about air quality and HVAC systems in schools. With the additional provincial and federal dollars provided to support air quality in schools, Waterloo Catholic was able to make an additional investment in every classroom. Previously we had spent the summer cleaning and upgrading the MERV rating on filters in all school and building HVAC systems, and with the new dollars we have purchased UV air sterilization systems for all classrooms. The systems are able to kill the biological and chemical contaminants in the air and stops them from reproducing, destroy high levels of airborne and surface bio-contaminants, reduce the possibility of spreading contaminants through the HVAC system and destroys chemical and biological odors. Further we will be running HVAC systems a minimum of 2 hours prior to occupancy of students/staff and 2 hours after building occupancy.

Our schools were visited by Waterloo Region Public Health for an inspection before school started. They wanted a sample of 2 elementary schools and 1 secondary school. We selected Holy Spirit, John Sweeney and St Mary's. We elected to have large schools involved as they would likely be the hardest test / highest bar to clear. We felt if we did well in these settings, any advice or challenges were likely to be found and hopefully all others would be in an even better situation. We are pleased to report, that in a comprehensive 17-page checklist administered by Public Health, feedback was largely very positive, with few outstanding issues of advice.

There have been a number of challenges associated with preparing for the new school year, and we are not likely clear of all of them. Below are a few of the largest concerns at the current time:

Budget:

We were extremely pleased with two developments shortly after the last Board meeting. The first was the announcement of federal dollars to add to the provincial funding to support our system and schools in our new COVID reality. The second was the commitment that the government will assume the cost associated with the MGCS purchases (PPE, cleaning supplies, etcetera) that are being provided. Both lead us to believe that our financial situation was vastly improving. With that said, as we have realized our staffing needs associated with providing teachers for St Isidore, our virtual school, and attempting to maintain smaller elementary class sizes we are realizing we will still have a *significant* funding/dollar gap to overcome. Conservatively that figure could be as large as 6.3 million dollars, based on the figures presented immediately below with the commentary under "Staffing".

We also see the potential for added pressure to our supply teacher budget as we anticipate a higher than normal usage of this line, given requirements to stay home when not feeling well. In terms of the amount that will ultimately have to be drawn from our WCDSB budget reserves, that amount will have to be identified and verified in the revised estimates process which will involve a comprehensive look at our full budget. The total amount available to us in our budget reserves, after commitments, is 5.3 million dollars. Even if we were to use all reserves available to us, we would have a further unfunded liability of 1 million dollars.

Staffing:

As mentioned previously, currently we have approximately 3149 students who have selected virtual learning. In elementary that has generated the need for approximately 94 teachers. In secondary it has generated a need for 35 teachers. Through an early surplus process in elementary which worked to essentially *over-staff* our elementary schools so that our class caps and PTRs were not too high, we were able to pull our 53 teachers. Between those teachers who were also available through their request for workplace accommodation, we still have a need for 33 elementary and 4 unstaffed positions in secondary. The cost pressure is 41 elementary teachers and 35 secondary teachers, generating 76 unfunded positions.

The additional staffing needed to keep face to face class a little bit smaller and to staff St Isidore generates a budget pressure point of 7.6 million dollars, if all these positions were needed for the full year. With the additional funds from the federal and provincial government which can be applied toward staffing (totaling 1.3 million dollars), we can bring that figure down to 6.3 million dollars.

As of August 25th, the following were our class sizes:
(They may have improved since then based on further transfers to St Isidore.)

Average class size for **Kindergarten is 22.45** vs the required 26.

Average class size for **primary is 17.35**. The cap/class is 20.

We have 7 non-compliant classes in primary. We are allowed to have 24 (counting regular, not virtual). The non-compliant classes are at 21 and 22 students.

Average class size for **4-8 is 22.76** vs the required 24.5. All schools are at 25 or lower.

We have no classes at 30,
1 classes at 29 (staff requested it);
1 class at 28 and
23 classes board-wide at 27 students.

Even if budget were not a consideration, perhaps an equally large challenge with staffing is the lack of teachers. We have not had a solid response to our virtual postings and we are hard-pressed to know how we will fulfill our commitments to have teachers for all of our classes. (Again 33 of our elementary positions remain unstaffed at the current time.) This may mean revisiting our surplus process in core classes, higher PTRs in our virtual classes or both. We have been aggressively advertising the positions and remain open to retired teachers accepting the positions. This will be even further compounded once we begin experiencing absences with teachers and other staff.



Given the reality that there is still a *significant* and perhaps insurmountable financial gap, compounded by the lack of staff, both may remain an unresolved problem unless we revisit the surplus process and staffing in our elementary classrooms.

Scheduling:

There have been 2 significant hurdles in relation to scheduling that our board has had to overcome. The first is somewhat unique to us, the second is common to most boards this fall. WCDSB gave notice of the termination of our contract with Trillium, our Student Information System, last winter, before the advent of COVID-19. The transition to a new SIS – Aspen took place in the last week of August and first week of September. This has been an extremely stressful and labour intensive time for our IT staff and for all our SIS end users. This has been further compounded by the fact that with the arrival of COVID and our attempts to lessen student contacts, we have moved from a semestered system in secondary to a quadmester system (term model). This has required re-timetabling all our secondary students. This has been a huge undertaking for our secondary staff – in particular our secondary administrators, admin assistants and guidance counsellors. Finally, it is worth noting that parents who have continued to demand changes in student placement has also added a degree of complexity that has been difficult to manage.

Chromebook Update:

With school re-opening characterized by the option for Virtual school and with synchronous learning such a big component of our secondary adapted model – not to mention the desire to have some digital learning devices in our core classrooms, there has been a huge demand for our Chromebooks and PCs. These are required for both teachers and students. Again – our IT staff has been involved in the intensive preparation of these devices and we have been working to replenish and build our inventory to meet our needs. We are also conscious that we may have some students with persisting connectivity issues.

Our start up thus far has gone smoothly. We were able to welcome back all our elementary students on a staggered start throughout this past week. Sept 14th we are welcoming back our secondary students and September 17th we hope to launch St Isidore Elementary and Secondary. We are sincerely enjoying the process of welcoming back our staff and students as we know everyone is happy to return to a dynamic learning experience, but we are also aware that there are a number of persisting questions and considerations given the ever-changing landscape. Things do continue to evolve despite the best of planning – be that because of realities beyond our control, evolving advice from PH or evolving Ministry guidance. What has remained constant throughout is the dedication and resilience of our staff.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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





Ontario Catholic School Trustees' Association

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Patrick J. Daly, *President*
Michael Bellmore, *Vice President*
Nick Milanetti, *Executive Director*

July 22, 2020

MEMORANDUM

TO: Chairpersons
- All Catholic District School Boards

CC: Directors of Education

FROM: Patrick J. Daly, President

SUBJECT: Catholic Education: Nurturing the Hope Within Us

As you know one of the many services provided by the Ontario Catholic School Trustees' Association is the provision of Professional Development and faith formation/spiritual renewal opportunities and resources for Catholic School Trustees. This support takes place in many forms including keynote speakers, workshops and liturgical celebrations at the Annual General Meeting, January Trustee Seminar and Regional Meetings as well as the distribution of material throughout the year.

All of this is to assist trustees in effectively meeting our legal responsibilities but even more to support us in recognizing the role of School Trustee in the context of publicly funded Catholic Education as the response to a call from God. It is as well to acknowledge and celebrate that:

"He or she who seeks the office of trustee is seeking an honourable office."

(Cardinal G. Emmet Carter)

Similar to other vocations or ministries within our Catholic School Systems and Church, leadership and service as a trustee requires that priority be placed on individual and communal faith formation and spiritual renewal. To assist in this crucially important area, OCSTA will be sharing additional resources including the Gospel of the day, reflections on the Gospel and other reading material. It is our plan to begin providing this material immediately through our social media platforms and direct email. To begin, we would like to recognize this special anniversary year of *Laudato Si'* called by Pope Francis to highlight our responsibility to the planet during these complex times. Included with the other resources, you will find this document which outlines various commemorative opportunities to capture the spirit of the encyclical and focuses on a 7-year journey to make communities around the world totally sustainable.

As Pope Francis reminds us, “All of us can cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents.” (LS, 14)

In addition, you will find copies of various resources that have been of value to me in my own journey as a Catholic School Trustee. They are by no means meant to be an all inclusive list but I hope they will be of use to you and serve to supplement other resources available to you.

You will find included:

- i. OCSTA booklets regarding the role of the Catholic School Trustee
 - a) *Catholic Trustees Advocates, Guardians & Stewards of Catholic Education (2006)*
 - b) *Becoming a Catholic School Trustee: A Call to Service & Stewardship in Christ (2010)*
 - c) *A Call to Service – Advocates, Guardians & Stewards of Catholic Education (2006)*
- ii. Pastoral Letters – Assembly of Catholic Bishops of Ontario
 - a) *This Moment of Promise (1989)*
 - b) *Fulfilling the Promise: The Challenge of Leadership (1993)*
 - c) *Renewing the Promise (2018)*
- iii. *OCSTA: Witness to Faith: The Expectations of Catholic School Board of Trustees & Educators (1997)*
- iv. Catholic Register Articles/Inserts written by Monsignor Dennis Murphy (Former OCSTA Director of Education)
 - a) *Catholic Education at the Crossroads (2001)*
 - b) *Unity in Our Schools (2004)*
- v. *Leading From Within: Reflections On Spirituality And Leadership (by Parker J. Palmer)*
- vi. *Laudato Si’ Special Anniversary Year – 24 May 2020 – 24 May 2021*
- vii. *OCSTA 1993 Brief to the Royal Commission on Learning. The Hope That Lives Within Us”*

All documents listed in this memo can be found in the OCSTA Virtual Library (<https://www.ocsta.on.ca/resources/virtual-library/>).

I finish with the Royal Commission on Learning Brief as it captures a brief history of and clear philosophy of Catholic Education. I do so as well as it gives witness to the value and critical importance of unity among Ontario’s publicly funded School Boards as a number of the OCSTA recommendations with regard to Education Finance Reform, preferential hiring practices and others were included in the final report of the Royal Commission and later implemented by various provincial governments. I do so finally because I am convinced that the title of the submission, “*The Hope that Lives Within Us*” speaks to the life changing/saving mission of Catholic Education and our responsibilities as the elected representatives of the Catholic community to nurture/strengthen the flame of faith that exists within us.

I want to recognize OCSTA Director of Catholic Education, Anne O'Brien, Director of Communications, Sharon McMillan and other staff who will provide the daily reflections and other resources throughout the current year.

On behalf of the OCSTA Board of Directors, I thank each of you for your faith-filled service and assure you of our prayers and support as we continue to protect, celebrate and promote the precious gift of publicly funded Catholic Education.

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo - Meeting with Ontario's Ombudsman
Date: Thursday, September 3, 2020 2:42:40 PM
Attachments: [Fairness-by-Design-Equite-en-tete-EN.pdf](#)
[image005.png](#)

For Sept 14th package...

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | loretta.notten@wcdsb.ca



**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, September 3, 2020 2:12 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo - Meeting with Ontario's Ombudsman

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September 3, 2020

MEMORANDUM

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

CC: OCSTA Directors and Staff

Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: Meeting with Ontario's Ombudsman

On August 27th Nick Milanetti, Steve Andrews and I had the opportunity to meet with Ontario's Ombudsman, Paul Dube, and members of his senior team. We had a wide-ranging discussion on a range of current issues impacting Catholic boards as well as the role of his office. We agreed to stay in contact over the coming months as boards move forward with their school reopening plans and look for opportunities to work together.

As part of a project to ensure fairness in how public sector organizations deliver services, the Ombudsman forwarded to us the attached document, "Fairness by Design", that outlines an administrative self-assessment guide for public sector organizations. As it states in the introduction:

"This guide provides an opportunity for public sector organizations to proactively conduct a self-assessment to evaluate the fairness of its systems, policies and practices. Self-assessment of fairness requires that public bodies critically examine both existing and proposed systems and policies, and take steps where needed to revise their processes to ensure that they are administratively fair."

We hope this guide provides useful information about the role of the Ombudsman and as well, serves as a resource in your commitment to provide the highest level of service to the communities you represent.

Please do not hesitate to contact me if you have any questions or concerns.

MARIE PALOMBI

Ontario Catholic School Trustees' Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

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FAIRNESS BY DESIGN:

An Administrative Fairness Self-Assessment Guide



CONTENTS

Role of Provincial and Territorial Ombudsman/Ombudspersons in Canada	4
Introduction	
About this Project	5
What is this Guide?	5
How to use this Guide.....	6
What is Fairness?.....	6
Part 1: Fair Process	7
Fairness Standard 1: Participation	7
Fairness Standard 2: Integrity and Impartiality	9
Part 2: Fair Decisions	10
Fairness Standard 3: Just and Lawful	10
Fairness Standard 4: Equitable	12
Part 3: Fair Service	13
Fairness Standard 5: Accessibility.....	13
Fairness Standard 6: People-Centered.....	15
Fairness Standard 7: Accountability and Continuous Improvement	16

ROLE OF PROVINCIAL AND TERRITORIAL OMBUDSMAN/ OMBUDSPERSONS IN CANADA

In Canada, provincial and territorial Ombudsman and Ombudsperson Offices (“Ombuds”) are independent statutory bodies whose mandate is to

- ensure people are treated fairly by public bodies;
- promote fairness and accountability in public administration; and
- provide independent and impartial oversight of government services.

Ombuds offices fulfil this mandate by responding to complaints and enquiries from members of the public and by conducting investigations of complaints made about local and provincial public bodies. Ombuds offices are independent of government and act under the authority of provincial or territorial legislation.¹

Independence, impartiality and confidentiality are key features of Ombuds work worldwide and differentiate our process from other types of reviews such as the public inquiry process or reviews undertaken by advocacy organizations.

The Office of the Ombudsman in Saskatchewan, Manitoba, Nova Scotia and Yukon and Ombudsperson in British Columbia developed this resource, *Fairness by Design: An Administrative Fairness Self-Assessment Guide*, for public bodies across Canada to use to build fairness into policies and processes from the start. If you need further information about how to use this guide, we encourage you to contact your provincial or territorial Ombuds office. This document will be updated periodically so please check back regularly to ensure that you are using the most up to date advice.

1. In British Columbia, this is the *Ombudsperson Act*; in Saskatchewan and Manitoba, *The Ombudsman Act*, in Yukon and Nova Scotia, the *Ombudsman Act*.

FAIRNESS BY DESIGN:

AN ADMINISTRATIVE FAIRNESS SELF-ASSESSMENT GUIDE

ABOUT THIS PROJECT

How can you ensure that your public organization is delivering its programs and services in a fair and reasonable manner? The first step is to build fairness in from the start by designing systems to support fairness in decision making and service delivery.

Members of the public expect that government and the broader public sector will act in a fair, open and transparent manner when delivering public services and programs. There is also an expectation that public sector employees will be accountable to the people they serve by providing clear information and explanations for the decisions they make and actions they take.

Public bodies and their employees generally receive their authority and direction from legislation. To support and guide staff in exercising this authority, public bodies develop policies, procedures, rules and other guidance documents. These documents are typically the primary framework for administering public programs and services.

Because of the power that policies and other guidance documents have to affect peoples' rights, interests and privileges, it is important to build fairness in at the policy and program design stage to ensure services are delivered fairly. This guide is intended to assist public bodies in achieving this objective.

WHAT IS THIS GUIDE?

This guide provides an opportunity for public sector organizations to proactively conduct a self-assessment to evaluate the fairness of its systems, policies and practices.

Self-assessment of fairness requires that public bodies critically examine both existing and proposed systems and policies, and take steps where needed to revise their processes to ensure that they are administratively fair.

The benefits of self-assessment are it

- Demonstrates a commitment to fairness, which can increase the public's confidence in government;
- Instills a sense of confidence in public sector employees that they are treating the people they provide services to fairly;
- May reduce the number of complaints received by the public body; and
- May enable public bodies to resolve issues more quickly and efficiently, saving time and money.

HOW TO USE THIS GUIDE

Self-assessment of fairness is a continuous process. We encourage public bodies to consider using this guide when establishing new procedures, programs or policies, or when reviewing or enhancing existing programs. This guide can also be used to measure gaps and potential risks for the purpose of guiding future policy work. This includes the early stages through to the development of policy options, and on to final decision making.

The seven fairness standards in this guide, and their accompanying checklists, can be used by public bodies to ensure that their practices, policies and programs meet the fairness obligations set out in provincial and territorial Ombuds legislation, principles of administrative law and broader societal fairness standards.

For each fairness standard, we set out the specific criteria and responsibilities your public body should consider in order to meet that fairness standard. The checklists can be used to evaluate whether your program or service is meeting some, none or all of these fairness standards.

WHAT IS FAIRNESS?

Although public sector employees may have an instinctive sense of what fairness is, it can be a difficult concept to define, and there are often different views of the requirements of fairness in any particular case.

In this guide, we focus on three aspects of fairness: Fair Process, Fair Decision and Fair Service, shown in the Fairness Triangle² below.

Each section of this guide describes one of these three dimensions of fairness and a subset of fairness standards that are consistent with Ombuds' expectations of administrative fairness in public service delivery.

As you apply the guide to your organizational framework, we invite you to think critically about the areas within your organization where gaps may result in unfairness, and use the checklists provided to help identify those gaps and seek improvement where needed.



2. The Fairness Triangle used in this guide was adapted from the Ombudsman Saskatchewan Fairness Triangle, developed from the concept of the satisfaction triangle in: Moore, Christopher (2003). *The Mediation Process: Practical Strategies for Resolving Conflict* (3rd ed.). San Francisco: Jossey-Bass Publishers.

PART I: FAIR PROCESS

Fair process, also called procedural fairness, refers to the process public bodies follow when making decisions that directly affect people. It includes the steps public sector employees take before, during and after making decisions.

FAIRNESS STANDARD I: PARTICIPATION

- ▶ Public bodies are responsible for ensuring there are pathways for people affected by a decision to participate meaningfully where the decision has the potential to affect their rights, privileges or interests.

Ensure that your organization's decision making process provides opportunities for individuals to participate meaningfully when you are proposing actions or making decisions that affect them.

☐ **1.1 Advance notice of an action or decision**

This applies to actions or decisions that your organization routinely makes that have a direct impact on individuals. The details of the notice will depend on the nature of the decision and its potential consequences- the more serious the consequences, the more notice will generally be required. When notice periods are set by legislation, your policy must mirror the legislated notice period. Advance notice may not always be possible in more urgent circumstances, but must still be provided when required by law.

☐ **1.2 Adequate information about the decision making process and criteria**

The decision making process and the legislation, policy and other rules being used to make the decision should be clearly explained to the person. This includes providing information necessary for the person to understand the nature of the decision being made and what information is required from them. The person should also be provided sufficient access to information the decision maker will be relying on to make the decision, particularly where it is adverse to their interests.

☐ **1.3 Opportunity to be heard**

The person should have an opportunity to be heard in the decision making process. This includes an opportunity to present their views on the proposed action or decision and provide any supplemental or contrary information they believe is relevant to the decision. The scope of participation should reflect the importance of the issues involved, nature of the decision and potential impact on the person's rights, interests or privileges.

☐ **1.4 Adequate appeal or review mechanism**

Ensure there are avenues available for people to challenge or seek a review of a decision that is adverse to them. Information about your organization's appeal or review process should be clearly communicated to the person at the time the decision is made, including any applicable time limits or other requirements for seeking review.

Ensure that staff provide clear and meaningful reasons for decisions and consistently document the rationale for their decisions.

☐ **1.5 Document decisions**

Ensure that your organization has policies in place that require staff to record reasons for decisions, and your organization records these decisions in accordance with statutory obligations and/or organizational requirements.

- ☐ **1.6** Ensure staff understand their delegated authority and document their decisions clearly, including information about how they reached their decision. This includes documenting what information they gathered and considered, any findings of fact they made and how they applied the rules to the information/facts to reach the decision. This also includes documenting how they weighed the evidence and relevant considerations in the decision making process, and why they may have assigned more weight to one piece of evidence or rejected certain information in reaching their conclusion.

☐ **1.7 Communicate decisions**

Establish a consistent method for staff to communicate decisions to affected individuals, preferably in writing. The method of communicating decisions may vary depending on the nature of the decision and its impact on the person. However, in all cases, reasons for decisions should be communicated. For more information refer to the [BC Ombudsperson Fairness in Practice Guide](#).

- ☐ **1.8** Develop template documents to assist staff in making and communicating decisions and for providing adequate reasons to people affected by these decisions. Reasons for decisions should include the following:

- The issue to be decided
- The facts and evidence considered
- The applicable law or policy
- An explanation of how the law or policy was applied to the facts
- The conclusion or decision reached
- Information about any review or appeal options

☐ **1.9 Timely decision making**

Establish a clear and reasonable time frame in policy for your organization's typical decision making processes. The time frame may be set out in legislation. If not, it is best to set the expectation that staff will communicate a decision to an affected person as soon as is reasonably possible. If there is an unavoidable delay in the process, direct staff to advise the person of the reason for the delay and approximately when they can expect to receive the decision.

- ☐ **1.10** Conduct regular education and training in procedural fairness, standards for documenting and communicating reasons, and other topics relevant to ensuring meaningful participation for those affected by your decisions.

FAIRNESS STANDARD 2: INTEGRITY AND IMPARTIALITY

- ▶ Public bodies are responsible for ensuring that employees understand the requirement to be impartial and exhibit the highest standards of ethical conduct in the delivery of public programs and services.

Ensure the impartiality of your organization's employees in the conduct of their duty. Public sector employees are expected to provide advice, deliver services and make decisions in a manner that is free from personal interest, preference or prejudice.

- ☐ **2.1** Establish a conflict of interest policy to prevent and manage perceived, potential and actual conflicts. Ensure that all employees in the organization periodically review and sign off that they understand the expectations with regard to declaring a conflict.
- ☐ **2.2** Develop a system for assessing and responding to concerns raised by the public about conflict or bias³ on the part of staff who are delivering your services. Establish procedures for assessing, resolving and mitigating such concerns.
- ☐ **2.3** Ensure staff who make decisions in your organization receive training on impartiality and bias, and are aware of their obligations to assess, disclose and respond appropriately to issues of actual or perceived bias on their part.
- ☐ **2.4** Establish a review or appeals policy that ensures that an independent decision maker is assigned to conduct any review or appeal of a previous decision.

Ensure that your organization has systems and policies in place that promote ethical and professional conduct by your staff and organization, and that these expectations are clearly communicated to all employees.

- ☐ **2.5** Develop and regularly review a code of conduct policy that sets out the expectations for ethical conduct in your organization and creates a shared understanding of the standards your staff are expected to apply in their work.
- ☐ **2.6** Train staff in the ethical standards that are expected in your organization, and ensure all employees in your organization review and sign off that they understand these standards of conduct.
- ☐ **2.7** Develop systems to identify, disclose, investigate, record and monitor any ethical concerns or incidents of ethical misconduct that may arise. Ensure these systems comply with Public Interest Disclosure legislation in your province or territory.
- ☐ **2.8** Commit to upholding the public's trust in your public body and its use of public funds. This includes having systems in place that mitigate the risk of loss due to fraud.

3. Bias is defined as "a leaning, inclination, bent or predisposition towards one side or another or a particular result" *Wewaykum Indian Band v. Canada*, 2003 SCC 45. Fairness requires that decision makers remain objective, be open to persuasion, and are impartial about both the issues to be decided and the parties to the case.

PART 2: FAIR DECISIONS

As part of delivering programs and services, public sector employees make decisions every day that affect individuals. A decision is a result, outcome, action or response by a public body that affects one or more people or organizations.

FAIRNESS STANDARD 3: JUST AND LAWFUL

- ▶ To ensure programs, services and decision making processes operate fairly, public bodies must establish rules that are fair and just. Public bodies must also ensure programs, services and decision making processes comply with the law.

The rules that your program operates under must be fair and just. Rules include legislation, regulation, policy, procedures, practice standards, guidelines and codes. A fair and just rule is:

☐ **3.1 Lawful**

All rules, including policies, procedures and eligibility criteria must be consistent with the legislation your program or service operates under, including its intended purpose.

☐ **3.2 Not arbitrary**

To be arbitrary is to make a decision randomly, based on personal opinion or preference, or without regard to rules or standards. Rules must provide a basis for decision making that is logical and understandable. When the legislation or policy clearly spells out a test to apply, it should be applied consistently by staff so that similar cases are treated in a similar way. Otherwise, decisions may be considered arbitrary and therefore unjust.

☐ **3.3 Not oppressive or unreasonably burdensome**

A rule is oppressive if it overburdens a person seeking access to a process or legal entitlement, imposes unreasonable requirements on a person, is punitive or harsh, or results in an exercise of power by the public body that places the person at an unreasonable disadvantage – for example, setting unreasonable preconditions to access a legal entitlement where there is no legal or practical basis for imposing such a requirement.

☐ **3.4 Not improperly discriminatory**

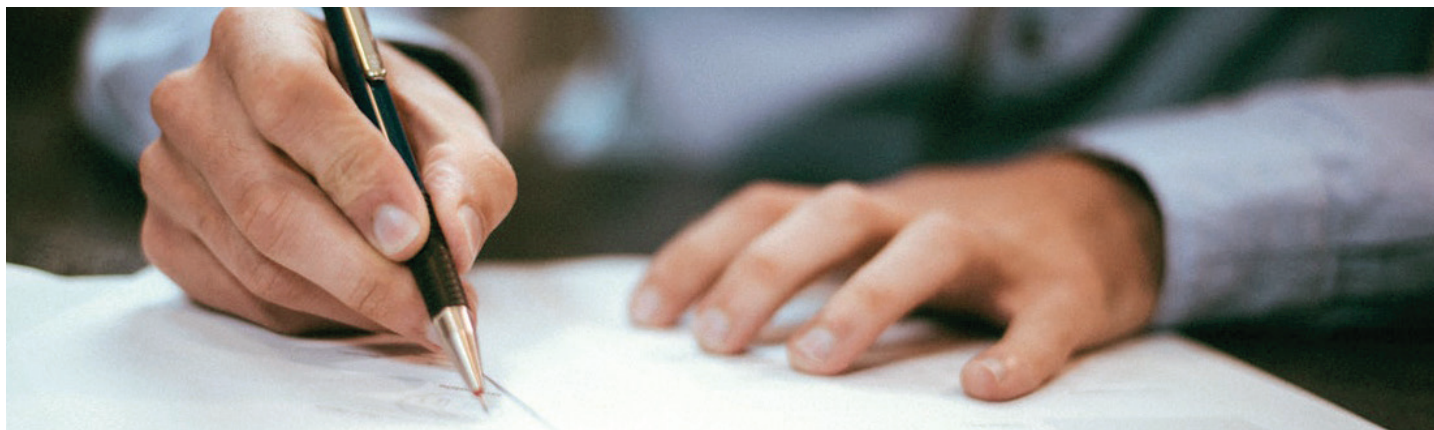
When delivering public programs and services, public bodies are often required to discriminate, in the sense of making distinctions, between different people. For example, student loan programs typically only provide funding to applicants who are registered in some form of post-secondary education. Making distinctions between people becomes *improperly* discriminatory when it distinguishes between people based on personal characteristics that are protected under human rights legislation (e.g. race, disability or religious belief), or when the distinguishing criteria is not reasonably required for the overall purpose of the public program or service.

When drafting rules, ensure the following standards are met:

- ☐ **3.5** Ensure your rules are reasonable, fair and just. Seek legal, policy and any other advice as necessary to achieve this objective.
- ☐ **3.6** The policies and procedures for decision making processes must be consistent with the principles of procedural fairness as outlined in the previous section of this guide.
- ☐ **3.7** Rules or eligibility criteria set out in policy must not be more restrictive or burdensome than the governing legislative scheme.
- ☐ **3.8** Ensure there are no unreasonable preconditions or requirements that unnecessarily burden a person seeking access to your service or organization or a legal entitlement.
- ☐ **3.9** Ensure your policies and procedures are designed to be flexible and equitable. Fairness requires public bodies to recognize that people differ in their life circumstances and experiences. Rules should allow some flexibility for staff to consider individual needs when making decisions that impact a person's rights, interests or privileges.

Ensure your program, service and decision making process complies with all federal, provincial and territorial legislation, as well as local bylaws.

- ☐ **3.10** Determine what legislation applies to your program or service and ensure your program's policies and procedures comply with these laws, including administrative law, human rights legislation and the *Canadian Charter of Rights and Freedoms*. If necessary, seek legal advice.
- ☐ **3.11** Ensure policies and procedures reference and explain the statutory framework that your program or service operates under. The authority for decision making should be clearly defined and linked to statutory authority.
- ☐ **3.12** Make sure your policies and procedures identify who has legal authority to make specific decisions or take certain actions within your organization. This includes ensuring there is a process in place for the proper delegation of statutory decision making power and making clear the scope and limits of that authority.

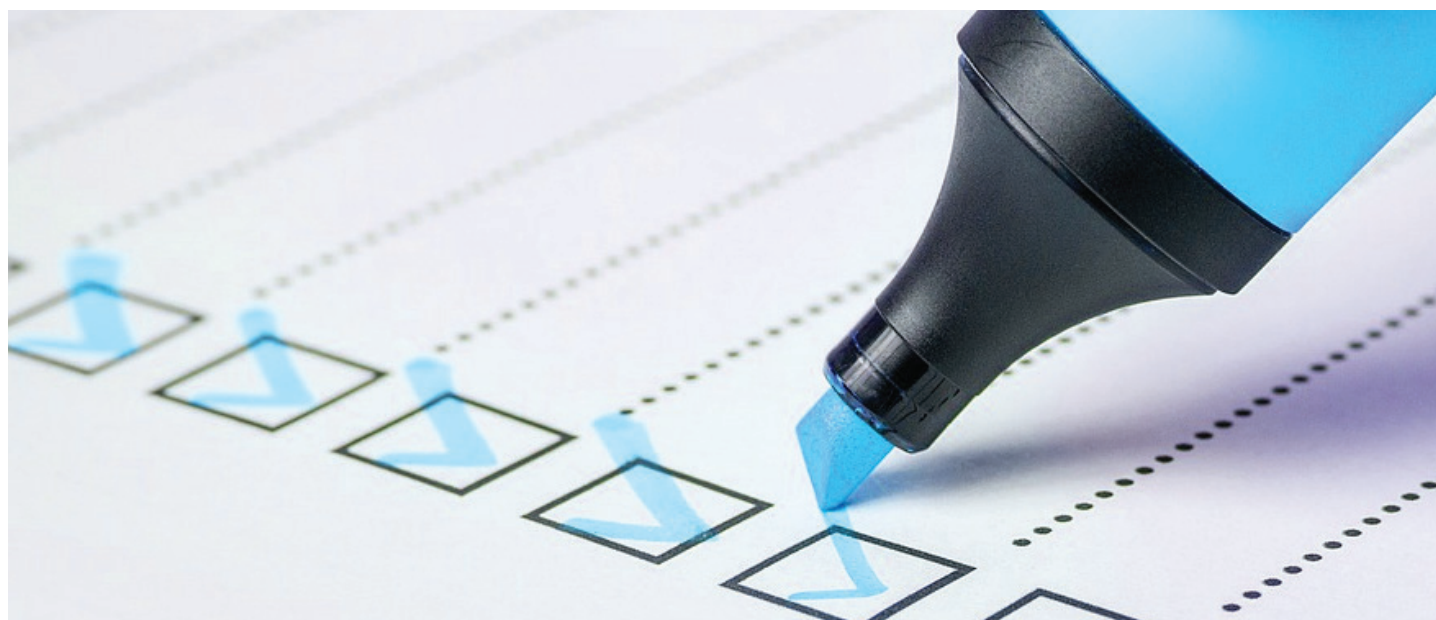


FAIRNESS STANDARD 4: EQUITABLE

- To ensure fair decision making by staff, public bodies must establish processes that support decisions that are based on complete and relevant information, reflect an appropriate exercise of discretion, and reasonably consider the specific case and people's individual circumstances.

For a decision to be fair, the decision maker must fully consider and decide each case on its own merits. Develop policy and other guidance documents that clearly set out and guide the decision making process for staff to follow, including:

- ☐ **4.1** The applicable legislation, policy and other rules that must be followed, including the scope of staff's decision making power and how to act within this grant of authority. This includes providing information on how to interpret and apply the applicable rules.
- ☐ **4.2** The decision making steps to follow for the decisions your organization makes. This may take the form of a checklist and include the information required to make a decision, and how staff should gather this information.
- ☐ **4.3** Guidance on exercising discretion fairly and the requirement to decide each case on its own merits. Fairness requires discretion be exercised in good faith, based on relevant considerations and consistent with the applicable legislation and its intended purpose. Provide staff with guidance on how to consider individual circumstances, when exceptions to policy may be considered, and what information should factor into the exercise of discretionary power.
- ☐ **4.4** Establish a level of independence in decision making under policy that does not fetter or restrict the exercise of discretion and is not more rigid than the enabling legislation. Where applicable, expectations to seek supervision or consultation with senior staff should be identified in policy.
- ☐ **4.5** Develop guidelines for staff to follow when they determine the standard application of the policy would lead to an unreasonable or unfair result in a specific case.



PART 3: FAIR SERVICE

Fair service, also called relational fairness, refers to how public bodies treat members of the public who access their programs and services. While public bodies must create and apply policy in a way that is consistent with applicable legislation and ensure a fair process is followed when making decisions that impact people, fairness also requires a public body attend to fair service.

FAIRNESS STANDARD 5: ACCESSIBILITY

- ▶ Public bodies are responsible for ensuring their programs and services are easily accessible to a diverse range of people.

Information relating to your organization's programs, policies and services should be made publicly available and written in accessible language that is easy for the general public to understand.

- ☐ **5.1** Have information about your policies, programs and services clearly accessible on your website, including information about how to raise a concern about your organization. Your public information should clearly explain the strategic intent and key principles and objectives that underpin your programs and services. Ensure this information is accurate, complete, written in clear and understandable language, and kept up to date.
- ☐ **5.2** Develop other forms of literature and materials that explain your organization's services for people who do not have electronic access to such information (i.e., brochures, pamphlets, fact sheets). Keep in mind that individuals must be able to obtain information about your organization without unreasonable effort.
- ☐ **5.3** If decisions made by your organization can be appealed or challenged, the process for doing so should be clearly laid out on your website and in your other print materials.
- ☐ **5.4** Follow a plain language style guide to ensure your public body's communication is consistent, clear and easily understandable.

Ensure your programs and services are accessible to a diverse range of people.	
<input type="checkbox"/>	5.5 Develop and implement a service model that incorporates accommodation standards and is accessible to a diversity of service users.
<input type="checkbox"/>	5.6 Offer access to your organization’s services in a variety of ways, including online, in-person, by mail, fax and toll-free telephone line.
<input type="checkbox"/>	5.7 Ensure that translation and interpreter services are available to people who need it.
<input type="checkbox"/>	5.8 Minimize any unnecessary regulatory or administrative burdens associated with accessing your programs and services.
<input type="checkbox"/>	5.9 Create accessible, culturally safe and inclusive workspaces for your service users and staff.
<input type="checkbox"/>	5.10 Ensure your programs and services are designed in a manner that reflects and adheres to the governing principles in your province or territory relating to the Truth and Reconciliation Commission of Canada’s <i>Calls to Action</i> and the United Nations <i>Declaration on the Rights of Indigenous Peoples</i> .
<input type="checkbox"/>	5.11 Conduct regular reviews of your organization’s program and service delivery model to ensure you are addressing any barriers and providing an accessible service to the public.



FAIRNESS STANDARD 6: PEOPLE-CENTERED

- Public bodies are responsible for training employees and establishing processes that ensure respectful treatment and fair consideration of peoples' needs and circumstances in the delivery of services and programs.

Your organization must be responsive to the individual needs and privacy rights of people accessing your programs and services.

- ☐ **6.1** Ensure your public body sets clear expectations and standards for staff to treat the people accessing your service with courtesy and respect.
- ☐ **6.2** Set reasonable service delivery standards, including timelines for responding to an enquiry or concern, and ensure these standards are clearly communicated to staff and the public.
- ☐ **6.3** Set expectations that staff will keep people informed about the progress or status of their application, request or complaint.
- ☐ **6.4** Ensure your records management system reflects the privacy and information management laws in your province or territory. Make appropriate arrangements to secure and protect all personal information that is collected by your organization, and ensure staff are informed of the requirement to treat personal information of service users confidentially.

Ensure staff are appropriately trained and supported to provide people-centered service. When drafting rules, ensure the following standards are met:

- ☐ **6.5** Hire front line staff who are skilled in customer service, and develop policies and procedures that empower staff to respond efficiently to enquiries, requests and complaints.
- ☐ **6.6** Direct staff to provide timely service and to explain the reason for any delay to the affected individual. Staff must take care to ensure any delay in providing a response does not create hardship for the person affected.
- ☐ **6.7** Conduct regular education and training in issues relating to people-centered service delivery, ranging from employee orientation to subsequent training activities. Training may include areas such as conflict resolution, respectful communication, dealing with vulnerable persons, cultural fluency, mental health and responding to challenging behavior.
- ☐ **6.8** Ensure staff receive training and education to develop an understanding of the service standards, rules and decision making processes they are expected to follow in their work.
- ☐ **6.9** Ensure any policy and procedure changes are clearly and immediately communicated to staff.

FAIRNESS STANDARD 7: ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

- ▶ Public bodies are responsible for demonstrating accountability by developing a robust and accessible complaints process, and fostering a culture of ongoing quality review and continuous service improvement.

Develop and advertise your complaint resolution policy and process, and encourage service users to provide feedback on your programs and services by establishing an organizational culture of welcoming complaints.

7.1 Develop a complaint resolution policy that is clearly articulated, publicized and accessible to a wide range of people who need it. Include the following in the policy:

- ☐ reason for the complaint resolution policy;
- ☐ definition of a complaint;
- ☐ guiding principles of the complaints process;
- ☐ standard timelines for responding to complaints;
- ☐ confidentiality of complaint information;
- ☐ safeguards against retribution; and
- ☐ reporting and review obligations.

7.2 Develop an effective, accessible and flexible complaints process that

- ☐ explains how complaints can be made to your organization, and who is responsible for handling and responding to complaints;
- ☐ clearly delineates what is in scope and what is out of scope, if there are only certain matters that may be the subject of a complaint;
- ☐ uses forms that clearly indicate to people making a complaint what information they need to provide when lodging their complaint;
- ☐ ensures that complaints are acknowledged quickly, and responses are personal and specific to the issues the person raised;
- ☐ provides an opportunity for informal resolution;
- ☐ explains the typical time frames for resolution;
- ☐ provides a second chance and an opportunity for independent investigation/review;
- ☐ explains how anonymous complaints are handled;
- ☐ describes how complaints and outcomes will be recorded, and the types of remedies or outcomes that could reasonably be expected; and
- ☐ outlines any review mechanisms available if the person who made the complaint is not satisfied with the process or outcome of their complaint.

Ensure that your public body demonstrates accountability by openly accepting responsibility for its mistakes, providing apologies where appropriate and committing to continuous quality and service improvement.

- ☐ **7.3** Develop an apology policy that details the procedure to be followed and the events and circumstances in which the public body believes apologies should be given.
- ☐ **7.4** Include practical training to staff at all levels on the importance of apologies, and empower them by providing information about when and how to make an apology. For more information refer to the [BC Ombudsperson's Guide On Apologies](#).
- ☐ **7.5** Develop and implement a system for tracking complaints, reviews and appeals in order to capture feedback about your organization's systems and processes. Regularly review and share this complaint data internally with a view to seeking improvement in your organization's service delivery.
- ☐ **7.6** Conduct regular reviews of your public body's processes, including policy, procedures and guidelines to assess how everything is working. These reviews should include seeking the views of stakeholders on how well your program is operating and how it could be improved. Following each review, your public body should develop an implementation plan that identifies what actions are to be taken, by whom and under what timeframe.
- ☐ **7.7** Keep staff informed of your organization's new initiatives relating to its programs and services, including any policy or practice changes that result from a review of a complaint.



NOTES

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Ontario Catholic School Trustees' Association

August 31, 2020

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: Media Training for CDSB Chairs – September 28

I hope you are doing well. On behalf of OCSTA I would like to express our appreciation for your important leadership and tireless work as you have and continue to plan for a safe and successful school re-opening. As you continue to prepare for the beginning of what is sure to be a school year filled with change and complex challenges, we want to assist Catholic school board Chairs in their important role as spokespersons on behalf of your school systems. To support you and assist in communicating and connecting with all of your external audiences/stakeholders, OCSTA will be hosting a unique media training session for school board Chairs.

We have secured highly recommended and experienced media trainer Irene Bakaric of MediaPrep who has developed a media training session to address the needs of Catholic school board Chairs, whether experienced board spokespersons or recent in the role.

In keeping with current restrictions on face to face meetings, the training session will happen virtually using the Zoom video conferencing platform on **Monday, September 28** from 9:30 a.m. to 11:30 a.m.

OCSTA is offering this 2-hour media training session (with course material) at no charge to boards. Subsequent, private or small group one-on-one virtual media coaching sessions for Chairs will be available upon request.

You will soon receive an email invite with a link to register for the Zoom media training session. We invite you to register for this timely session as soon as possible.

Media Training Concepts and Strategies for School Board Spokespersons

Presented by: Irene Bakaric of MediaPrep
For: Chairs of Ontario's Catholic District School Boards

When: Monday, September 28, 2020

Time: 9:30 a.m. to 11:30 a.m.

Format: Zoom Live Video Conference

Cost: No Charge

Deadline for Registration: September 21, 2020

Knowing how to communicate effectively in a media interview is a critical skill for anyone leading a public institution. In these challenging times, media training is both relevant and necessary. Communication through the media can be an effective way to share important perspectives and information with your key audiences.

This session offers timely insight on the newest media relations strategies to support both experienced and new school board spokespersons.

With appropriate media training and subsequent coaching, school board spokespersons can build the confidence and skills necessary to relay school board messages effectively in the media. This session will provide an important foundation for that goal.

The Trainer – Irene Bakaric

Irene Bakaric is the principal of MediaPrep, a media relations consultancy based in Toronto. She specializes in media training, crisis communications training and presentation training. She is an experienced, multilingual communications professional who helps clients in the public and private sectors develop their media strategies and skills.

Irene offers the insider perspective of a veteran broadcast journalist. Prior to founding MediaPrep, she accumulated extensive knowledge working as an investigative reporter, producer, interviewer and host on a variety of national news and current affairs programs.

Irene's insights and expertise ensure realistic solutions to media relations challenges. She offers solid counsel to help clients build their public image and maintain their reputation. She advocates the importance of being prepared, especially in times of crisis and when dealing with sensitive or

controversial issues. Irene has worked with senior executives and spokespersons in many sectors including manufacturing, healthcare, education, financial services, utilities, agriculture, energy, retail, technology and entertainment. She has worked with government, non-profit organizations and the research and scientific communities.

CONNIE ARAUJO-DE MELO | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

CATHOLIC EDUCATION: *Nurturing Hope*

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To: CDSB Directors of Education and Communications Departments
From: Sharon McMillan, Director of Communications
Re: Catholic Education Week Branding – logos

Please note this memo is being re-sent with a link instead of an attachment

OCSTA is pleased to provide to boards each year branding/logos for Catholic Education Week curriculum and resources that are developed by the CEW Committee for all Catholic boards to use **throughout the school year**. These logos are useful for building awareness and engagement online and in social media promotions.

Please click on the following link to access a zip folder containing **various formats** of the logo – including versions that do not reference Catholic Education Week but rather focus on the theme “Nurturing Hope” – a particularly appropriate theme this year. See examples below:

<https://www.ocsta.on.ca/project/nurturing-hope-cultiver-lesperance/>
(click on download button for “Branding/Logos”)

If you have any questions, please do not hesitate to contact me.

Logo examples:





Sharon McMillan

Director of Communications

Ontario Catholic School Trustees' Association

smcmillan@ocsta.on.ca

www.ocsta.on.ca

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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>

Sent: Wednesday, August 26, 2020 2:54 PM

To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>

Subject: OCSTA: Ministry of Education Announcements re Additional Support for School Board Plans in the Reopening of Schools

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August 26, 2020

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: Ministry of Education Announcements regarding Additional Support for School Board Plans in the Reopening of Schools

Today the Ministry of Education released two important announcements regarding the following additional support for school board plans in the

reopening of schools:

1. ***Additional Funds Enhance Ontario's Robust Back-to-School Plan:***
Funding will be used to complement provincial health and safety measures already in place
2. ***Ontario Releases COVID-19 Management Plan for Schools: Plan Prevents and Minimizes Outbreaks to Keep Students and Staff Safe***

For your reference, please see below the two announcements referenced above.

News Release

Additional Funds Enhance Ontario's Robust Back-to-School Plan

Funding will be used to complement provincial health and safety measures already in place

August 26, 2020 11:30 A.M.

[Ministry of Education](#)

TORONTO — The Ontario government's back-to-school plan, developed in consultation with the Chief Medical Officer of Health and public health officials, is being further enhanced by additional federal investments and resources to support the return to class in the fall. Today's federal announcement provides \$381 million to Ontario, on top of the nearly \$900 million provided by the province to support provincial back-to-school plans.

"Ontario's investments lead the nation in supporting priorities like more cleaning, physical distancing, testing, and hiring of staff to ensure a safe reopening of our schools this September," said Stephen Lecce, Minister of Education. "Today's investment by the Federal government complements the already landmark investments made by our government in support of safe and healthy schools in Ontario."

The federal funding will support several priority provincial initiatives:

Reopening Plan Implementation - \$200 million

- \$100 million to complement the health and safety components of school reopening plans, in consultation with local public health units, including the hiring of custodians, HVAC, improvements, internet connectivity for students and other local needs.

- \$30 million to support additional PPE for schools.
- \$70 million for the temporary hiring of educators as required.

Student Transportation - \$70 million

- \$44.5 million in support of the Driver Retention Program (DRP).
- \$25.5 million for route protection and to help reduce the number of students on buses.

Special Education and Mental Health Supports Enhancement - \$12.5 million

- Will allow boards to hire and train additional staff and provide more mental health supports for students.

Additional Public Health Nurses - \$12.5 million

- Supports up to 125 additional nursing positions in public health units across the province to help schools manage potential COVID-19 cases.

Remote Learning - \$36 million

- Ensures that every school board offering virtual learning has a dedicated principal and administrative support for both its secondary and elementary virtual schools.

The province is also setting aside \$50 million for any future pandemic learning needs, to ensure that Ontario is prepared for every scenario this Fall.

Pending federal approvals in December, the Ministry of Education will announce the second half of the payment later this year for the remainder of the school year.

Quick Facts

- Ontario's [COVID-19 website](#) includes resources to help stop the spread, sector specific resources, including helpful posters, mental health resources, and other information.
- On July 30, 2020 the government released the [Guide to Reopening Ontario's Schools](#), which was developed in consultation with leading medical experts and approved by the Office of the Chief Medical Officer of Health. This plan committed over \$300 million in funding to support the safe reopening of

Ontario's schools, which is part of the evolving layers of protection the government is providing to students, parents, staff, and the communities they live and work in.

- The provincial guidelines provide a baseline and school boards are encouraged to adapt them to meet local needs and support students and families. They include:
 - In-person classes for elementary school students five days per week for the 2020-2021 school year.
 - Masking for students in Grades 4-12.
 - Focus on cohorting and limiting student contacts.
 - Adapted secondary school delivery for designated boards.
- On August 13, the government announced more than half a billion dollars in supports to school boards to ensure schools across the province will reopen safely in September and to protect students and staff.

News Release

Ontario Releases COVID-19 Management Plan for Schools

Plan Prevents and Minimizes Outbreaks to Keep Students and Staff Safe

August 26, 2020 1:45 P.M.

[Office of the Premier](#)

TORONTO — As part of Ontario's plan for students to safely return to the classroom in September, the government has released the [Operational Guidance: COVID-19 Management in Schools](#) document. This guide was developed in consultation with public health experts, including Ontario's Chief Medical Officer of Health, and aims to help schools identify and isolate COVID-19 cases, reduce the spread of COVID-19 in schools, and prevent and minimize outbreaks.

In addition, Dr. Dirk Huyer, who was recently the Executive Lead for the COVID-19 Testing Approach at the Command Table and is the Chief Coroner for Ontario, will serve as Coordinator, Provincial Outbreak Response. Dr. Huyer will lead the province's efforts to prevent and minimize COVID-19 outbreaks in a number of sectors, including the education, child care, agriculture and health care sectors.

Details were provided today by Premier Doug Ford, Stephen Lecce, Minister of Education, Dr. David Williams, Chief Medical Officer of Health, and Dr. Dirk Huyer.

"Just as many schools have fire safety and emergency response plans, we have been working hand in hand with the medical experts to develop a plan that will allow schools to quickly and effectively find, isolate and contain a COVID-19 case or outbreak," said Premier Ford. "With medical experts helping to develop and support our plan, parents, teachers and educators can be confident every measure has been taken to put the health and safety of students and staff first."

The guidance document will help school boards and school authorities consistently implement prevention measures, maintain accurate records of staff, students and visitors, work with their local public health units, and take appropriate action when staff, students, or visitors become ill during the school day. It includes detailed instructions for a variety of different scenarios. It also outlines recommendations for what parents should do to support their children.

"Ontario's COVID-19 management plan for schools was developed by medical leaders, with one aim: to maximize safety and minimize the risk to your children," said Minister Lecce. "We have the resources in place — from nursing to testing and enhanced screening and cleaning — to help prevent the spread, coupled with a comprehensive plan to respond to any challenge immediately and decisively, under the leadership of Dr. Huyer."

Key elements of the guidance document explain:

- The role of school boards and schools: keeping communities informed by creating a COVID-19 advisory section on both the board and school's websites;
- The role of local public health units: leading case and contact tracing activities, declaring outbreaks and directing closure of classrooms or schools where necessary;

- The critical role of parents: screening their children every day before they go to school and keeping them home if they are ill;
- Appropriate steps to take when a student or staff member tests positive for COVID-19, including notifying the school community while respecting individual privacy; and
- Protocols to trigger various levels of public health responses or infection control measures. One case will trigger a public health response, two or more linked cases will trigger the declaration of an outbreak.

"The Government of Ontario needs to be prepared to identify and mitigate outbreaks, especially in settings such as schools and child care centres," said Dr. Dirk Huyer. "Through enhanced planning across government, we will be positioned to intervene quickly to prevent outbreaks and the spread of COVID-19."

The Chief Medical Officer of Health is also issuing an additional public health guidance, [*COVID-19 Guidance: School Outbreak Management*](#), for medical officers of health and public health units to support their efforts in investigating cases, outbreaks, and suspected outbreaks in school settings.

"As schools welcome students and teachers back in the coming weeks, it's important for everyone to be informed and understand their role in keeping each other safe," said Dr. David Williams. "This guidance document provides a thorough management plan for school boards, schools, parents and community partners like public health units to respond to COVID-19."

The new guidance includes the following:

- A protocol has been developed to deal with students who become ill while they are at school, including isolation, and providing personal protective equipment to the ill student and staff attending to them;
- A clear communications process will be followed, so parents will know if a student or staff member in a school tests positive for COVID-19;
- School boards will be required to work closely with public health units to communicate updates in real time and determine whether a class or school must be closed;

- Led by Ontario Public Health, the government intends to surveillance test asymptomatic secondary students in schools.

On top of hiring more public health nurses for schools, education staff will have completed rigorous professional development on health and safety.

As the COVID-19 outbreak continues to evolve, the guidance document will help support parents and schools as they continue to work together during these unprecedented times. The Minister of Education has issued a letter to parents to outline the shared responsibility to keep students safe and the key elements of the outbreak management protocol.

Quick Facts

- Additional information is available on the provincial [COVID-19 website](#), including resources to help stop the spread, sector specific resources including helpful posters, mental health resources, and other information.
- On July 30, 2020, the government released the [Guide to Reopening Ontario's Schools](#), which was developed in consultation with leading medical experts and approved by the Office of the Chief Medical Officer of Health. This plan committed over \$300 million in funding to support a safe reopening of Ontario's schools. The provincial guidelines provide a baseline and school boards are encouraged to adapt them to meet local needs and support students and families.
- Dr. Huyer was appointed Chief Coroner for Ontario in March 2014. He received his medical degree from the University of Toronto in 1986. He has served as a coroner in Ontario since 1992 and as Regional Supervising Coroner for five years. He is also an Assistant Professor with the Department of Paediatrics at the University of Toronto. During the pandemic, Dr. Huyer has been instrumental in implementing expedited response plans for the hospital and long-term care sectors and provided strong leadership in developing Ontario's testing strategy.

Background Information

- [Ontario Names Dr. Dirk Huyer as Coordinator of the Provincial Outbreak Response](#)

Additional Resources

- [Operational Guidance: COVID-19 Management in Schools](#)
- [COVID-19 Guidance: School Outbreak Management](#)
- Visit Ontario's [website](#) to learn more about how the province continues to protect Ontarians from COVID-19.

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CATHOLIC EDUCATION: *Nurturing Hope*

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: HVAC, Ventilation Primer for Trustees and Directors of Education
Date: Tuesday, September 8, 2020 5:50:10 PM
Attachments: [Anatomy of a Healthy School.docx](#)
[Survey-Healthy HVAC Systems in Schls.pdf](#)
[image001.png](#)

For Sept 14th...COWB

Loretta Notten

Director of Education

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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Tuesday, September 8, 2020 2:14 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: HVAC, Ventilation Primer for Trustees and Directors of Education

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Ontario Catholic School
Trustees' Association



September 8, 2020

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: HVAC, Ventilation Primer for Trustees and Directors of Education

As the new school year begins, we know that boards and their dedicated staff have been working tirelessly throughout the summer to plan a school reopening that places the health and safety and well-being of their students and staff at the centre of their efforts. We know that among the many issues you have worked on is the quality of air and the health of the ventilation systems in their schools and administrative buildings.

In this regard, Sharon McMillan (OCSTA) and I met with representatives of the Heating, Refrigeration, and Air Conditioning Institute of Canada (HRAI). Following our meeting they provided us with the document "HVAC Primer for Safety, Comfort and Productivity" (this document is attached for your reference).

Although we know trustees are not called to be experts in HVAC or ventilation systems, we thought it may be of interest to Trustees, Directors of Education and other Board staff to participate in a high-level webinar with regard to HVAC systems knowing substantial investments are made each year by school boards in this area.

If you have an interest in participating, we invite you to respond to the attached survey.



PROMOTING AND PROTECTING CATHOLIC EDUCATION

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CATHOLIC EDUCATION: *Igniting Hope*

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Anatomy of a Healthy School

An HVAC Primer for Safety, Comfort, and Productivity

Introduction

While the primary method of COVID-19 transmission is person-to-person through respiratory droplets, which are released when someone with COVID-19 sneezes, coughs, or talks, current data does not support long-range aerosol transmission of SARS-CoV-2, such as seen with measles or tuberculosis. Short-range inhalation of aerosols is a possibility for COVID-19, as with many respiratory pathogens, and short-range transmission is a possibility, particularly in crowded medical wards and in inadequately ventilated spaces. But even in the absence of definitive data, the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) has asserted that, [“Transmission of SARS-CoV-2 through the air is sufficiently likely that airborne exposure to the virus should be controlled.”](#)

So, while hand-washing with warm water and plenty of soap, along with surface-sanitizing and avoidance of close person-to-person contact are still the main methods to stay healthy, there are several other steps that building engineers can take to significantly minimize the risk of transmission.

America’s heating, ventilation, and air conditioning industry is committed to offering solutions that can ensure the safest, healthiest possible indoor spaces for homeowners, school children and personnel, office workers, and those taking advantage of indoor recreational activities in shopping malls, movie theaters, and other venues.

In this paper, we will focus on schools.

A school should be a safe place – for students, teachers, staff, and visitors. Studies have increasingly shown that air quality and noise levels are key factors in the ability of students to maximize their learning potential – and that was before the COVID situation in which we find ourselves today. America’s heating, ventilation, and air conditioning (HVAC) equipment manufacturers are committed to providing the technologies that can make schools – and all public buildings – as safe and health-affirming as they can be.

There obviously are many factors that influence the relative health of a school building, but for the purposes of this paper, we will focus on optimizing a school’s HVAC system.

A well-designed, modern HVAC system, properly installed and maintained, will ensure comfort and productivity while ensuring and enhancing health and safety. Each system component is designed to work in concert with the others to optimize all those attributes. In the current situation, where health and safety must be emphasized, there are several technologies that should be employed to accomplish those objectives.

According to ASHRAE, school building officials should consider [retaining the services](#) of a qualified design professional, a certified commissioning provider (CxP) or a certified testing, adjusting, and balancing (TAB) service provider, especially for larger, more complex HVAC systems, such as those found in school buildings or for systems serving critical spaces within buildings.

Ventilation is Key



There has been considerable media coverage of [a limited study](#) conducted in China last April in which it was alleged that restaurant patrons had contracted COVID-19 through airborne transmission due to a wall-mounted air conditioning unit. Leaving aside whether the study's findings were correct, with respect to the air conditioner in question (there were several other possible contamination routes), its main drawback was lack of ventilation. This particular unit did not provide any outdoor air at all, but instead recirculated the air within the restaurant.

Although it might seem counterintuitive to *increase* the flow of air that could be moving viral particles around, moving *more* air -- and providing more *outside* air in particular -- is beneficial because of pathogen dispersal. In fact, [the CDC's Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease \(COVID-19\)](#) specifically advises to "Increase ventilation rates" and "Increase percentage of outdoor air."

In a recent New York Times [op-ed](#), Dr. Joseph Allen, Director of the Healthy Buildings program at Harvard University's T.H. Chan School of Public Health, extolled the benefits of adequate building ventilation in helping to stem the spread of disease. "...bringing in more outdoor air in buildings with heating and ventilation systems (or opening windows in buildings that don't) helps dilute airborne contaminants, making infection less likely. For years, we have been doing the opposite: sealing our windows shut and recirculating air." He further quoted a 2019 [study](#) in the journal *Nature* that found that even minimum levels of outdoor air ventilation could reduce transmission of the flu to an extent normally associated with a 50- to 60-percent vaccination rate.

Filtration



particles from the air.

Building engineers are encouraged to improve the efficiency of the filters serving their HVAC systems within the guidance provided for most of the building types listed on the [ASHRAE COVID-19 Preparedness Resources website](#). Mechanical filters are the most common types of filters found in HVAC systems. The term used to describe mechanical filter efficiency is MERV, which is an acronym for Minimum Efficiency Reporting Value. The higher the MERV number, the better the ability of a filter to remove

ASHRAE recommends that mechanical filter efficiency be at least MERV 13 and preferably MERV 14 or better to help mitigate the transmission of infectious aerosols. Many existing HVAC systems were designed and installed to operate using MERV 6 to MERV 8 filters. While MERV 13 and greater filters are better at removing particles in the 0.3 micron to 1 micron diameter size (the size of many virus particles) the higher efficiency can come with a penalty: Higher efficiency filters require greater air pressures to drive or force air through the filter. Care must be taken

when increasing the filter efficiency in an HVAC system to verify that the capacity of the HVAC system is sufficient to accommodate the better filters without adversely affecting the system's ability to maintain the building's required indoor temperature and humidity conditions and space pressure relationships. A qualified HVAC technician has the tools to determine the maximum possible MERV filter for an individual system.

UV Light Treatment

In a May 7 New York Times [article](#), researchers discussed the use of ultraviolet light in combating infectious pathogens. “We have struggled in the past to see this highly effective, very safe technology fully implemented for airborne infections,” said Dr. Edward A. Nardell, a professor of global health and social medicine at Harvard Medical School. “We’ve done the studies. We know it works.”



The article notes that UV light “mangles the genetic material in pathogens — DNA in bacteria and fungi, RNA in viruses — preventing them from reproducing.” “You’ve killed it essentially,” said William P. Bahnfleth, a professor of architectural engineering at Pennsylvania State University.

In a March 9 [article](#) in the HVAC trade publication *ACHRNews*, industry experts noted that ultraviolet (UV) light treatment can complement filtration by addressing the particles that can slip through filters. “UV germicidal systems have also been shown to reduce microbial load and pathogens that are found within the HVAC system and drain pan that would otherwise be introduced and distributed throughout the envelope of the building,” the article quoted Aaron Engel of indoor air quality equipment manufacturer Fresh-Aire UV as saying. UV treatment systems can be used in homes and commercial buildings.

His opinion was seconded by Bahnfleth, who noted that, “Even HEPA filters that have been tested in the laboratory with viruses will have some level of penetration...not much — a few percent. But if anything gets through and if it's a very virulent pathogen, that means you're not perfectly protected against infection by that filter.” Hence the complementary UV system to catch those that slip through.

As noted above, UV light treatment can be used as a supplement to filtration, killing pathogens that escape. Daniel Jones, president of UV Resources, a UV light treatment equipment company, touted upper-air UV-C fixtures as a commercial building remedy for viral droplets: Airborne droplets containing infectious agents can remain in room air for six minutes and longer,” he said. Upper-air UV-C fixtures can destroy those microbes when they are exposed to the UV-C energy in a matter of seconds.” He pointed to kill ratios of up to 99.9 percent on a first-pass basis that have been modeled, and concentrations are further reduced each time the air circulates.

Humidity Control

According to Bahnfleth, viruses are least viable in buildings with humidity between 40- and 60-percent. Schools in cooler climates are susceptible to humidity levels lower than optimal, making humidifiers a necessity.

The Bottom Line

Schools should prioritize building assessment, through which qualified technicians conduct tests

and assessments to determine a) appropriate air flows, and b) if spaces within the building (particularly classrooms, offices, and large spaces such as auditoriums and gymnasiums) are achieving those air flows.

It should be well understood that a healthy building, whether a school, office building, public space, or even a home involves tradeoffs of energy use, comfort, and safety. Some of the remedies advocated above can increase energy usage, but with health being a top priority, particularly in the time of pandemic, most will find that the resulting increase in comfort and safety necessary and worthwhile.

A properly installed, properly maintained system, with adequate ventilation using outside air, proper filtration, and appropriate humidity control – all of which are accomplished through readily available technologies -- can go a long way toward mitigating potential viral spread.

Bibliography of Citations

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Ontario Catholic School
Trustees' Association

HVAC, Ventilation Primer for Trustees and Directors of Education

Board Name: _____

Would you be interested in participating in a high-level webinar providing current information and principles regarding key factors for healthy HVAC systems in schools?

Yes ☐ No ☐

Comment:

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: 90th Anniversary Speaker Series - Dr. Mark McGowan - September 30
Date: Tuesday, September 8, 2020 9:57:41 AM
Attachments: [image005.png](#)

For Sept 14th...

Loretta Notten

Director of Education

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**Waterloo Catholic
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From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Tuesday, September 8, 2020 9:38 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA Memo: 90th Anniversary Speaker Series - Dr. Mark McGowan - September 30

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September 8, 2020

MEMORANDUM

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: 90th Anniversary Speaker Series – Dr. Mark McGowan – September 30

During these interesting and challenging times, OCSTA remains focused on providing timely and comprehensive support and information to our members. As part of that mandate we are pleased to announce the launch of our 90th Anniversary Speaker Series focused on Catholic Trustee leadership. The theme and series is designed to provide the kind of timely insight particularly relevant to the role and needs of Catholic Trustees in Ontario today.

Dr. Mark McGowan, University of St. Michael's College, UofT

Our first event will take place on Wednesday, September 30, from 7 p.m. – 8 p.m. and will feature one of the most popular speakers on Catholic education in Ontario – historian Dr. Mark McGowan who is Professor and Principal Emeritus, at the University of St. Michael's College, University of Toronto.

Dr. McGowan will speak on the topic: ***Isolated but Not Alone: Reflections on Catholic Education and in the Context of the Covid-19 Pandemic.***

In keeping with current meeting trends, the OCSTA Catholic Trustee Leadership Speakers Series will be hosted on the Zoom video conferencing platform so you will be able to enjoy this session with Dr. McGowan from the comfort of your home. The session will be live and will include the opportunity for questions and answers.

This series will be offered at no charge to OCSTA members.

Following is the link to **REGISTER** for the event, *Isolated but Not Alone: Reflections on Catholic Education and in the Context of the COVID-19 Pandemic.*

When: Wednesday, September 30, 2020 – 7:00 – 8:00 p.m. (EDT)

Register in advance for this meeting:

<https://us02web.zoom.us/join/zoom/register/tZllcuqvrDwoH9N-Qc30I0B3ERDQGH0-waCp>

After registering, you will receive a confirmation email containing information about joining the meeting.

If you have any questions, please do not hesitate to contact Sharon McMillan, smcmillan@ocsta.on.ca or 416-932-9460 ext. 232.

ASHLEE CABRAL | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box

CATHOLIC EDUCATION: *Nurturing Hope*

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo - Meeting with Ontario's Ombudsman
Date: Thursday, September 3, 2020 2:42:40 PM
Attachments: [Fairness-by-Design-Equite-en-tete-EN.pdf](#)
[image005.png](#)

For Sept 14th package...

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | loretta.notten@wcdsb.ca



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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, September 3, 2020 2:12 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo - Meeting with Ontario's Ombudsman

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September 3, 2020

MEMORANDUM

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

CC: OCSTA Directors and Staff

Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: Meeting with Ontario's Ombudsman

On August 27th Nick Milanetti, Steve Andrews and I had the opportunity to meet with Ontario's Ombudsman, Paul Dube, and members of his senior team. We had a wide-ranging discussion on a range of current issues impacting Catholic boards as well as the role of his office. We agreed to stay in contact over the coming months as boards move forward with their school reopening plans and look for opportunities to work together.

As part of a project to ensure fairness in how public sector organizations deliver services, the Ombudsman forwarded to us the attached document, "Fairness by Design", that outlines an administrative self-assessment guide for public sector organizations. As it states in the introduction:

"This guide provides an opportunity for public sector organizations to proactively conduct a self-assessment to evaluate the fairness of its systems, policies and practices. Self-assessment of fairness requires that public bodies critically examine both existing and proposed systems and policies, and take steps where needed to revise their processes to ensure that they are administratively fair."

We hope this guide provides useful information about the role of the Ombudsman and as well, serves as a resource in your commitment to provide the highest level of service to the communities you represent.

Please do not hesitate to contact me if you have any questions or concerns.

MARIE PALOMBI

Ontario Catholic School Trustees' Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

416-932-9460 Ext. 234 | Website: www.ocsta.on.ca

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: REMINDER: CCCB Religious Education Curriculum
Date: Tuesday, September 8, 2020 9:41:50 AM
Attachments: [image001.png](#)

For Sept 14th

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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519-578-3660 | loretta.notten@wcdsb.ca



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From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Tuesday, September 8, 2020 9:24 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA: REMINDER: CCCB Religious Education Curriculum

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

FROM: Anne O'Brien, Director of Catholic Education

RE: REMINDER: CCCB Religious Education Curriculum

A reminder that OCSTA has partnered with the National Office of the Religious Education (NORE) and the Canadian Conference of Catholic Bishops (CCCB) to provide our boards with electronic copies of Religion textbooks. Please review previously sent memo below for more information.



Ontario Catholic School Trustees' Association

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/>.

Once on the page users will have to enter the password: **cccb-ocsta** — then hit "submit" which is located at the right side of the page. There may be a slight delay of a few seconds while the page resolves.

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.

ASHLEE CABRAL | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: *Nurturing Hope*

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From: [OCSTA - Connie DeMelo](#)
To: [OCSTA - Connie DeMelo](#)
Subject: OCSTA Memo: 2020 Fall Regional Meetings
Date: Monday, August 31, 2020 5:08:51 PM
Attachments: [image001.jpg](#)
[image002.jpg](#)
[Program & Regions Chart.pdf](#)

Caution - External Email - This Message comes from an external organization. Do NOT click on unrecognized links or provide your username and/or password.

August 31, 2020

MEMORANDUM

TO: All Catholic School Trustees & Student Trustees
Directors of Education

CC: OCSTA Staff
Board Secretaries and Administrative Assistants

FROM: Nick Milanetti, Executive Director

SUBJECT: **2020 Fall Regional Meetings**

The Ontario Catholic School Trustees' Association Fall Regional Meetings are scheduled as follows:

Northeast: Friday, September 18 – 5:30pm – 8:30pm (EDT)_
Central: Tuesday, September 22 – 9:30– 12:00pm (EDT)
East: Wednesday, September 23 – 9:30am – 12:00pm (EDT)
West: Friday, September 25 – 9:30am – 12:00pm (EDT)
Northwest: Friday, October 2 – 9:30am – 12:00pm (EDT)

In order to participate in the meeting, you will require the Zoom application. Within the next week you will receive an email with a link to register for the Regional Zoom Meeting. Once you have registered, you will receive a confirmation email containing information about joining the meeting.

Please join the meeting early (5:00pm EDT Northeast Region, 9:00am EDT for all remaining regions) to ensure that you are able to access the meeting and resolve any IT issues.

Boards are asked to prepare a 7-minute overview of the following topics to be delivered at the meeting by the Chair or designate.

-
QUESTIONS FOR BOARDS TO PREPARE IN ADVANCE FOR DISCUSSION AT THIS MEETING:

-
1. **School Re-opening**: Please share with us the greatest challenges with regard to school re-opening. Were school board reserves used to reduce class sizes for this school year, and if so, what percentage was used? What were the reserves used earmarked for?
 2. **Collective Bargaining**: Consider the recent round of central bargaining and share with OCSTA your thoughts, what went well and key concerns. How has local bargaining transpired?
 3. **E-learning**: Please share concerns and questions regarding e-learning and any concerns and issues related to the protection of denominational rights within the province's e-learning framework.
 4. **Locally Determined Question**: Please highlight the leading local issue(s) for your board and outline both the short-term and long-term impacts. We would be particularly interested in hearing about any current or potential issues that could impact the denominational rights of publicly funded Catholic Education. Share your thoughts as to how OCSTA can assist, particularly with regard to long term issues.

-
Attached please find a copy of the preliminary program and Regions Chart.

Attachments

CONNIE ARAUJO-DE MELO | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

CATHOLIC EDUCATION: *Nurturing Hope*

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Ontario Catholic School Trustees' Association

2020 REGIONAL MEETINGS

AGENDA

WELCOME & GATHERING PRAYER

Patrick J. Daly, President, OCSTA
Chair, Host Board

PRESIDENT'S REPORT

Patrick J. Daly, President, OCSTA

LABOUR UPDATE & SCHOOL START UP PROCESS

Nick Milanetti, Executive Director

NURTURING HOPE

Anne O'Brien, Director of Catholic Education, OCSTA

An overview will be provided of this year's Catholic Education Week theme: Nurturing Hope.

Nurtured by Hope the overview will include:

- The recognition of the special Year of Laudato Si' announced by Pope Francis on May 24, 2020, the fifth anniversary of his papal encyclical on "Caring for Our Common Home."
- The importance of Hope in the face of the ongoing reality of the COVID-19 pandemic
- The challenges to personal and spiritual well-being posed by the uncertainty and physical isolation of the current global crisis
- The Truth & Reconciliation Commission recognizing the relevance of Indigenous culture and spirituality to the spirit of Laudato Si'
- The call of trustees to nurture hope in their communities.

BREAK

QUESTIONS FOR BOARDS TO PREPARE IN ADVANCE FOR DISCUSSION AT THIS MEETING:

1. **School Reopening:** Please share with us the greatest challenges with regard to school re-opening. Were school board reserves used to reduce class sizes for this school year and if so, what percentage was used? What were the reserves used earmarked for?
2. **Collective Bargaining:** Consider the recent round of central bargaining and share with OCSTA your thoughts, what went well and key concerns. How has local bargaining transpired?
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4. **Locally Determined Question:** Please highlight the leading local issue(s) for your board and outline both the short-term and long-term impacts. We would be particularly interested in hearing about any current or potential issues that could impact the denominational rights of publicly funded Catholic Education. Share your thoughts as to how OCSTA can assist particularly with regard to long term issues.

ADJOURNMENT



Ontario Catholic School
Trustees' Association

OCSTA REGIONS

AREA	BOARDS/OCSTA REGION #
West	Bruce-Grey (4) Huron-Perth (4) London (5) Waterloo (4) Wellington (4) St. Clair (5) Windsor/Essex (5)
East	Algonquin & Lakeshore (10) Eastern Ontario (10) Peterborough-Victoria-Northumberland & Clarington (9) Ottawa (12) Renfrew (10) Simcoe-Muskoka (9)
North East	Huron-Superior (1) Nipissing-Parry Sound (1) Northeastern (1) Sudbury (1)
Central	Brant-Haldimand Norfolk (11) Dufferin-Peel (7) Durham (9) Halton (13) Hamilton-Wentworth (11) Niagara (11) Toronto (6) York (8)
North West	Kenora (2) Northwest (2) Superior North (2) Thunder Bay (2)

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: Operational Link to Cardinal Collins Video - Back to School Message
Date: Wednesday, September 9, 2020 1:08:28 PM
Attachments: [image002.jpg](#)
[image004.jpg](#)

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Wednesday, September 9, 2020 1:07 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Operational Link to Cardinal Collins Video - Back to School Message

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Please be advised that the link to the video message in the previous email was not functioning. Please see working link below. Thank you.

September 9, 2020

MEMORANDUM

TO: All Trustees and Directors of Education

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: **Cardinal Collins – Back to School Message**

As you and your Catholic school systems continue to focus on a safe and successful school reopening, we are pleased to share with you a special message from His Eminence, Cardinal Thomas Collins.

This video message from His Eminence offers reflections and prayers for our Catholic schools and the precious mission of publicly funded Catholic education in Ontario.

We appreciate the prayers and support of His Eminence Cardinal Collins and the coordinated efforts of Archdiocese Director of Public Relations and Communications, Neil MacCarthy and OCSTA staff Anne O'Brien and Sharon McMillan.

To view Cardinal Collins' video message for our system, please click on the link below:

<https://youtu.be/j2muf7Ckkjk>.

CONNIE ARAUJO-DE MELO | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

CATHOLIC EDUCATION: *Nurturing Hope*

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Ontario Announcement re: Supports for Children and Youth Impacted by Fetal Alcohol Spectrum Disorder
Date: Thursday, September 10, 2020 10:52:00 AM
Attachments: [Image001.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, September 10, 2020 9:37 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Ontario Announcement re: Supports for Children and Youth Impacted by Fetal Alcohol Spectrum Disorder

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September 10, 2020

MEMORANDUM

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

CC: Board Secretaries and Administrative Assistants
OCSTA Directors
OCSTA Staff

FROM: Patrick J. Daly

SUBJECT: **Ontario Announcement re: Supports for Children and Youth Impacted by Fetal Alcohol Spectrum Disorder**

Please see the attached Ontario government news release regarding supports for children and youth impacted by Fetal Alcohol Spectrum Disorder, sent to you for your information. We thought the following announcement would be of interest to our Catholic boards.



News Release

Ontario Strengthening Supports for Children and Youth Impacted by Fetal Alcohol Spectrum Disorder

September 9, 2020

Additional funding will help improve outcomes for families and children

KITCHENER — The Ontario government is providing an additional \$3 million annually to better support people with Fetal Alcohol Spectrum Disorder (FASD). The funding will be used to raise awareness, better coordinate services and expand and enhance supports for children and families impacted by FASD.

Todd Smith, Minister of Children, Community and Social Services made the announcement at an event in Kitchener where he was joined by advocates to mark International FASD Awareness Day.

"This additional funding is part of our government's ongoing commitment to support children and youth with special needs," said Minister Smith. "We heard from advocates, families and caregivers looking for more help with the day-to-day challenges of supporting children with FASD. These initiatives will not only help to end the stigma of this disorder but raise awareness and empower families as they care for loved ones."

The \$3 million investment will be used to increase resources, tools and strategies to support children impacted by FASD. The initiatives include:

- Hiring an additional 26 FASD support workers through [special needs coordinating agencies](#). FASD workers provide information, develop care plans and connect parents to resources, and support networks and diagnostic services.
- New family capacity-building workshops where families can learn helpful and practical skills to support their children.
- Service provider training to strengthen providers' understanding of FASD and promote more informed approaches to service delivery for children, youth and families impacted by FASD.
- Ongoing support for [family and caregiver support groups](#) enabling families to connect and share information, along with guidance from peers and trained professionals.
- Launching a public awareness campaign to educate people about FASD and the dangers of pre-natal alcohol consumption during pregnancy.

"The Ontario FASD Action Network has been joining voices from around the province to advocate with Minister Todd Smith and his team. We are very pleased with this announcement which is an important step for the FASD Community in Ontario. Creating strength-based services and increased awareness for families is critical for positive outcomes and is a basis from which children, youth, and adults with FASD can be supported."

— Ontario FASD Action Network Executive Team

QUICK FACTS

- Fetal Alcohol Spectrum Disorder (FASD) is a lifelong disability that affects the brain and body of people who were exposed to alcohol in the womb. Each person with FASD has unique strengths and challenges and will need special supports to help them succeed with many different parts of their daily lives.
- It is estimated that at least one in 33 children are born with FASD in Canada.
- When unsupported, young people with FASD can face high rates of mental health challenges, involvement in the youth justice system and substance use issues.
- With this additional funding the government is committing \$6.1 million in annual funding towards FASD programs and services for children and youth and their families. In addition, the government provides \$4.4 million in annualized funding for the FASD Indigenous Child Nutrition Program and \$1.22 million in FASD diagnostic services across the province.

- The Ministry of Children, Community and Social Services funds a range of programs and services for children and youth with special needs, including FASD.

ADDITIONAL RESOURCES

- [Find resources and supports for families with children and youth with FASD](#)
- [FASD Ontario](#)
- [Ontario's Indigenous FASD/Child Nutrition Program](#)
- [Coordinated service planning](#)

CONTACTS

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Minister's Office
Palmer.Lockridge@ontario.ca

Geneviève Oger
Ministry of Children, Community and Social Services
Media.MCYS@ontario.ca

Ministry of Children, Community and Social Services
<https://www.ontario.ca/mccss>

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo - Legal Insurance for Trustees
Date: Thursday, September 10, 2020 10:53:18 AM
Attachments: [image002.png](#)
[image003.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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519-578-3660 | loretta.notten@wcdsb.ca



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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, September 10, 2020 10:04 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo - Legal Insurance for Trustees

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September 10, 2020

MEMORANDUM

TO: OCSTA Trustees
Chairpersons and Directors of Education
• All Catholic District School Boards

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Nick Milanetti, Executive Director

SUBJECT: Legal Insurance for Trustees

Prior to the end of the school year, trustees were surveyed for interest in obtaining insurance beyond what O.S.B.I.E (Ontario School Boards' Insurance Exchange) insurance policy covered. Trustees were provided with information that they could review and decide whether they would like to personally purchase this insurance to cover themselves beyond what the school board offers for coverage when trustees are acting in the course of their duties.

Of the 237 Catholic trustees across the province, only 37 expressed an interest in the insurance. OCSTA went back to the underwriters, who at the time indicated that the cost likely would be much greater than the \$100.00 cost that was quoted for the entire group of trustees participating. Just this week, we heard back from the underwriters that they **would not** insure the group based on the limited numbers and the geographical interest across the province. In voluntary situations such as this the "anti selection of risk works against the underwriter."

Just a reminder that Ontario Catholic School Trustees are currently protected by O.S.B.I.E (Ontario School Boards' Insurance Exchange) insurance policy when they are acting in the course of their duties. They are covered for the following:

- Ø Personal Injury Liability; (plaintiff has suffered an injury)
- Ø Property Damage Liability; (damage to another person's vehicle or property)
- Ø Incidental Professional and Incidental Malpractice Liability; (covers non-healthcare organizations)
- Ø Environmental Impairment Liability; (claims for property damage from pollution)
- Ø Errors and Omissions Liability. (items that you would be unaware of causing damage)

It appears that there was not great interest across the province from our membership. We appreciate that the resolution came forward and the committee was able to investigate and solicit interest from the membership.

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

MARIE PALOMBI

Ontario Catholic School Trustees' Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

416-932-9460 Ext. 234 | Website: www.ocsta.on.ca

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Ontario Catholic School Trustees' Association

2020 REGIONAL MEETINGS

AGENDA

WELCOME & GATHERING PRAYER

Patrick J. Daly, President, OCSTA
Chair, Host Board

PRESIDENT'S REPORT

Patrick J. Daly, President, OCSTA

LABOUR UPDATE & SCHOOL START UP PROCESS

Nick Milanetti, Executive Director

NURTURING HOPE

Anne O'Brien, Director of Catholic Education, OCSTA

An overview will be provided of this year's Catholic Education Week theme: Nurturing Hope.

Nurtured by Hope the overview will include:

- The recognition of the special Year of Laudato Si' announced by Pope Francis on May 24, 2020, the fifth anniversary of his papal encyclical on "Caring for Our Common Home."
- The importance of Hope in the face of the ongoing reality of the COVID-19 pandemic
- The challenges to personal and spiritual well-being posed by the uncertainty and physical isolation of the current global crisis
- The Truth & Reconciliation Commission recognizing the relevance of Indigenous culture and spirituality to the spirit of Laudato Si'
- The call of trustees to nurture hope in their communities.

BREAK

QUESTIONS FOR BOARDS TO PREPARE IN ADVANCE FOR DISCUSSION AT THIS MEETING:

1. **School Reopening:** Please share with us the greatest challenges with regard to school re-opening. Were school board reserves used to reduce class sizes for this school year and if so, what percentage was used? What were the reserves used earmarked for?
2. **Collective Bargaining:** Consider the recent round of central bargaining and share with OCSTA your thoughts, what went well and key concerns. How has local bargaining transpired?
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ADJOURNMENT



Ontario Catholic School
Trustees' Association

OCSTA REGIONS

AREA	BOARDS/OCSTA REGION #
West	Bruce-Grey (4) Huron-Perth (4) London (5) Waterloo (4) Wellington (4) St. Clair (5) Windsor/Essex (5)
East	Algonquin & Lakeshore (10) Eastern Ontario (10) Peterborough-Victoria-Northumberland & Clarington (9) Ottawa (12) Renfrew (10) Simcoe-Muskoka (9)
North East	Huron-Superior (1) Nipissing-Parry Sound (1) Northeastern (1) Sudbury (1)
Central	Brant-Haldimand Norfolk (11) Dufferin-Peel (7) Durham (9) Halton (13) Hamilton-Wentworth (11) Niagara (11) Toronto (6) York (8)
North West	Kenora (2) Northwest (2) Superior North (2) Thunder Bay (2)