**Agenda**

**Committee of the Whole Meeting**

**Date:** Monday, January 11, 2021  
**Time:** 6:00 p.m.  
*Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*  
**Location:** Virtual

**Attendees:**

**Board of Trustees:**  
Bill Conway, Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen (Chair), 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:**  
Alice Figueiredo, Executive Administrative Assistant

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<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<tr>
<td>1. Call to Order</td>
<td>Chair</td>
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<td>1.1 Opening Prayer &amp; Memorials</td>
<td>Trustee</td>
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<td>1.2 Territorial Acknowledgement</td>
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<td>1.3 Approval of Agenda</td>
<td>Board of Trustees</td>
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<td>1.4 Declaration of Pecuniary Interest</td>
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<td>1.5 Items for Action</td>
<td>Board of Trustees</td>
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<td>ITEM</td>
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<td>2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</td>
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<td>3. Consent Agenda: Board (Minutes of meetings)</td>
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| 3.1 Approval of Minutes of Regular and Special Meetings  
3.1.1 Minutes of Monday, November 9, 2020 Committee of the Whole Minutes  
3.2 Progress Report – Work of the Board | Board of Trustees | pp.4-7 | Approval  
pp.8-9 | Information |
| 4. Delegations | | | |
| 5. Advice from the CEO | | | |
| 5.1 Healthy Active Living Report  
5.2 Math Strategy Update | M. Ivankovic/B. Webster  
J. Klein/P. Le Duc/ N. Snyder | pp.10-13 | Information  
pp.14-24 | Information |
| 6. Ownership Linkage (Communication with the External Environment related to Board’s Annual Agenda; ownership communication) | | | |
| 6.1 Linkages Activity  
6.2 Pastoral Care Activity | Trustees  
Trustees | -- | Discussion  
-- | Discussion |
| 7. Reports from Board Committees/Task Forces | | | |
| 8. Board Education (at the request of the Board) | | | |
| 8.1 OCSTA Communications  
8.2 Letter from Minister of Education | Chair  
Chair | pp.25-44  
pp.45-46 | Information  
Information |
| 9. Policy Discussion (Based on Annual Plan of Board Work) | | | |
| 10. Assurance of Successful Board Performance (monitoring) | | | |
| 11. Assurance of Successful Director of Education Performance (monitoring) | | | |
| 11.1 Monitoring Reports & Vote on Compliance | | | |
| 12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries | | | |
| 12.1 Ad Hoc Committee Review of Resolutions Approved at 2020 AGM | Chair | pp.47-55 | Discussion |
| 13. Announcements | | | |
### 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):
- Jan 12: CPIC
- Jan 15: OCSTA Human Rights & Equity Training Session
- Jan 16: OCSTA Virtual Seminar
- Jan 18: Governance
- Jan 19: Audit Committee Meeting
- Jan 25: Board of Trustees Meeting

### 14. Items for the Next Meeting Agenda

#### 15. Adjournment/ Confirm decisions made tonight

15.1 Confirm Decisions

### 16. Closing Prayer

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
Minutes

Committee of the Whole Meeting

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

**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:**
Abby Barbosa & *Kate Morrison
*Via Teams

**Administrative Officials Present:**
Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, *Laura Shoemaker
*Via Teams

**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 Reitzel.

**1.2 Territorial Acknowledgement**
The Territorial Acknowledgement was led by Trustee Conway.

**1.3 Approval of Agenda**

2020-39 -- It was moved by Trustee da Silva and seconded by Trustee Reitzel:
THAT the agenda for Monday, November 9, 2020, be now approved. --- Carried by consensus.

**1.4 Declaration of Pecuniary Interest**
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL
1.5 Items for Action:

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 October 9, 2020 Committee of the Whole Minutes

2020-40 -- It was moved by Trustee Weiler and seconded by Trustee Dupuis:
THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved. ---
Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 2020 Community Planning and Partnership Report

5.2 Pastoral Plan Update
Superintendent Olson introduced Fr. Joseph de Viveiros, WCDSB Spiritual Animator and John Murphy, Religion and Family Life Consultant who provided an update on the Pastoral Plan. Presentation included introduction to the “Gathered to Become” prayer, information on the Board wide “Becoming” Butterfly project, connection to the St. John’s Bible (Bugs in the Bible), connecting our schools to Laudato Si, the Board partnership with the Cambridge Butterfly Conservatory, recap of the Commissioning night and highlights of the upcoming Spiritual Development Day.

6. Ownership Linkage (Communication with the External Environment)
6.1 Linkages Activity
Trustees reported back from the Linkage Committee. Highlights included:
• Commissioning feedback. Director Notten to confirm that attendees have received Trustee Q & A as it was requested.
• Discussed possible meeting with Waterloo Region Rainbow Coalition to discuss outreach.
• Appreciation for recent new of the merger of Waterloo Region Catholic Schools Foundation and the Catholic Community Foundation of Waterloo Region, which is now The Catholic Community Foundation of Waterloo Region Inc and St. Mary’s for Readers Choice Award.
• Discussion of preparing correspondence to commemorate Bishop Crosby’s 10th’s anniversary as the Bishop of the Diocese of Hamilton.
• Discussion of reaching out to schools to promote the Feb 3, 2021 Winter Walk to School Day. Director Notten will follow up with administrators.

6.2 Pastoral Care Activity
Trustees reported back from the Pastoral Care Committee. Highlights included:
• Discussion on possible virtual retreat in the spring.
• Discussion on possible volunteer opportunities, will wait until spring. Asked Trustee Schmalz to looking into Stocking Stuffers.
• Requested the possibility of Trustee obtaining “Gather to Become” banner for the Boardroom. Trustees to looking into butterfly theme items for the prayer table.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)
8.1 OCSTA Communications
Chair Conway briefly discussed OCSTA communications.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items
12.1 Admissions Policy APA001

Trustee Price brought forth discussion on Elementary Admission Policy. Trustee discussed whether the Non-Catholic Admission is being properly administered by schools. Director Notten confirmed that the policy is followed, and all denials come to the School Superintendent for final decision.

Trustees questioned whether Non-Catholic Admission is tracked. It was confirmed that Non-Catholic admission was tracked through Trillium and now Aspen.

Trustee Van Alphen suggested a report gathering information from Non-Catholic families asking why they decided on our board and perhaps a review of the policy to ensure there is no missing links. Director Notten confirmed that she can review the policy to ensure the policy is being fully followed by schools. Director Notten noted that families that come to our schools wish to have a faith-based education.

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
2020-41-- It was moved by Trustee Dupuis and seconded by Trustee da Silva:
That the Board of Trustees move into Private, Private at 7:50 p.m. --- Carried by consensus
2020-42 -- It was moved by Trustee Dupuis and seconded by Trustee Weiler:
That the Board of Trustees motion to Rise and Report from Private, Private at 8:40 p.m.
--- Carried by consensus

2020-43 -- It was moved by Trustee Dupuis and seconded by Trustee Weiler:
That the Board of Trustees motion to move into Private, Private, Private at 8:45 p.m.
--- Carried by consensus

2020-44 -- It was moved by Trustee Schmalz and seconded by Trustee Gravelle:
That the Board of Trustees motion to extend the meeting beyond 9:00 p.m.
--- Carried by consensus

2020-45 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:
That the Board of Trustees motion to rise and report from Private, Private, Private at 9:20 p.m.
--- Carried by consensus

16. Closing Prayer

17. Motion to Adjourn

2020-46-- It was moved by Trustee Gravelle and seconded by Trustee Dupuis:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:25 p.m.
Report

Date: January 11, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Progress – Work of the Board

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
• Board Policy II 003 Board Job Description

Policy Statement and/or Education Act/other Legislation citation:
• Item #6 - The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each school year.

Alignment to the MYSP:
Not applicable

Background/Comments:

At the September 14th COWB meeting trustees discussed and set priorities as their work for the 2020/2021 school year. A SWOT analysis was completed as a follow up from the self-evaluations as discussed in May 2020. Two main priorities emerged through this discussion. The first priority being a review of monitoring reports and the second priority is on trustee motions and trustee inquiries.

Trustees referred the priorities to Governance for further discussion to narrow down the work and recommend a plan going forward. Governance discussed the priorities on October 14th and suggested an outside consultant be hired to work with trustees to review monitoring reports while the work around motions and inquiries be led by trustees and discussed as a group. This
plan was brought back to the full board on October 28th direction provided to the Chair to hire the outside consultant.

Next Steps – The Board of Trustees will have their first PD Session with Marion Thomson Howell from Shaughnessy Howell Inc on January 26th with following sessions TBD. The work and discussion around motions and trustee inquiry will be schedule for the March COWB, more information to come.

**Recommendation:**

That the Board of Trustees review and accept this summary of the work set out for the 2020/2021 school year.

**Prepared/Reviewed By:** Melanie Van Alphen, Chair of the Board

*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.”*
Report

Date: January 11th, 2020
To: Board of Trustees
From: Director of Education
Subject: Healthy Active Living Report

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
PPM 138 – DPA
PPM 144 – Bullying Prevention
PPM 150 – Food & Beverage Policy
PPM 158 - Concussions

Policy Statement and/or Education Act/other Legislation citation:
PPM 144 – Bullying Prevention & Intervention (2012)
PPM 150 – School Food & Beverage Policy (October 2010)
Ontario Ministry of Health – Standards for Public Health Programs & Services (School Health Standard)
Ontario’s Equity and Inclusive Education Strategy (2009)
Ontario’s Equity Action Plan (2017)

Alignment to the MYSP:
So much of Healthy Active Living is integrated across other areas of the multi-year strategic plan and plays a key role in Mental Health and Well Being Goals.

Nurture the wellbeing of all students and staff. (Strategic Direction)
  Increase in student attendance and engagement. (Goal)
  Integration of Healthy Active Living and Learning into local school Well Being plans. (Action)

Evidence/KPI:
Increase in OPHEA Healthy Schools Certifications
Increase in number of schools working with Region of Waterloo Public Health.

Background/Comments:
The 2019-2020 school year saw evidence of much success within the Healthy Active Living world at WCDSB. Below is a summary of the 5 priorities within the past school year:

1. New Health & Physical Education Curriculum
2. Don’t Walk in the Hallway - Physical literacy programing
3. Foundations of a Healthy School
4. Rowan’s Law
5. Learn at Home - COVID 19 Program Support.

1. NEW HEALTH & PHYSICAL EDUCATION CURRICULUM - ELEMENTARY

GREAT MOMENTS
- Primary planning time teachers engaged in professional development around these new ideas the first afternoon of the school year.
- A collaborative plan was put into place with John Murphy, our Religion Consultant and Sharon Porty, our Mental Health Lead, to in-service the Junior and Intermediate teachers on the new developments in the HPE curriculum in April & May. However, due to COVID concerns and the subsequent closure of schools in March, this did not happen.

CHALLENGES
- The new elementary curriculum was released on August 26th, 2019;
- This new curriculum included the additions of the Social-Emotional Learning Skills and the Mental Health Literacy strand, both of which were brand new pieces to the document.
- COVID-19 circumstances derailed the in-servicing of our teachers.

2. DON’T WALK IN THE HALLWAY

GREAT MOMENTS
- Thirty-eight schools were provided with a “Don’t Walk in the Hallway” program that offered great movement patterns through the hallways.
- This program allows students to passively develop physical literacy skills in natural everyday settings.
- This program also works to support sensory learning for those students that benefit from active forms of sensory support.
- Tremendous support was received from administrators regarding this opportunity in their schools.

“Students thoroughly enjoy it both formally (guided by a staff member during a DPA routine or walking with student(s) down the hall) and informally (students doing the movements coming back from the washroom) - is very worthwhile!” – Jeff Dinner, Our Lady of Grace.
“Such a positive response from the staff and students and regular use of the circuit is ongoing. Many staff use it as transition movement from the classroom to the library/gym. Parents were curious and excited about the decals and positive movement for students. Our custodial staff was instrumental in securing them down and mindful using the cleaning machines.” David Lynch, St. Kateri

CHALLENGES
● Carrying costs of the decals moving forward will lie with individual school budgets.

3. FOUNDATIONS FOR A HEALTHY SCHOOL

GREAT MOMENTS
● Our Foundations for a Healthy Schools program continued, and the pilot program has come full circle and was completed.
● With the addition of the St. Mary’s family of schools, all 48 schools are now supported by a Public Health nurse from the Region of Waterloo Public Health.
● Although COVID 19 affected the end of our school year, WCDSB was still able to certify 7 schools and given all of the circumstances, we consider this a successful year. Note the previous year 14 schools were certified.
● All schools were provided with an incentive to participate in the OPHEA Healthy Schools certification program… complete the certification, regardless of achievement level and be entered into a draw for a $500 Physical Education equipment voucher at Marchants Sports Equipment. The winner from this past year was Holy Spirit Catholic Elementary School! Congratulations Flames!

CHALLENGES
● Due to COVID restrictions the initial plans associated with the Foundations of a Healthy Schools program were put on pause.

4. ROWAN’S LAW

GREAT MOMENTS
● All staff across the board were virtually in-serviced on our new protocols in June 2020.
● PPM 158 requires significant investments in education, tracking, communication and return to school protocols which is reflected in our updated AP memo.

CHALLENGES
● PPM 158 was released by the Ministry in September 2019.
● A comprehensive new AP Memo was developed (APH-027).

5. LEARN @ HOME

GREAT MOMENTS
● Physical Education pivoted and provided activity based learning for all students rooted in the STEAM initiative adopted throughout our board.
● Students and educators were provided with a weekly calendar of physical activities designed to provide an opportunity for students to be active at home.
● 538 unique viewers tapped into the resource provided.
● Currently, educators are supported with new COVID protocols in Physical Education with an additional Google platform resource that focus on meeting the curriculum expectations while adhering to WCDSB Operating Guidelines.
CHALLENGES

● Teaching Physical Education was not mandated by the Ministry of Education during the Learn at Home phase of 2019-2020.
● Educators had plenty of new things to try to learn and manage during this time, so we needed to find a way to assist teachers in providing healthy, physical activities for all ages of students that live in a variety of different learning environments.

Next Steps/Moving Forward
Moving ahead towards 2020-21, the primary focus in the Healthy Active Living portfolio will lie in supporting schools through a return to school plan in the Health & Physical Education world.

● New protocols will affect regular routines including physical activity patterns from Kindergarten through Grade 12. Students are limited in the equipment that they use, the sanitization protocols necessary and the physical distancing required to keep all students and staff safe.
● At a time in which Physical Education needs to be one of the pillars of mental health and well-being, it will take great creativity and communication to ensure our system of teachers feel fully supported. This will be achieved through weekly emails to the Primary Planning Time Team and the use of the Weekly Announcements platform. Administrators will have the opportunity to have the Healthy Active Living Consultant virtually attend staff meetings so support can be provided directly to educators.
● It will be crucial that plans continue to be flexible as the year progresses and efforts will be made to communicate with our Public Health office and other school boards across the province to ensure best practices are being observed.

Recommendation:

Prepared/Reviewed By:  Loretta Notten
                           Director of Education

                            Maria Ivankovic, Superintendent of Learning

                            Brigitte Webster, Healthy Active Living Consultant

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Date: Jan. 11, 2021
To: Board of Trustees
From: Director of Education
Subject: Mathematics Report

Type of Report:  □ Decision-Making
□ Monitoring
✔ Incidental Information concerning day-to-day operations

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Education Quality and Accountability Office Act, 1996

Policy Statement and/or Education Act/other Legislation citation:
- Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2020 p. 46 E1: Project Plan - Math Strategy (p.5 of 8)
- New Vision for Education (page 6 of 11)

Alignment to the MYSP:

Priority Area:

Nurturing Our Catholic Community

Strategic Direction:
Promote a culture of belonging and respect that supports success for all
Goal: Equitable access to learning opportunities

Priority Area:

Student Engagement, Achievement & Innovation

Strategic Direction:
Foster maximum opportunity for success for all
Goal: Improve Numeracy Achievement
Purpose:
As well as providing an update with respect to the following listed math priorities, this report endeavours to illustrate how we are responding to the changing landscape of education. Specifically, how we are leveraging technology to enhance each student’s learning experience and how we continue to strive to know our learners so as to respond to their needs & learning achievements; thus moving each student forward along their learning and life journey. “Success for each, a place for all”

1. 2020 Math Curriculum, Grades 1-8 - addendum to Growing Success & Update on Evaluation of SELs
2. Math Coaching Support (Elementary) - revised, cycle 1 Nov. 23- Dec. 18
3. October 9 Numeracy PD Day: Elementary & Secondary
4. Math Professional Learning Opportunities: Reaching Educators Virtually & Digitally
5. Resource Update: usership data for Knowledgehook, Mathology.ca & NEW digital manipulative supports
6. Secondary Update - Grade 9 Student Feedback, EQAO field test, 2021 De-streamed Grade 9 Math Course
7. Next Steps for math professional learning: elementary & secondary

1. 2020 MATH CURRICULUM, GRADES 1-8 - ADDENDUM TO GROWING SUCCESS & UPDATE ON EVALUATION OF SELS (Social Emotional Learning Skills)

Addendum to Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020

To foster a cohesive approach to both instruction and assessment across the elementary mathematics curriculum, achievement in mathematics will be reported as one overall grade/mark, with supporting comments. The letter grade/percentage mark will best reflect the overall learning of the student in mathematics; considering integrated learning across the strands taught in each reporting period.

Comments will describe significant strengths demonstrated by the student and identify next steps for improvement; they may also describe growth in learning. When appropriate, teachers may make reference to particular strands in their comments.

Update on Evaluation of SELS (Social Emotional Learning Skills)

Social emotional learning skills have been built into two recently released elementary curricula (Health and Physical Education (2019) and Mathematics (2020) in “Strand A” of both documents. In response to emerging research on evaluation and reporting of social-emotional learning skills and in the effort to ensure all students benefit from bias-free assessment of social-emotional learning; the Ministry of Education has recommended a pause in the evaluation of social emotional learning skills as released in a memo to Directors of Education on December 1, 2020.

The recommended pause reflects the growing need for additional supports of effective assessment and evaluation for these vital skills focused on anti-biased, equitable and inclusive pedagogical approaches. The following comment will be included as a leader statement in the comment boxes for both Mathematics & Health & Physical Education on the elementary report card: “Students’ social-emotional learning skills have not been evaluated”.

2. MATH COACHING SUPPORT (ELEMENTARY) - REVISED, CYCLE ONE: NOV. 23- DEC. 18

The Math Coaching Support Plan was adjusted on Nov. 20, 2020 to reflect the return of the math coaches to their roles, to accommodate the remaining days in cycle one and to be responsive to the receptiveness of coaching in the targeted-support & board-identified schools.

St. Daniel and Sir Edgar Bauer (board-identified support) replaced St. Michael and St. Anne (C) in cycle one. Math coaches provided classroom-embedded coaching in two AM classrooms and one/two PM classrooms for the duration.
of the cycle; with the exception of St. Gregory which received AM classroom-embedded coaching only and St. John which received PM remote coaching.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Assigned Days</th>
<th>Actual Days Coached</th>
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<tbody>
<tr>
<td>Sir Edgar Bauer</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>St. Daniel</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>St. Gregory</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>St. John</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>St. Peter</td>
<td>18</td>
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**Board Inputs to Targeted-Support & Board-Identified Schools**

Day-to-day coaching support for 18 days; focused on the (NEW) 2020 Math Curriculum implementation & High Impact Instructional Practices.

Collected baseline data using classroom-created PRE & POST assessments for marker students.

Bringing awareness to the key changes in the 2020 Math Curriculum.

On-going support for leveraging technology and for the use of board-purchased math resources; knowledgehook.com and mathology.ca

**PRE & POST Assessment: Marker Students @ Targeted & Board-Identified Support Schools**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Pre: Not Yet</th>
<th>Pre: Getting There</th>
<th>Pre: Got It</th>
<th>Post: Not Yet</th>
<th>Post: Getting There</th>
<th>Post: Got It</th>
<th># of Students</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>39%</td>
<td>37%</td>
<td>24%</td>
<td>15%</td>
<td>15%</td>
<td>70%</td>
<td>18</td>
</tr>
<tr>
<td>Grade 1/2</td>
<td>69%</td>
<td>18%</td>
<td>13%</td>
<td>21%</td>
<td>21%</td>
<td>58%</td>
<td>13</td>
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<tr>
<td>Grade 2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Grade 2/3</td>
<td>29%</td>
<td>2%</td>
<td>69%</td>
<td>29%</td>
<td>0%</td>
<td>71%</td>
<td>14</td>
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<tr>
<td>Grade 3</td>
<td>26%</td>
<td>27%</td>
<td>47%</td>
<td>37%</td>
<td>0%</td>
<td>63%</td>
<td>18</td>
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<tr>
<td>Grade 3/4</td>
<td>45%</td>
<td>16%</td>
<td>39%</td>
<td>31%</td>
<td>1%</td>
<td>68%</td>
<td>20</td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4/5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5/6</td>
<td>74%</td>
<td>18%</td>
<td>8%</td>
<td>45%</td>
<td>31%</td>
<td>24%</td>
<td>28</td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6/7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>0%</td>
<td>32%</td>
<td>68%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>19</td>
</tr>
<tr>
<td>Grade 7/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>41%</td>
<td>37%</td>
<td>22%</td>
<td>15%</td>
<td>25%</td>
<td>60%</td>
<td>21</td>
</tr>
</tbody>
</table>

- Overall reach: **151 students**
- “Focus-Grades” from grades 1 to 8
- **Math Confidence Surveys** collected for 3 or the 4 schools involved in this cycle.
- PRE to POST gains made in all participating grades.
- **24 teachers** accessed math coaching support.
- Multiple math content with an emphasis in:
  - Coding (Algebra)
  - Financial Literacy (integrated with other strands)
  - Mathematical Modelling (Algebra)
Description of Coaching (Frequency)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-teaching - coach led</td>
<td>40</td>
</tr>
<tr>
<td>Co-plan</td>
<td>39</td>
</tr>
<tr>
<td>Co-teaching - teacher led</td>
<td>36</td>
</tr>
<tr>
<td>Co-debrief</td>
<td>28</td>
</tr>
<tr>
<td>Modelled instruction</td>
<td>20</td>
</tr>
<tr>
<td>Met with administrator</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
<tr>
<td>Remot Coaching</td>
<td>7</td>
</tr>
<tr>
<td>Met with educator (not in the coaching cycle)</td>
<td>4</td>
</tr>
</tbody>
</table>

Successful Classroom Coaching Strategies

- Use of PRE/POST assessments: to guide instruction and focus coaching work.
- Leveraging Technology: use of interactive, digital math tools & manipulatives
- Unplugged coding activities to highlight coding concepts & integrated learning
- Cross-strand financial literacy tasks
- Use assessment tasks in Knowledgehook, use of Little Books & tasks in mathology.ca

Math Confidence Survey Results by Grade (St. Daniel, St. Gregory & St. Peter)

1. I like mathematics.

2. I am good at mathematics.

3. I am able to answer difficult mathematics questions.

4. I do my best when I do mathematics activities in class.
5. I read over a mathematics problem first to make sure I know what I am supposed to do.

6. I think about the steps I will use to solve a mathematics problem.

What's Next?

- Cycle 2 is January 4 to February 12 with a **blended approach**
- AM job-embedded coaching at the schools below:

<table>
<thead>
<tr>
<th>Mon. Haller (3 weeks)</th>
<th>St. John (3 weeks)</th>
<th>St. Bernadette (3 weeks)</th>
<th>Christ the King (3 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Michael (3 weeks)</td>
<td>St. Joseph (3 weeks)</td>
<td>St. Anne C (3 weeks)</td>
<td>Bl. Sacramento (3 weeks)</td>
</tr>
</tbody>
</table>

- PM remote coaching for **Intertemtional Support-Schools** & St. Isidore (coach by grade assignments)

3. OCTOBER 9th NUMERACY HALF-DAY

**REPORT ON PRE/POST LEARNING FROM OCT. 9 DAY (ELEMENTARY)**

**Elementary** Educators, Administrators, Student Support Staff & System Support Staff were invited to participate in a half-day, asynchronous **Educator Learning Module (ELM)** via self-directed distance learning. This ELM was composed of 5 stand-alone sections and the module learning agenda included:

- Social Emotional learning Skills & Math Processes
- Program Planning (Long-Range Plans)
- Strand C: Algebra (Coding & Mathematical Modelling)
- Assessment, Evaluation & Reporting
- Resources & Supports

This PD day was designed to continue the learning from Sept. 2nd; using the post-learning survey data to design the learning goals for the day.

**Who participated?** 614 participants submitted a pre-learning survey at the start of the day and a post-learning survey at the end of the module; rating their **level of comfort** with program planning, instructional approaches & assessment practices of the NEW math curriculum. 90% completed all 5 → sections of the ELM
PRE / POST Learning Survey Results: Increased comfort across all areas from pre to post learning survey results (See data tables below).

<table>
<thead>
<tr>
<th>Social Emotional Learning &amp; Math Processes</th>
<th>1 - limited comfort</th>
<th>2 - somewhat comfortable</th>
<th>3 - growing comfort</th>
<th>4 - very comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>129</td>
<td>252</td>
<td>201</td>
<td>32</td>
</tr>
<tr>
<td>POST</td>
<td>24</td>
<td>108</td>
<td>388</td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program planning; long-range planning</th>
<th>1 - limited comfort</th>
<th>2 - somewhat comfortable</th>
<th>3 - growing comfort</th>
<th>4 - very comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>117</td>
<td>251</td>
<td>196</td>
<td>50</td>
</tr>
<tr>
<td>POST</td>
<td>24</td>
<td>180</td>
<td>346</td>
<td>64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand C: Algebra; mathematical modelling &amp; coding</th>
<th>1 - limited comfort</th>
<th>2 - somewhat comfortable</th>
<th>3 - growing comfort</th>
<th>4 - very comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>242</td>
<td>255</td>
<td>101</td>
<td>17</td>
</tr>
<tr>
<td>POST</td>
<td>49</td>
<td>236</td>
<td>301</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment, Evaluation &amp; Reporting</th>
<th>1 - limited comfort</th>
<th>2 - somewhat comfortable</th>
<th>3 - growing comfort</th>
<th>4 - very comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>112</td>
<td>220</td>
<td>223</td>
<td>58</td>
</tr>
<tr>
<td>POST</td>
<td>28</td>
<td>183</td>
<td>344</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources &amp; Supports</th>
<th>1 - limited comfort</th>
<th>2 - somewhat comfortable</th>
<th>3 - growing comfort</th>
<th>4 - very comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>176</td>
<td>270</td>
<td>151</td>
<td>17</td>
</tr>
<tr>
<td>POST</td>
<td>29</td>
<td>198</td>
<td>333</td>
<td>54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linking current strategies &amp; practices and recognizing what new</th>
<th>1 - limited comfort</th>
<th>2 - somewhat comfortable</th>
<th>3 - growing comfort</th>
<th>4 - very comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>136</td>
<td>285</td>
<td>176</td>
<td>17</td>
</tr>
<tr>
<td>POST</td>
<td>27</td>
<td>185</td>
<td>356</td>
<td>46</td>
</tr>
</tbody>
</table>

New Learning & Continue Learning POST Learning Survey Mentions (Elementary)

<table>
<thead>
<tr>
<th>A Piece of New Learning from this ELM...</th>
<th>Number of Mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coding</td>
<td>231</td>
</tr>
<tr>
<td>2. Resources Available</td>
<td>142</td>
</tr>
<tr>
<td>3. Support for Planning &amp; Long-Range Plans</td>
<td>118</td>
</tr>
<tr>
<td>4. Social Emotional learning</td>
<td>108</td>
</tr>
<tr>
<td>5. Mathology.ca</td>
<td>54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I would like to learn more about...</th>
<th>Number of Mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coding &amp; Resources</td>
<td>195</td>
</tr>
<tr>
<td>2. Resources/Units/Texts</td>
<td>154</td>
</tr>
<tr>
<td>3. Gap Closing</td>
<td>101</td>
</tr>
<tr>
<td>4. Assessment, Evaluation &amp; Reporting</td>
<td>79</td>
</tr>
<tr>
<td>5. Lessons Planning Supports</td>
<td>56</td>
</tr>
</tbody>
</table>

REPORT ON SECONDARY COMPONENT OF NUMERACY DAY (n=157)

Note: this data collected from teachers of ALL subject disciplines

In addition to the feedback provided in the table above, teachers also shared new learning with respect to the following 3 areas:

- A component of Social Emotional Learning Skills they learned the most about
- A High Impact Instructional Practice for Math which they might use in their own practice, and why
- What the most significant learning was for them during this PD session

Secondary Teachers’ Feedback_Oct. 9 Numeracy Day

- % who chose Considerable/Significant/Average
- Rank your new learning today with respect to Social Emotional Learning Skills
- Rank your new learning today with respect to High Impact Instructional Practices
- Rank your new learning today with respect to the new Mathematics Curriculum Grades 1-8

Quality, Inclusive, Faith Based Education | wcdsb.ca
Worthy of note, teachers expressed surprise at the quality of the new elementary math curriculum and the components within it that could inform their practice, even amongst non-math subject educators.

4. MATH PL OPPORTUNITIES: REACHING EDUCATORS VIRTUALLY & DIGITALLY

- **Math-Tuesday-Talks:** 1st & 2nd Tuesday of each month *(led by Gr. 1-8 Math Consultant)*
  - These 40-minute math “learning bursts” are divided into two 20-minute segments (“front and back 20”) and are designed to support implementation of the new 2020 curriculum
  - Past topics have included: real-life contexts for math, constructing progress report comments, integrated learning using long-range plans, cross-curricular math learning (a natural fit for math)
  - Many elementary staffs attend or watch the recordings during a portion of their monthly staff meeting

- **Taking Math Outdoors:** One per Season *(led by Gr. 1-8 Math Consultant)*
  - These sessions examine how the outside environment can help to give abstract concepts a real-life context
  - Explore outside learning as an extension of the classroom; an opportunity for children to learn and apply skills in a practical way

- **Teaching Math Remotely:** Ongoing & Offered at peak “Switching Learning Environment” times *(led by Gr. 1-8 Math Consultant)*
  - These webinars provide an overview of how to get started with teaching math remotely, including the importance of visuals, use of virtual tools, collaborative math talks, use of online math resources etc.
  - Though support for St. Isidore is ongoing, additional after-school sessions are periodically provided for teachers who are new to teaching math remotely

- **Virtual Lunch & Learns**
  The Gr. 1-8 Math Consultant has provided lunch & learn (aka munch & math) sessions to school by request; some past sessions include:
  - Intro. to Coding by Division
  - Number Sense Routines & the New Curriculum: a Digital Twist
  - Mathematical Modelling by Division
  - Math and English Language Learners

All after-school math-learning sessions are recorded and shared in the Math NEWS Update and by request to the Gr. 1-8 Math Consultant.

- **Grade 6-10 Algebra**
  - The Gr 7-10 Math consultant hosted a variety of optional webinars to highlight and enable clarity regarding important new expectations within the elementary math curriculum, specifically within the Algebra strand. As well, opportunities to witness the use of, and practice, technological strategies & digital tools were offered.

All of these after-school math-learning sessions are recorded and shared upon request to the Gr. 7-10 Math Consultant.
● Support for St. Isidore
  ○ Direct and intentional support is continually provided for St. Isidore by our elementary Math Coaches and our Math Consultants, which ultimately supports K-12 at our virtual school. St. Isidore also has dedicated Math coaching support by grade for cycle 2 (Jan. 4- Feb. 12).

● Virtual School Council/ Staff /Division & Department Mtgs
  ○ Math Consultants provided professional learning opportunities, in response to individual school requests; offering uniquely-designed specific learning to both educators & parents through appropriate vehicles such as these.

● Weekly Math NEWS Updates
  (Click here for past Issues of Math NEWS Updates)
  ○ Weekly Math NEWS Update (digital newsletters) are posted each week in the system announcements; they provide current updates about the New Math Curriculum, share resources & learning supports, advertise WCDSB math professional learning sessions as well as learning opportunities by the ministry and various educational partners.
  ○ The Math NEWS Updates also often highlight a task, a virtual tool or a website for educators to explore.

● Administrator PD
  ○ Math consultants + Superintendents of Learning joined to provide a professional learning session for administrators in early December. Afterwhich, administrators chose a topic for further learning in the new year.
  ○ These sessions support Math Leadership Learning, collaborating in small scale inquiries into personal strengths, areas for improvement, and next steps in leading & sustaining math learning at the school level.

5. RESOURCE UPDATE & USERSHIP DATA FOR KNOWLEDGEHOOK (KH),MATHOLOGY.CA & DIGITAL TOOLS

Knowledgehook
● Professional learning was facilitated by our KH support personnel via webinars for Primary, Junior, Intermediate, and Secondary teachers, both new and experienced
● To date we have 450 educators using KH from Grades 3-10, we have increased our usership by 322 users since April 2020

Mathology.ca
● 12 Getting Started Webinars, including 3 specifically for WCDSB educators, were offered during September, October & early November - these sessions were well attended by WCDSB educators
● To date we have 412 educators using mathology.ca from K -3

Brainingcamp.com
● Brainingcamp.com is a web based support for interactive and visual math tools. A brainingcamp.com subscription will provide our WCDSB elementary educators with digital manipulatives which are easy to use, and include many special features to facilitate learning. We have received a privacy
approval and are awaiting a risk tolerance approval from purchasing. Upon purchase we will be offering learning sessions for WCDSB educators to introduce this new digital support to the system.

6. SECONDARY UPDATE

Grade 9 Student Feedback
Data was collected from Grade 9 Math students during Quadmester 1, via an optional survey, to gauge their comfort with, and understanding of, the three different learning formats we would be using this year. Of those who participated, results are below. The pre-data helped to inform teachers’ attention to student well-being and their ability to feel successful in mathematics, i.e. knowing the learner and responding to the learner, throughout the quadmester. (and carried on to inform subsequent quadmesters) Note: Pre-data was reviewed in our October Math Report

NOTES:
- Percentages represent students who stated they were feeling ‘comfortable’ or ‘very comfortable’ with each learning environment
- In Academic, particularly more students engaged in this optional survey at the end of the quadmester
- End of quadmester participants offered significantly more comments for teacher consideration

<table>
<thead>
<tr>
<th>Pre-Data collected in first 2 weeks of Quad 1</th>
<th>F2F</th>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Data collected in final week of Quad 1</td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
</tr>
<tr>
<td>9 Academic* (Pre n = 60; Post n = 136)</td>
<td>82%</td>
<td>82%</td>
<td>48%</td>
</tr>
<tr>
<td>9 Applied** (Pre n = 46; Post n = 47)</td>
<td>45%</td>
<td>85%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*12 classes of students (~avg class size = 25) Therefore ~ 20% participation Pre; 45% participation Post
**7 classes of students (~avg class size = 19) Therefore ~ 35% participation for both Pre & Post

Gr 9 Math EQAO Field Test
- We cancelled our participation in Quadmester 1 (end of November) due to lack of technical readiness by EQAO
- We will be participating in Quadmester 2, during the week of January 25-29. Period 3 students from four secondary schools will write the EQAO Field Test during a F2F session. (Note: no per 3 gr 9 math at Doyle this quadmester, so they will participate in consequent quadmesters)
  - Teachers + their administrators have engaged in webinars (both with ministry and with secondary math consultant) explaining what this field test will look like, the process of administering it, and how results will be provided immediately after student completion
  - Since this is a field test for EQAO, we will not be including results into the compilation of student’s grades. As well, EQAO will not be making the results publicly available.

Grade 9 New De-streamed Math Curriculum 2021
- At this point in time, we know the following:
  - Course Code for this course
  - This de-streamed course will replace both Gr 9 Applied & Gr 9 Academic courses
  - Our Gr 9 LDCC Math course will remain an option for students in 2021 (will be reviewed by ministry in spring of 2022)
To honour the intentions and goals for the de-streamed math course, WCDSB will not be offering Pre-Ap Math at any of our secondary schools in 2021/22
- It is the ministry’s intention to provide concrete curriculum information to educators prior to the end of this school year (goal of late spring) They will also in-service all stakeholders, particularly teachers, as we move forward implementing this new curriculum.
- Our math consultant, alongside the ministry, will support educators throughout the summer and into next fall. This will include providing information pertinent to students & their parents/guardians.

7. NEXT STEPS FOR MATH PROFESSIONAL LEARNING: ELEMENTARY & SECONDARY

K-12
A. CONTINUATION of:
   - Virtual Professional Learning, via webinars, to respond to teacher & student needs in real time
   - Math Coaching Support for Board-Identified schools; support for periphery schools ongoing by consultants; explicit support for St. Isidore staff ongoing by both math coaches and consultants
   - Pre-planned math webinars for all divisions of educators and administrators to support the new elementary curriculum, and the educational landscape serving all learners, as it evolves
   - Keeping educators informed of ministry math resources updates and abreast of all support(s) being offered via the weekly Math News Updates
B. Purposefully collaborating across Program Services in order to provide highly-accessible services that are aligned to assist our educators in ‘knowing their learners’ and responding effectively. Prioritizing ‘just-in-time’ support, for all educators, students, and administrators continues to be our collective goal.

Elementary
A. Monthly Math-Tuesday-Talks with timely content to support elementary educators with implementation of the new curriculum
B. Ongoing support for curriculum implementation; addressing the curriculum gaps from 2005 to 2020
C. Supporting the evolving use and adoption of knowledgehook.com and mathology.ca
D. Taking Math Outdoors: Winter Session
E. Bridging learning from K to grade 1 with the New Math Curriculum
F. Ongoing support to leverage technology and digital supports for math learning (brainingcamp.com)

Secondary
A. Review of EQAO process and student results to inform teaching & learning
B. Continuation of support for:
   - Math Program Heads + lead teachers as professional curriculum leaders
   - Secondary Math educators and their students with both content comprehension and pedagogical knowledge, but particularly with strategies to enhance digital literacy that will support math learning & understanding, in both the face-to-face and online environments
C. Timely preparation for the new De-streamed Grade 9 Math 2021 curriculum (MTH1W), as appropriate to information provided by ministry
   - This will include professional learning for secondary math teachers & their administrators, keeping parents/guardians of Grade 8 students, their teachers, and elementary administrators informed of developments throughout the process, and other important considerations for successful programming
In Closing
We strive to reach educators starting from where they are and inviting them to build an expanded understanding of the math curricula through investigating key aspects, content expectations and by exploring ideas to assist with implementation. Alongside this, we encourage educators to identify practices and strategies they are currently using that enhance learning and to consider new approaches they need to take to ensure student success. Innovation and leveraging technology remain at the centre of our work enabling all of us to adapt and thrive in our ever-changing educational landscape.

For Information
Prepared/Reviewed By: Loretta Notten
   Director of Education

   John Klein
   Superintendent of Learning

   Richard Olson
   Superintendent of Learning

   Petra LeDuc
   Student Achievement Consultant, Mathematics 1-8

   Nancy Snyder
   Student Achievement Consultant, Mathematics 7-10
President’s Christmas Message

For a child has been born for us;
a son given to us;
authority rests upon his shoulders;
and he is named
Wonderful counsellor, Mighty God,
Everlasting Father, Prince of Peace (Isaiah)

“When it comes to life, the critical thing is whether you take
things for granted or take them with gratitude.”
G. K. Chesterton
This season of Advent more so than I recall in previous years, I have found myself reflecting on and through prayer giving thanks to God for the blessings in my life. Most especially for the child born in Bethlehem and the witness of parents, lay and religious teachers and clergy who instilled in me a faith in that child Jesus, as my Saviour. For the love and support of a loving wife and children who nurture that faith in me each day. In my ministry in Catholic education I give thanks to my HWCDSB and OCSTA (Catholic school boards) communities/families.

In this year of unprecedented and complex challenges I express thanks to each of you as Catholic school trustees and the system and school staff within your boards for the outstanding service you have provided. While giving priority to the health and safety and well-being of your students and staff, you have continued to place Christ at the centre of your Catholic school systems. While challenges remain, you and each of the staff members within your school systems are to be commended and congratulated for your commitment and collective good work.

The words of G.K. Chesterton remind us that as the guardians and stewards of our Catholic school systems, we as Catholic School Trustees are called to protect and promote the precious gift of publicly funded Catholic education and to never, ever take it for granted.

On behalf of the OCSTA Board of Directors and our dedicated staff, I thank each of you for your selfless service and wish you, your families and the Catholic school system you represent a blessed Christmas and a New Year filled with much joy.
Patrick J. Daly
OCSTA President

2021 Catholic Trustees Seminar:

FORWARD IN FAITH & UNITY

The 2021 annual Catholic Trustees Seminar will be hosted virtually on the Zoom videoconferencing platform. The event happens on Saturday, January 16, beginning at 9:00 a.m.

Click here to view the CTS Program

Click here to register

Intensive Program in Human Rights
This past summer, the Minister of Education announced actions to address racism and systemic inequities in the education system. These actions include professional learning opportunities for school board leaders and staff on advancing human rights and equity for school communities.

The Intensive Program in Human Rights for School Board Leaders, was designed for Trustees in collaboration with the Ministry of Education and the trustees’ associations to inform its design and delivery. A specific session has been developed within this program to include the Catholic faith perspective and considerations within the Catholic school system and the date for Part A of that session is Friday, January 15, 2021. There will be a Part B (that is included in the registration fee) however the date for Part B is still being finalized.

To learn more and to register click here.
OCSTA Newswire – January 25, 2019

by Sharon McMillan | Jan 25, 2019
OCSTA Newswire – November 3, 2020

by Sharon McMillan | Nov 3, 2020

OCSTA Newswire – December 8, 2020

by Sharon McMillan | Dec 8, 2020
OCSTA Welcomes Additional Resources in Provincial Budget for Student Supports and Broadband Infrastructure

by Ashlee Cabral | Nov 6, 2020

0 Comments
Then, taking the five loaves and the two fish and looking up to Heaven, he said the blessing, broke the loaves, and gave them to his disciples to set before the people; he also divided the two fish among them all. They all ate and were satisfied.

#DYK: As of November 453,000 Ontario students are attending school online?
- To help students succeed we’ve made $54M available to school boards to support remote learning
- Boards have purchased over 148,000 devices to help students
Find resources at ontario.ca/LearnAtHome.
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Join our mailing list to receive the latest news and updates from our team.

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Last Name
Email

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Faith Development

First Nation, Metis & Inuit Education

Government of Ontario Documents

Career Opportunities

Municipal Election

(Collective Bargaining Advisory Workgroup)*

(Labour Group)*

OCSTA Communications Group Forum Login

(OCSTA Communications Group Forum)*

Workplace Resource Re: Mental Health

OESC-CSEO PUBLICATIONS

Provincial Portal Newsletter

The Year in Review

ICE HPE Curriculum

OESC Good Governance Guide

Virtual Library

Catholic School Board Directory
MEMORANDUM

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

December 22, 2020
The following Ministry of Education News Release is provided for your information.

News Release

Safer at Home Programs Provide Relief to Ontario Families

December 22, 2020

Province Expands Support for Learners Program and Lowers Hydro Bills

Toronto — The Ontario government is providing new financial supports for individuals, families and small businesses, as they do their part to stop the spread of COVID-19 and protect the province's health care system during the Provincewide Shutdown. The province is expanding the Support for Learners program to include secondary school students and lowering electricity prices to a discounted off-peak rate 24/7 for all time-of-use and tiered customers.

Details were provided today by Premier Doug Ford, Christine Elliott, Deputy Premier and Minister of Health, Stephen Lecce, Minister of Education, and Bill Walker, Associate Minister of Energy.

"We are asking people to make greater sacrifices to help contain this deadly virus, whether that's staying home or asking their employees to work from home where possible," said Premier Ford. "In response, our government is providing people and businesses with additional financial relief to help them get through this very difficult period."

In January 2021, students aged 13 through Grade 12 will be eligible for funding under an expanded Support for Learners program. Parents or guardians will receive a one-time payment of $200 per
eligible student to help offset education expenses. Support will be available for those who attend a public or private school or who are homeschooled.

As part of the Provincewide Shutdown, elementary students will be studying virtually until January 11, 2021. Secondary students in Northern Ontario will be studying virtually until January 11, 2021 and secondary students in Southern Ontario will be studying virtually until January 25, 2021. This additional funding will provide support for families impacted by these recent restrictions. While transmission in schools remains low, these approaches will help further limit community spread of COVID-19.

"While Ontario schools remain safe, we won't take any chances following the holidays — we will pivot to teacher-led online learning to help protect against the spread of COVID-19 in our communities," said Minister Lecce. "We are providing direct financial support to parents of elementary and now high school children to help them get through this pandemic."

Application instructions will be available on the Support for Learners web page starting in January 2021. Secondary school student applications will be open from January 11, 2021 to February 8, 2021. The application deadline for Support for Learners for children or youth aged 0 to 12 and for children or youth aged 0 to 21 with special needs is being extended to February 8, 2021.

This support is part of over $900 million in direct financial support that the Ministry of Education has provided to parents since the start of the pandemic.

To support people as they stay home during the Provincewide Shutdown, the government will hold electricity prices to the off-peak rate of 8.5 cents per kilowatt-hour for all time-of-use and tiered customers on a temporary basis starting January 1, 2021. This low rate will be available 24 hours per day, seven days a week for a 28-day period. The off-peak price will automatically be applied to bills of all residential, small business, and farm customers who pay regulated rates.

"As we enter a Provincewide Shutdown, our government is ensuring that all households have stable and predictable electricity bills when they need it most," said Greg Rickford, Minister of Energy, Northern Development and Mines, Minister of Indigenous Affairs. "Staying home means using more electricity, especially during the day when electricity prices are usually higher. We will continue to support hardworking families and small businesses doing their part by staying home."

The province is also making it easier for families and businesses to get the support they need to help pay their energy bills through the COVID-19 Energy Assistance Program (CEAP). Any residential, small business, or registered charity customer with an overdue electricity or natural gas bill will now be eligible to apply. A residential customer can receive up to $750 to help cover their electricity bill and an additional $750 for their natural gas bill. Small businesses can receive up to $1500 for each. Newly eligible customers can apply for these enhanced benefits through their local utility, starting in January 2021.
QUICK FACTS

1. Ontario’s Action Plan: Protect, Support, Recover provides a total of $13.5 billion in direct support for families, workers and employers, in addition to $11.3 billion in cash flow support.

2. As part of the commitment to keep students safe, the government made available $1.3 billion to support the safe reopening of schools - the most robust and comprehensive plan in the entire country. This includes an additional $381 million from the federal government’s Safe Return to Class Fund.

3. To date, the new Support for Learners program has received almost 1.3 million applications and provided more than $175 million in funding to support over 850,000 children and students since November 30, 2020.

4. According to data reported by school boards as of Friday, December 18: approximately 99.64 per cent of students in Ontario have not reported a case of COVID-19; approximately 92 per cent of schools across the province have had either no cases or one case reported within the last 14 days; and approximately 80 per cent of schools do not have a reported case of COVID-19.

5. In March, the government suspended time-of-use electricity rates, holding electricity prices to the off-peak rate of 10.1 cents-per-kilowatt-hour 24/7 for time-of-use residential, small business, and farm customers for a period of 45 days.

6. From June 1, 2020 to October 31, 2020, the government introduced a new fixed COVID-19 Recovery Rate of 12.8 cents per kilowatt hour to provide relief to time-of-use customers.

ADDITIONAL RESOURCES

1. Apply for Support for Learners or get more information


3. Visit Ontario’s website to learn more about how the province continues to protect the people of Ontario from COVID-19
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January 5, 2021

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: Motion on Anti-Human Trafficking Protocol for School Boards

On December 4, 2020, the Ontario Legislature debated and passed a motion (122) put forward by PC MPP Robin Martin on anti-human trafficking that impacts all school boards. The motion states:

That, in the opinion of this House, the Government should mandate a collaborative approach for school boards, community police services and other partners to develop and adopt an Anti-Human Trafficking Protocol to prevent, identify and recognize human trafficking and develop responses to facilitate early and appropriate intervention.

The Ministry of Education is now in the process of forming a working group to develop an Anti-Human Trafficking protocol that boards can use to facilitate a range of programs and interventions regarding human trafficking.

Next Steps
Nick Milanetti, Steve Andrews and I met yesterday with MPP Martin and MPP and Parliamentary Assistant to the Minister of Education, Sam Oosterhoff to commend her for putting forward the motion and for offering our assistance with regard to the development of the protocol. We will continue to monitor the development of the working committee and share any information about the development of the Anti-Human Trafficking Protocol. We will also, at the appropriate time, provide input on any consultations that the working group may conduct on the protocol.

If you have any questions or concerns, please do not hesitate to contact Steve Andrews or me.

Pat Daly

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January 2, 2021

Dear Ontario Parents,

It has been a trying year for all Ontarians. Yet, through the greatest challenges we faced, our province — most especially inspired by our students, parents & education staff — came together. Unified in our effort to stop the spread and save lives.

Thank you for your dedication. We believe so strongly that schools are essential to the well-being, mental health and development of a child, and therefore, must be safeguarded at all costs to ensure they can remain open for safe in-class instruction.

Protecting What Matters Most

As we face rising case numbers, the Government announced a Provincwide Shutdown that put in place time-limited public health and workplace safety measures to help ensure our schools remain safe, to stop the spread of COVID-19 transmission in communities, and to save lives.

Now, while leading medical experts have been clear that schools are not a source of rising community transmission, we can and will be an important part of the solution to save lives from COVID-19.

That is why we are following the advice of the Chief Medical Officer of Health by taking proactive and preventative action to protect schools following the holiday break.

As part of these new restrictions, elementary and secondary school students across the province will learn remotely for the first week of January, as everyone can play a part in staying home and stopping the spread of COVID-19.

Recognizing the importance of in-person learning, students will return to class across the province in January:

- Elementary school students enrolled in in-person learning will return to class on January 11, 2021;
- Secondary school students enrolled in in-person learning in northern Public Health Units will also return to class on January 11, 2021;
- Remaining secondary school students enrolled in in-person learning across the remainder of Public Health Units will return to class on January 25, 2021.
Let’s Remain Hopeful

I remain optimistic that 2021 will be a better year with the vaccine coming online. Students are looking to all of us – parents, educators, school boards and government – to instill confidence in their hearts. To demonstrate a collective resolve to win this battle against this invisible global threat. And I assure you — we will continue to work together and work around the clock to protect your child, their learning experience, and safety. Nothing matters more.

By sticking together and by following Public Health directives, we will overcome this difficulty with hope, unity, and optimism.

Sincerely,

[Signature]

The Honourable Stephen Lecce
Minister of Education
MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Ad Hoc Committee Review of Resolutions Approved at 2020 AGM

Background
As you know, a number of resolutions came forward to the 2020 AGM that looked to review elements of the OCSTA Governance and fee structures. The membership approved that an Ad Hoc Committee be established to review these resolutions. The committee is comprised of members of the Board of Directors representative of various sized Catholic school boards in the Province. The resolutions also called for a third party consultant be hired to review elements presented in the resolutions. The company awarded the contract is “The Portage Group” Consulting Company. They specialize in Not-for-Profit and Association solutions including research and organizational design.

On our behalf, the Portage Group will be conducting a number of internal and external interviews. Within OCSTA (internal) they will reach out to the Chair of every Catholic school board. They will also speak with 6 Directors of Education randomly selected. The committee will review all information brought forward and present a report and recommendations to the AGM in April of 2021. The questions will fall into three basic categories, voting system, fee structure and Board of Directors composition.
The purpose of both the internal and external interviews are to gather information with regard to the issues raised in the resolutions approved during the 2020 AGM (Appendix A). You will find attached as well (Appendix B) a copy of the questions that will guide each of the interviews. The interviews are tentatively planned to take place between January 11 and January 22, 2021. We would encourage you to schedule a meeting of your Board of Trustees to discuss the questions. In this way, the responses of the Chair during the interview with the representative of the Portage Group will be informed by the will of the trustees (OCSTA membership).

We thank you for your contribution to this important process and if you have any questions, please call Nick Milanetti or me.
Appendix A: 2020 OCSTA AGM Resolutions

Ontario Catholic School Trustees’ Association

RESOLUTION # 1-20
OCSTA Vote Allocation

Whereas: OCSTA is comprised of 234 elected trustees representing the 29 publicly funded Catholic English language school boards in the province of Ontario; and

Whereas: OCSTA is managed by a board of directors consisting of a president, a vice-president, a past president and 15 additional trustees elected from 12 Regions; and

Whereas: OCSTA’s 15 Regional Directors are elected by trustees in each membership Region of the province; and

Whereas: each trustee is entitled to an individual vote at the Annual General Meeting; and

Whereas: the current management structure limits the ability to ensure equitable representation by student population from all Regions of the province;

Therefore, be it Resolved that:

OCSTA strike a committee to review its voting structures, including the process to elect its president and vice-president, with a view to promoting regular and equal representation based on student population as well as from all Regions of the province of Ontario (as defined by OCSTA By-law No. 2014-01).

AGM Decision
That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
RESOLUTION # 2-20

OCSTA Membership Fee Structure

Whereas: the Ontario Catholic School Trustees’ Association (OCSTA) provides Board of Trustees of the Catholic Boards with valuable supports and programs; and

Whereas: OCSTA has an overly complex fee structure that determines the fee each Catholic Board will pay for membership; and

Whereas: this fee structure is seen as excessively expensive for the larger Boards; and

Whereas: the fee structure causes inequities and friction between the larger and smaller of the 29 Catholic Boards; and

Whereas: unity and solidarity of the Catholic Boards of Trustees is essential for stability, growth and the promotion of Catholic Education in Ontario;

Therefore be it Resolved that:

OCSTA commission a study to be conducted by an independent organization to research and recommend how OCSTA determines its membership fees through the OCSTA Board of Directors prior to the 2021 OCSTA AGM with a view of bringing greater equity to the fees between all Boards.

AGM Decision
Approve
RESOLUTION # 3-20

Amendment to OCSTA By-Law relating to Class of Membership and Criteria for Determining Regions and Representation

Whereas: for the purpose of defining a CDSB size based on enrolment so as to establish the number of Regional Directors that would represent their respective regions based on size;

Whereas: for the purpose of re-establishing the enrolment total which previously was set at 75,000 down to 70,000 in order to increase regional representation from one (1) to two (2);

Therefore be it Resolved:

That there be a change in Class of Membership to define membership according to the size of boards by student enrolment;
That Article 6.1 Criteria for Determining Regions and Representation of the OCSTA By-Law be revised to read as follows:

6.1.1. CDSBs with a student population less than 34,999 FTE shall be defined as a “small” board. CDSBs shall be grouped with other similarly sized CDSBs in a contiguous geographic area to form a Region, and such Region shall be entitled to select one (1) Regional Director, if the combined student enrolment is less than 69,999 FTE and shall be entitled to select two (2) Regional Directors if the combined student enrolment is greater than 70,000 FTE.

6.1.2. CDSBs with a student enrolment in excess of 35,000 FTE but less than 69,999 FTE shall be defined and constitute as a medium size Region and as such the medium size Region shall be entitled to select one (1) Regional Director; and

6.1.3. CDSBs with a student enrolment in excess of 70,000 FTE shall be defined as a large size Region and as such the large size Region shall be entitled to two (2) Regional Directors; and shall be entitled to add one (1) Director after surpassing 90,000 FTE.

AGM Decision
That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
RESOLUTION # 4-20

Amendments to the “Amended and Restated By-law Number 2019-01, A By-law Relating Generally to the Conduct of Its Affairs (“OCSTA By-Law”)”

Whereas: A Member, A Member’s attorney or legal representative, who wishes to examine and take extracts from the Register should do so via the respective “Regional Director” to the Corporation;

Whereas: The Association’s fiscal year end is currently September 1 to August 31;

Whereas: the fiscal year end align with the Ministry’s mandated reporting cycle;

Whereas: for the purpose of synchronizing the CDSBs year December 1 to November 30 with the Association’s (OCSTA) fiscal year;

Therefore be it Resolved:

That: Article 13.3 of the OCSTA By-Law be amended to allow a Member, A Member’s attorney or legal representative, who wishes to examine and take extracts from the Register to do so via the respective “Regional Director” to the Corporation accompanied by a Statutory Declaration that states the name and address of the Member applicant; and

That: Article 16.1, Determination of Fiscal Year be amended to read as follows: Until otherwise determined by resolution of the Board, the fiscal year end of the Corporation shall terminate on November 30th of each year.

AGM Decision
That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
Ontario Catholic School Trustees’ Association

RESOLUTION # 6-20

Term Limit for Regional Directors

Whereas: Regional Directors play a critical role in keeping their regions abreast of current events at the provincial level; and

Whereas: Regional Directors from CDSB’s are selected every second year as described in section 7.4 of the by-laws; and

Whereas: Term of office for Regional Directors is for two years with no limit on terms; and

Whereas: Terms limits are imposed for positions of President, Vice-President and CCSTA Directors as outlined in section 7.11 of the by-laws; and

Whereas: Including a term limit of two consecutive two year terms for Regional Directors allows more opportunity for other members to put their name forward, allowing for more diversity, conversation and distributed leadership within OCSTA;

Therefore be it Resolved that:

OCSTA amend the by-laws to include a term limit of two consecutive two-year terms for Regional Directors.

AGM Decision
That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
Appendix B: Interview Guide

Internal Questions

1. Please share with us a brief overview of your involvement in OCSTA? (Board of Directors, Regional Representative, Trustee/member, attend OCSTA events?)

Voting System:

OCSTA currently allows each member in attendance to have a vote (those not in attendance are able to nominate someone to carry their proxy) on business matters, resolutions and for positions within the association. The current Voting structure allows each trustee to have one vote at the AGM on any voting matter.

1. What are your perceptions (positive and negative) about the current process?
2. Are there any changes or improvements you would propose to the current voting process?

Fee Structure:

Fees are assessed based on Student Enrolment. Fees include a base amount according to board size as well as a per-pupil allocation. Small boards pay less in fees but more per pupil and large boards pay higher fees but less per pupil.

1. Are you aware of what you board pays in fees to OCSTA?
2. What are your perceptions (positive and negative) about the current OCSTA fee structure?

Board of Directors Composition:

1. Are you aware of the structure of the Board of Directors for OCSTA?
2. Do you feel your board has fair representation at the Board of Directors table? Would you propose any changes in this area?
3. Do you get feedback from the representative(s) at the Board of Directors table?
4. Do you feel the nomination process for your Regional representative is fair and equitable? Would you propose any changes to this process?
5. Resolution #3-20 looks to increase boards over 90,000 students to have 3 reps on the Board of Directors? What is your level of support for this resolution?
6. Should OCSTA implement term limits for regional representatives? If yes, what should they be (e.g. 1 two-year term? 2 two-year terms?)
7. The President and Vice President currently have a two-year term with the option to extend their term with mutual consent by the President and the Board of Directors. Should the current term limit for the President and Vice President be extended or otherwise changed? Why or why not?
Closing:

1. Are there elements of other not-for-profit governance models related to the areas of focus for OCSTA that you are aware of and that you feel should be considered?

2. Are there other challenges or benefits to the OCSTA governance model, or other suggestions you would like to make at this time?