



Committee of the Whole Meeting

Date: Monday, February 8, 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:

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	Board of Trustees		

ITEM	Who	Agenda Section	Method & Outcome
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)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Minutes of Monday, January 11, 2021 Committee of the Whole Minutes	Board of Trustees	pp. 4-6	Approval
3.2 2021-2022 Estimates Budget Plan	Board of Trustees	pp. 7-9	Information
4. Delegations			
5. Advice from the CEO			
5.1 Early Years Report	J. Klein/K. DeGasperis	pp.10-14	Information
5.2 Annual Report on STSWR	S. Maharaj/B. Bourgault	pp. 15-31	Information
5.3 Huron Brigadoon Boundary Review Timelines	S. Maharaj/ V. Elgawly	pp.32-37	Information
5.4 Parent Engagement Update	J. Merkel	pp.38-45	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.46-107	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 OSTA-AECO Recommendations	Chair	pp.108-117	Discussion

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Feb 9: CPIC •Feb 10: Work of the Board PD Session •Feb 22: Board of Trustees Board Meeting •Feb 26: State of the Region (Virtual) •March 1: Governance •Mar 3: SEAC •Mar 8: Committee of the Whole •Mar 22: Board of Trustees Board Meeting	Chair	--	Information
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 on Monday, January 11, 2021 Virtually.

Trustees Present:

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

Student Trustees Present:

Abby Barbosa & Kate Morrison

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:

Kevin Dupuis

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 Price.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Van Alphen.

1.3 Approval of Agenda

Slight amendment to the agenda, item 8.2 will be spoke to after Section 5.

2021-01 -- It was moved by Trustee da Silva and seconded by Trustee Price:

THAT the agenda for Monday, January 11, 2021, 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

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 Monday, November 9, 2020 Committee of the Whole Minutes

3.2 Progress Report – Work of the Board

2021-02 -- It was moved by Trustee Conway and seconded by Trustee Weiler:

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

4. Delegations

5. Advice From the CEO

5.1 Healthy Active Living Report

Superintendent Ivankovic introduced Brigitte Webster, Healthy Active Living Consultant who presented on the Healthy Active Living Report. Mrs. Webster discussed MYSP alignment, curriculum update, initiatives, Rowan's Law update, OPHEA Certifications schools, and learn at home summary.

Trustees asked clarifying questions and provided feedback.

5.2 Math Strategy Update

Superintendent Klein introduced Student Achievement Mathematic Consultants, Petra Le Duc and Nancy Snyder. Mrs. Le Duc and Mrs. Snyder presented to the Board of Trustees an update on the Board's Math Strategy. Update included priorities, strategic directions and goals.

Trustees asked clarifying questions and provided feedback.

At this time in the agenda, 8.2 was discussed as per the amendment.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights included:

- Discussed outstanding appreciation letters.
- Discussed Winter Walk to School Day scheduled for February 3rd. Participation is currently low, hoping to engage more schools.
- Discussed invitation to SEAC, CPIC and Audit for presentation to Board.
- Debriefed November 30th meeting with Spectrum.

6.2 Pastoral Care Activity

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

- Trustee Price was elected the new chair of the Pastoral Care Committee.
- Confirmed Feb 2 – Virtual Paint Night.
- Group prayers going forward at COW and Board.
- Discussed Prayer Partners.
- Discussed possibility of watching a video as group and discussing afterward as team building activity.
- Once pandemic is over will look to organize and prepare meal together.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Van Alphen briefly discussed OCSTA communications.

8.2 Letter from Minister of Education

Trustees and Director Notten discussed Letter from Minister of Education. Trustees discussed concerns from parents with respect to online learning.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

12.1 Ad Hoc Committee Review of Resolutions Approved at 2020 AGM

Trustees discussed voting system, reflections on current structure and possible solutions.

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.

16. Closing Prayer

17. Motion to Adjourn

2021-03-- It was moved by Trustee Reitzel and seconded by Trustee da Silva:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:47 p.m.

Chair of the Board

Secretary



Date: January 25, 2021
To: Board of Trustees
From: Director of Education
Subject: 2021-2022 Estimates Budget plan

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-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees on June 7, 2021. Administration will request budget approval on June 14, 2021 in order to file the budget with the Ministry on time.

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

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
6. Present a budget that does not allow sufficient time for decision-making

Alignment to the MYSP:

Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all



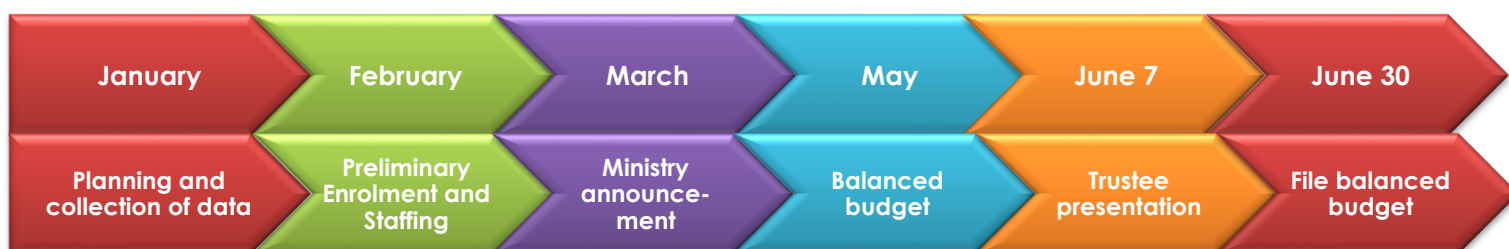
Background/Comments:

The **2020-2021 budget** was unusual for budget preparation due to considerations associated with predicting costs for COVID19 and delays in receiving budget information and associated tools from the government. The Board budget development process followed the major timelines as indicated below:

Major Timelines in 2020-2021:

1. Development of budget consultation survey
 - a. Engage budget holders **mid-January** to pre-determine questions for survey
2. BAC finalization of budget consultation questions and methods: **February 18, 2020**
3. Public budget consultation survey
 - a. Online questionnaire open **February 19 – March 27, 2020**
4. Analysis of Results
 - a. **April 14, 2020**: distribution of survey results to budget holders
5. Balancing of budget by **June 29, 2020**
6. Budget finalization and presentation:
 - a. Formal budget presentation: **July 13, 2020**
 - b. Budget deliberation period: **July 14-19, 2020**
 - c. Budget approval: **July 20, 2020**
 - d. Ministry submission: **July 23, 2020**

Proposal for 2021-2022 Estimates Budget



For the **2021-2022 budget year** the Board budget development process will follow a similar structure. The major timelines are proposed below, assuming the Ministry does not delay the release of announcements. Management will inform Trustees of any delays, should they require adjustment to presented timelines.

Major Timelines:

1. Development of budget consultation survey
 - a. Engage budget holders **mid-January** to pre-determine questions for survey
2. BAC finalization of budget consultation questions and methods: **February 17, 2021**
3. Public budget consultation survey
 - a. Online questionnaire open **February 22 – March 29, 2021**
4. Analysis of Results
 - a. **April 5, 2021**: distribution of survey results to budget holders
5. Balancing of budget by **May 14, 2021**
6. Budget finalization and presentation:
 - a. Formal budget presentation: **June 7, 2021**
 - b. Budget deliberation period: **June 8 – 13, 2021**
 - c. Budget approval: **June 14, 2021**
 - d. Ministry submission: **June 30, 2021**

Presently the government is undertaking a budget consultation exercise with various stakeholders. As such information is for budget planning is limited, though there has been unofficial direction that the budget should be prepared assuming a normal school year.



Obvious considerations with making the assumption for a normal school year are:

- Timing for distribution of vaccines for the COVID19 virus
- Percentage of families that get vaccinated
- International travel restrictions for international student programs and immigration into the Region
- Costs associated with PPE for a portion of the year, or as a new normal
- Technology availability for purchase to restock school inventories
- Staff with compromised immune systems who may not be able to return come September 2021
- Timeliness of communications and direction from the government
- Provincial annual and accumulated deficit and implications on funding for school boards

Management will continue the practice of providing monthly reports on the progress of budget development.

Recommendation:

This report is being provided as information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

*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: February 8, 2021
To: Board of Trustees
From: Director of Education
Subject: Update on the Early Years

Type of Report:

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

Type of Information:

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

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

Education Act Section 169. (1)

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

Executive Limitation IV 003: Treatment of Students “...with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions or decisions that are unsafe, or unhealthy or inherently inequitable.”

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

[The Kindergarten Program, 2016](#)

[Growing Success-The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#)

[PPM 159 Collaborative Professionalism \(2016\)](#)

[PPM 164 Requirements for Remote Learning, \(2020\)](#)

[APS017 Responsible Use of Information Technology and Electronic Data](#)

Alignment to the MYSP:

Nurturing our Catholic Community

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



Goal: *Equitable access to learning opportunities*

Student Engagement, Achievement, & Innovation

Strategic Direction: *Nurture a culture of innovation*

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

Continue to seek and support reciprocal partnerships with

Community/educational partners and leverage the mutual learning

Building Capacity to Lead, Learn & Live Authentically

Strategic Direction:

Investment in global competency development and leading technologies

Goal:

Increase in precise student programming and use of New Pedagogies For Deep Learning (NPDL)

Ensure technology is current and relevant to optimal teaching and learning practices

Background/Comments:

In February 2020, trustees were apprised of ongoing progress in implementing two renewed policies and programs in Ontario which form the core of Kindergarten: [The Kindergarten Program 2016](#) and [Growing Success: The Kindergarten Addendum 2016](#). The report that follows will provide further details regarding the ongoing implementation of the Kindergarten program at the Waterloo Catholic District School Board and the shifts that have occurred during the global pandemic to ensure the well-being of educators, students, and families and the integrity of the pedagogies within The Kindergarten Program.

Kindergarten Professional Learning Supports and Community Connections: Waterloo Catholic District School Board

Getting Ready for School Re-opening in September:

- [Building Brains During a Pandemic Webinar](#):
 - 505 registrants, 387 participants and 96 views
 - “Thank you so much! I needed to hear this today!”
- [Through the Portal Webinar, Empowering SEL Education](#):
 - 553 participants, 118 views
 - “Thank you so much for your efforts in bringing this to us! If ever there was a year to need this...it will be the 2020/2021 school year!”
- [We're in This Together!](#)
 - 519 participants, 58 views
 - “This has been incredibly helpful. Thank you to all of you.” “This is exactly what I needed to hear. I am excited to get back to my classroom and back to my students!”
- Videos to Support Educators as They Return to School by Dr. Jean Clinton:
 - [Lending Your Calm](#): 269 views
 - [Creating the Conditions for Learning](#): 41 views
 - [The Power of Play!:](#) 45 views
- Virtual Play:



- In the spring, we learned how children were engaging in virtual play sessions to build social skills and prepare for kindergarten with Our Place. In our Summer Boost virtual classrooms, we used virtual play as one of the strategies to support the development of phonological awareness for our students preparing for grade one.

Summer Boost:

- 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

We provided professional development for kindergarten educators at St. Isidore school on virtual play. We had 14 educators attend this session and 38 educators viewed the recording of this session with the intention of embedding this approach into their virtual classroom to ensure kindergarten students would continue to learn through play.

Early Literacy Skills and Development

- Balanced Literacy Assessment Measures (BLAM), Kindergarten-Grade 3:
 - [Educator Guide](#)
 - [Remote Learning Supports](#)
- [BLAM Updates for 2020/2021](#): 30 views
- [Priorities for St. Isidore](#): 17 participants and 28 views
- [Supporting Phonological Awareness](#): 22 participants and 28 views
- [Reading in Remote Learning Classrooms](#): 16 participants and 30 views
- [Reading Assessments in Remote Learning Classrooms](#): 33 participants and 9 views
- Family Literacy Week: [The Joy of Reading at Home!](#)
 - Participants: 41
 - “This was very informative. The ideas that came up are wonderful I’m definitely going to incorporate those into our reading routine.” “Thanks for the great ideas for enhancing our reading...We love our books here and we can’t wait for our next story time.”
- LD in Literacy Pilot Project: Grade 1 educators at 3 schools are engaging in a pilot project to address the gaps in literacy according to BLAM data. All classrooms are using *Lexia* and strategies from *Oral Language at Your Fingertips* to provide targeted instruction to support students as they develop early literacy skills that are necessary for reading and writing success.



Early Mathematical Skills and Development

We are aligning the expectations from [The Kindergarten Program, 2016](#) to the new [Ontario Mathematics Curriculum, Grades 1-8 \(2020\)](#) with a focus on integrated learning through play.

- PD Day
- Math Coaches
- Community of Practice with kindergarten educators at St. Isidore

The Communication of Learning (COL)

- We provided educators with training sessions on completing the Communication of Learning. This was offered to new educators and educators looking for guidance on reporting for distance learning and reporting during a global pandemic where there are many unique circumstances to consider. We had 7 educators attend and 45 educators view the recorded session.

Smooth Transitions into Kindergarten



- WCDSB Website: [The Kindergarten Program](#)
 - Welcome to Kindergarten Video
 - [English](#): 825 views
 - [Tigrinya](#): 33 views
 - [Spanish](#): 28 views
 - [Arabic](#): 15 views

- School Websites: [Getting Ready for Kindergarten](#)

Communications

[Kindergarten Site](#)

- 1927 views
- Email: [Tip of the Week](#)
- an average of 60 views each week



Celebrations:

Community Partnerships:

- The global pandemic has presented us with many issues and working together with community partners has provided us with an impactful and collective approach to address well-being for students, educators, and families. These partners include: Waterloo Region District School Board (WRDSB), Early Literacy Alliance of the Waterloo Region (ELAWR), and Our Place. In the fall of 2020, we presented our collaborative work in the early years at a provincial meeting with the Ministry of Education. We shared how we have been working together as community partners to support the well-being of students, educators, and families in the Region of Waterloo. [How are we as System Leaders Supporting the well-Being of Children, Educators, and Families in Our Communities?](#)
- We are developing a deeper understanding of The Kindergarten Program through our early year's partnerships and connections. As we become increasingly aligned, we support our children and families as they transition from early years programs into school.
- We are continuing to expand our understanding of self-regulation as we begin to look at the importance of relational pedagogy, the child's sense of belonging, and the child's view of themselves as an effective contributor in the classroom and community. We are also aligning our view of self-regulation with the work at Our Place to ensure children have consistent experiences and supports from birth to kindergarten and beyond in the Waterloo Region
- We continue to build early years connections with the following community partners in the Waterloo Region: Consolidated Municipal Service Managers of the Waterloo Region (CMSM); Child and Youth Planning Table; Early Literacy Alliance of the Waterloo Region; EarlyOn Centers; Early Years Steering Committee; Kitchener Public Library; Our Place; Strong Start; Waterloo Public Library; Waterloo Region Public Health; and Idea Exchange

Challenges:

- Attraction and retention of qualified Early Childhood Educators (ECEs) within our system
- Availability of supply coverage to support professional learning for classroom teachers and ECEs
- Providing job-embedded classroom supports for kindergarten educators

Next Steps:

- Partnership with local libraries across the Waterloo Region to support *Reading for Joy at Home* by getting more families connected to their libraries and more hard copies of books to kids on topics that interest them. This partnership includes: Waterloo Region District School Board, Waterloo Public Library, Kitchener Public Library, Idea Exchange and Conseil scolaire catholique MonAvenir.
- Build timely supports for administrators in using *The Kindergarten Program 2016* as a professional learning tool to support deep learning in our kindergarten programs



- Continue to develop accessible opportunities to build system understanding of learning through play and the significance of Belonging and Contributing in all classroom environments
- Continue to support educators with intentional and collaborative planning practices using: assessment data; program expectations; and student interests
- Continue to support educators with pedagogical documentation practices
- Continue to share Balanced Literacy Assessment, K-3 updates, strategies to support the development of phonological awareness and early reading development
- Continue to align The Kindergarten Program with the new Ontario Mathematics Curriculum, 1-8.

Conclusion:

Kindergarten continues to be a focal point of innovation, collaboration, and inclusion. The efforts, described above, by the WCDSB have been responsive and creative their breadth and depth and have included key partners both locally and provincially. Work will continue to support educators, families and children so that the Kindergarten experience will be one growth and success.

Recommendation:

For information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

John Klein, Superintendent of Learning

Kim DeGasperis, Student Achievement Consultant, K-3

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Date: February 8, 2021
To: Board of Trustees
From: Director of Education
Subject: Annual Update on Student Transportation Services of Waterloo Region (STSWR)

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)

The purpose of this report is to provide Trustees with an update on the activities and outcomes of STSWR for the 2019-20 School Year.

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

N/A

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:

Annually a report on the activities of STSWR is provided to Trustees. The report/presentation also serves as an opportunity for Trustees to ask questions of the General Manager of STSWR on transportation programs and initiatives in the Region.

COVID19 had a significant impact on the operations of STSWR and these impacts can be seen in the attached report.

Certain notable items from the 2019-20 school included:

- Significant monetary savings as a result of not delivering services after March break. These savings were re-invested into PPE and other equipment in preparation for the 2020-21 school year
- Transition to a new provider for GPS services



- Deferral of activities and training associated with active school travel (Sidewalk Smarts, Walk in Their Shoes, Bike to School)
- Supported activities for families out walking during COVID19 school closure
- Seat belt pilot!
- Customer service infrastructure investment and expansion of text-notification program for late buses
- Bus driver pool was limited, but did not result in service disruption with thanks to bus operators
- Planning for 2020-21 – multiple scenarios due to COVID19 and fluid direction from government

WCDSB is grateful for the support received from STSWR staff, bus operators, and bus drivers. COVID19 has certainly challenged the transportation network at every level. Without these important partners, delivering programs and services in the Region would have been near impossible. THANK YOU!!!

2020-21 is proving to be another eventful year from a transportation perspective with school closures, secondary cohorts, and modified safety and cleaning requirements. So far so good!

Recommendation:

This report is being provided for information only.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Benoit Bourgault
General Manager, STSWR

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Student Transportation Services of Waterloo Region

2019-2020 Annual Report

February 2021



2019-2020 Annual Report

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2019-2020 Highlights

Measuring Performance

Summary of Appeals

2019-2020 Overview

2020-2021 Outlook

Financial Overview



2019-2020 Highlights

Safety Initiatives:

STSWR continues to focus on student safety and offers training to students, parents, school staff and school bus drivers through the following events:

- Sidewalk Smarts training (**new!**)
- First Rider program for Kindergarten students (**updated!**)
- Bus patrols, standing foot patrols (student crossing patrol) and Trailblazers (walking student leaders)
- Bus evacuation training for all elementary students
- Bi-annual interactive bus safety training for elementary students (sessions limited by labour disputes and Covid-19)
- Bus driver professional development day

Contract Compliance and Performance Management:

- All bus operators and taxi operators are normally audited in the spring to ensure contract compliance.
 - Audits cancelled due to Covid-19
- A monthly scorecard system helps us regulate operator and driver compliance for:
 - Valid drivers licenses
 - Valid First Aid training for all drivers
 - Annual epipen reviews
 - Vehicle age
 - Vehicle GPS performance
- Bus routes were not audited because we had to transition the GPS tracking due to sudden termination of service by our last provider. A new vendor was sourced and installation took place in spring.



2019-2020 Highlights

Productivity Initiatives:

- We continue to experience growth of ridership of 1.7%
 - Growth is localized to specific geographic areas exceeding the available capacity causing the need for additional vehicles.
- Large vehicles
 - Mileage decreased by 0.5%
 - 4 big buses added to fleet
- Special Needs
 - Focused on students needs, reliability, and consistency of service
 - Active mileage increased by 3.4%
 - Total mileage increased by 1.8%

Customer survey:

- Two priorities identified
 - Improve delay notification
 - Close the loop with parents concerns



Measuring Performance - *Key Performance Indicators* -

Key Performance Indicators

STSWR has developed a number of key performance indicators to benchmark performance against industry standards and to track improvements year over year.



STSWR Scorecard 2019-2020

Updated: September 24

			Goal	2019-2020	2018-2019	2017-2018	2016-2017
Safety	Student Injuries	injuries on bus	0	0	0	1	0
	Collisions	with students on board	0	37	46	58	41
	Collision Frequency	collisions per million km	4.4	9.7	10.2	11.2	6.6
Quality	Student Ride time	average ride time one way	14	14	14	14	14
Service	Service interruption	route-day	0	0	0	6	0
	Late bus > 50 minutes	runs	0	63	36 (100)	67 (158)	20
Cost	Variance to Plan	better (worse)	\$ -	\$ 1,555,038	\$ 118,528	\$(98,793)	\$(14,800)
	\$/student	total all in	\$ 783	\$ 711	\$ 748	\$ 722	\$ 670

Injuries

None

Collisions

no significant change in collision compared last year

Delays

30 weather - 10 breakdown - 9 traffic

Service

none

Interruption



Measuring Performance

- *Improving Safety* -

Speeding:

Due to the sudden termination of our GPS provider at the start of the school year, we were unable to track speeding for the school year.

Seatbelts:

To improve student safety, we initiated a pilot on seatbelts.

Stop Arm Cameras:

We continue to work with stakeholders to advance the implementation of stop arm cameras; in the meantime we are initiating a review process to reduce the number of students crossing the road.



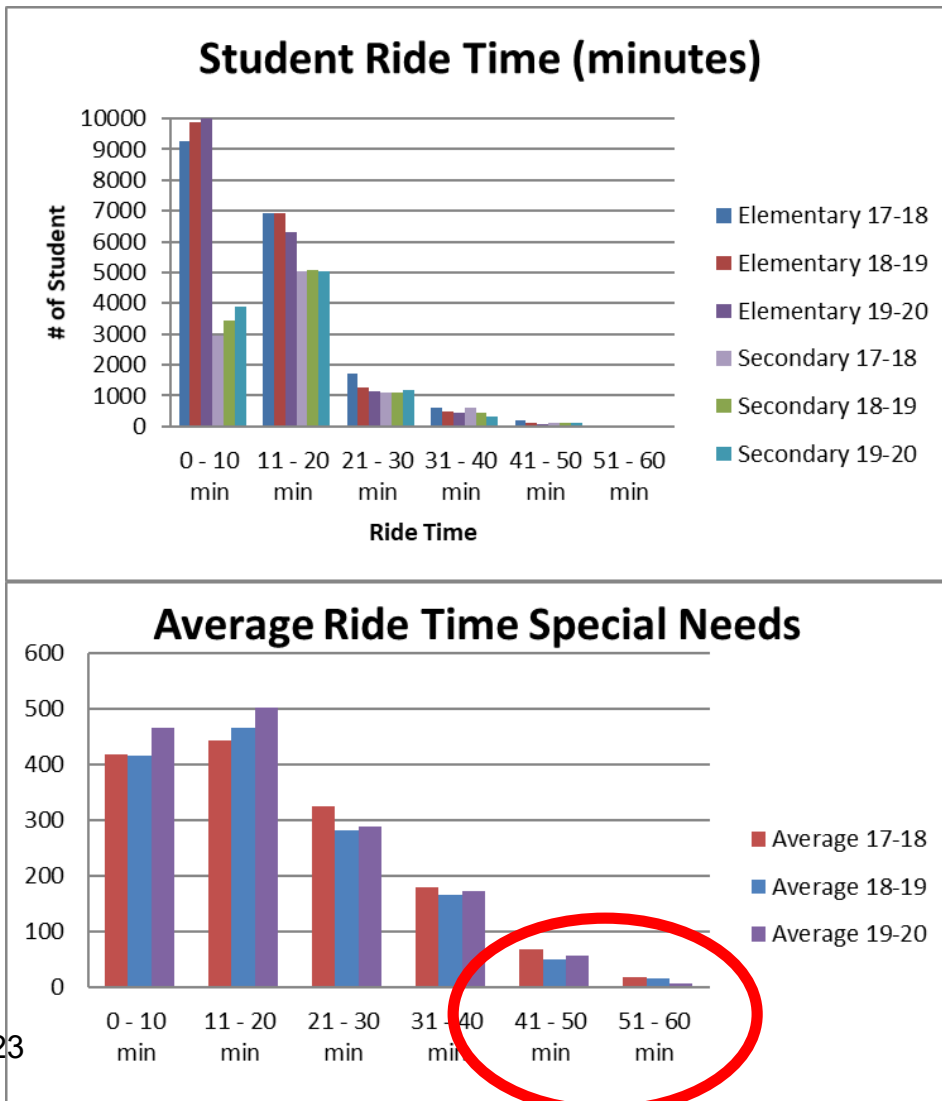
Measuring Performance - *Improving the Experience* -

Average Distance to Bus Stop:

Kindergarten	129 m, range from 0 m to 500 m
Elementary	144 m, range from 0 m to 944 m
Secondary	289 m, range from 0 m to 1,540 m

Ride Time Distribution:

- The slight reduction in distance to stop did not impact on ride time
- We continue to focus on reducing the incidence of very long ride times



Focus:
*minimize
long ride
times*

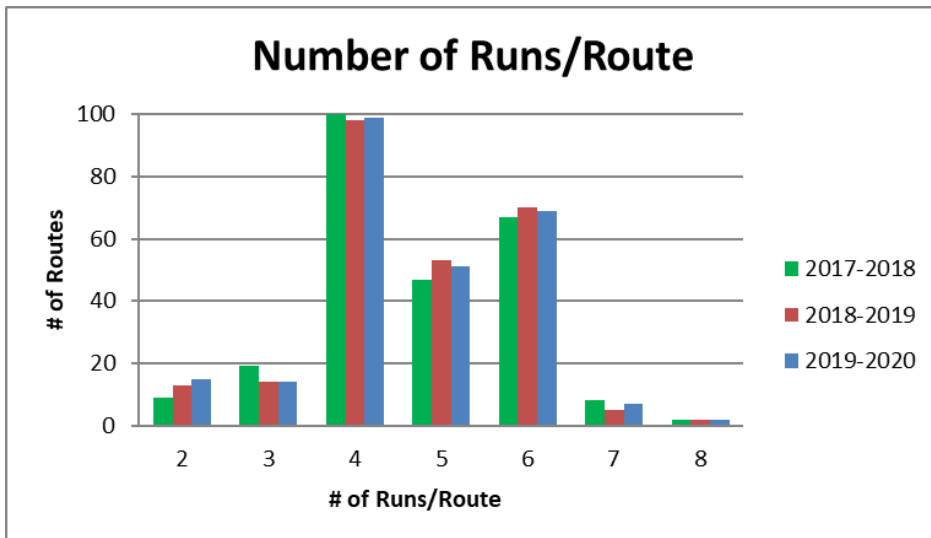


Measuring Performance

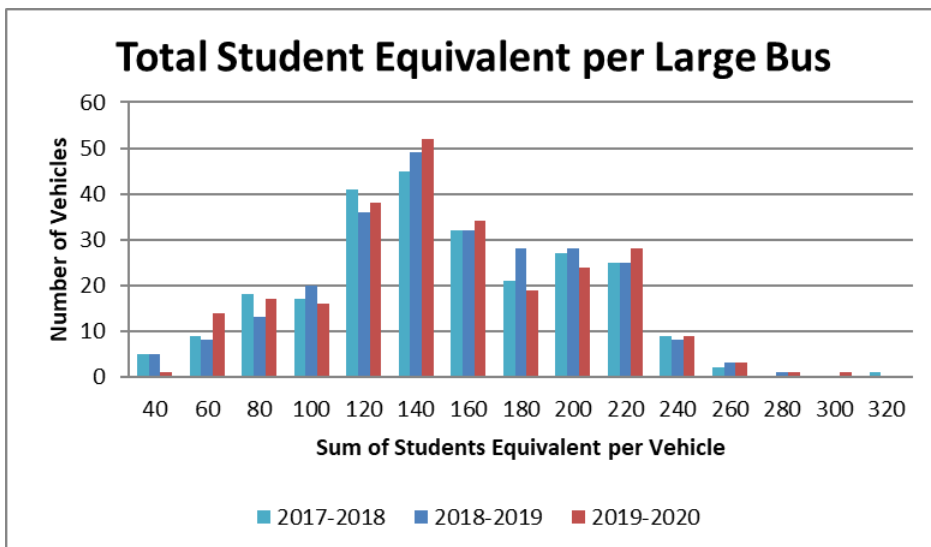
- *Vehicle Capacity* -

Vehicle Capacity Utilization:

- Some boundary changes have caused a need for additional vehicles



- We transport an average of 143 students equivalent per vehicle
- For load factor calculations, JK-6 students count as 1.0; 7-12 count as 1.5





Measuring Performance

- *Customer Satisfaction* -

Customer Survey Results

A customer survey conducted in spring, 2019, helped us to identify three priorities:

1. *Timing and accuracy of delays notification*

- In selecting the new GPS tracking tool, we ensured tools would be developed to automate the delay notification process.
- We continue to encourage customers to register for text notification to ensure timely receipt of delay notifications
- We updated the web portal to improve the customer experience.

2. *Ensuring families have received requested information*

- We are developing a customer interface to facilitate and document interactions.

3. *Provide greater support to children who walk.*

- *We are exploring avenues to further develop School Travel Planning support.*



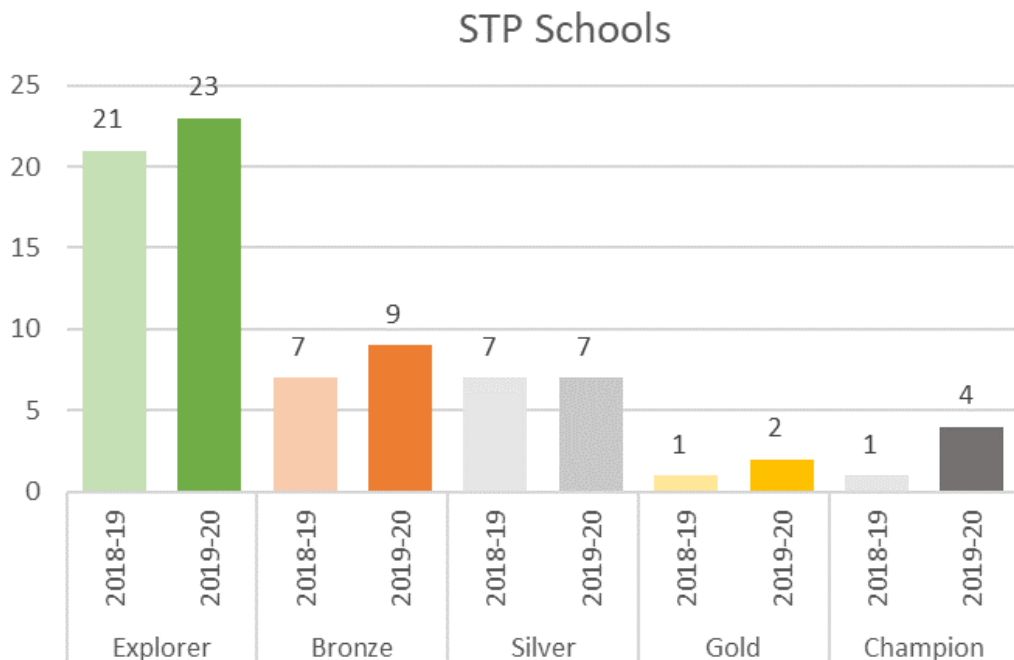
Measuring Performance

- School Travel Planning -

School Travel Planning Numbers

School Travel Planning offers services and programs to support active school transportation and to address traffic and parking issues.

- **45 schools** engaged in different levels of school travel planning
- **712 students trained** in Trailblazers* and Sidewalk Smarts*
- **200 parents** engaged in STP committees*, events, and programs
- **42 schools** participated in Winter Walk Day
- **300 students in 12 Walking School Buses** by Canadian Cancer Society



* Program uptake was impacted by the uncertainty of staff support due to labour disputes



Measuring Performance

- The Covid Pivot -

Covid stopped STP in its tracks, but not for long.

- Cancelled Sidewalk Smarts, Walk in their Sneakers, and Bike to School

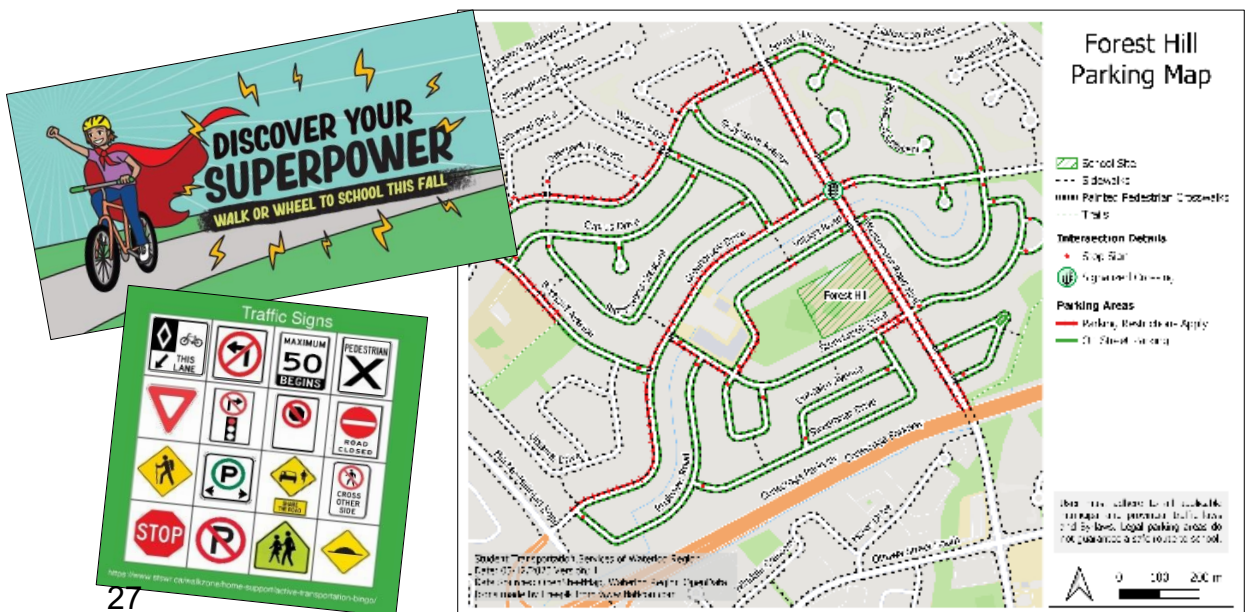
Families were walking together at home daily!

So we built tools to encourage them to practice walking to school together.

- Created an Active Transportation Bingo contest March - May
- Partnered on "Discover your Superpower" campaign

And we prepared for social distancing.

- Developed Drive to 5 parking maps
- Supported reallocation of road space projects
- Created and dispersed social distancing stencils for crossing locations





Summary of Appeals

Appeals:

- Appeals continue to be kept at a minimal level with 47 in total.
- At both school boards, walking distance and loss of transportation continue to be the main point of contention.
- The following table illustrates the number of appeals at the WCDSB, the reason for the appeal, and the outcome.

	2019-2020 School Year					
WCDSB	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
Loss of transportation	6		6		4	
Distance	2	1	3		2	
Crossing guard	3		3		2	
Stop location		2	2	2		
Safety	1		1			
Referred to medical		1	1			
Total	12	4	16	2	8	0



2019-2020 Overview

2019-20 Summary:

Transportation continues to be very safe for students. Overall, STSWR had a very successful year.

Safety

- ✓ Sustainable process to ensure safe kindergarten drop off.
- ✓ Public awareness messaging continued with two radio campaigns.
- ✓ Continued bi-annual school bus safety training to elementary schools.
- ✓ Updated emergency plan to include natural disasters.
- ✓ Engaged bus operators in seat belt pilot.

Customer Service

- ✓ Advanced a tool to track and improve interaction with customers.
- ✓ Updated the web portal to improve customer experience.
- ✓ Grew participation in delay and cancellation notifications to 25,000.

Active Transportation

- ✓ Worked with 45 schools.
- ✓ Successfully launched Sidewalk Smarts program.
- ✓ Held largest-ever Winter Walk Day.
- ✓ Developed menu of parent resources.

Driver Shortage

- ✓ Continued collaboration with bus operators has prevented a shortage in this region.

Covid Plan

- ✓ Proactively built plans to ensure smooth transition to adaptive mode for secondary panel.



2020-2021 Outlook

2020-2021 Objectives:

Building upon our successes and challenges from 2019-20, there are a number of key areas that STSWR will focus on during the 2020-2021 school year. These include:

Safety

- Continue with simple message to slow down and leveraging the Bus Driver PD Day.
- Participate in School Bus Safety week.
- Renew discussion with the Region to pursue the stop arm camera.
- Launch of the seatbelt pilot project.

Customer Service

- Continuously working with all stakeholders to ensure every interaction is a positive one.
- Launching Customer Service support software.

Special Needs transportation

- Developing evacuation plan for Spec Ed.

School Travel Planning

- Support more schools to move towards champion level.
- Create online training and engagement resources.
- Evaluate and transition Canadian Cancer Society's Walking School Bus program.
- Roll out large-scale Drive to 5 program.

Technology

- Expand functionality of the new GPS software to support better and safer service.



Financial Overview

- 2019-2020 Expenditure -

STSWR 2019-2020	Total
Overhead	\$1,652,886
WCDSB transportation cost	\$5,093,765
WRDSB transportation cost	\$16,061,789
School Travel Planning	\$245,538
Total	\$23,053,979
WCDSB Details	Total
Regular School Bus	\$3,904,647
Spec-Ed Bus	\$928,690
Taxi	\$116,076
GRT	\$21,385
Total	\$5,093,765
WRDSB Details	Total
Regular School Bus	\$7,684,588
Spec-Ed Bus	\$6,963,641
Taxi	\$845,840
GRT	\$149,425
Total	\$16,061,789



Date: February 8, 2021
To: Board of Trustees
From: Director of Education
Subject: Huron Brigadoon Boundary Review – Timeline Scenarios

Type of Report:

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

Type of Information:

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

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

Board Report – January 25, 2021: Huron Brigadoon Boundary Review – Initial Staff Report and Initiation of Review

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

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

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

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:

On January 25, 2021, the Board of Trustees received the report entitled “Huron Brigadoon Boundary Review – Initial Staff Report and Initiation of Review”, which included a proposed timeline for the boundary review. The Board of Trustees approved the initiation of the boundary review and directed staff to return to the February 8, 2021 Committee of the Whole meeting with alternative timelines for the execution of the review.



Boundary Review Timeline Scenarios:

Three timelines are included in this report for the Board's consideration:

Appendix A

- April to December
- Two Boundary Review Committee (BRC) meetings in 2020/21 and remainder of BRC meetings in 2021/22
- Two public consultation sessions in the 2021/22 school year
- Decision in 2021/22

Appendix B

- April to December
- Half of BRC meetings in 2020/21 and 2021/22
- One public consultation session in 2020/21 and one in 2021/22
- Decision in 2021/22

Appendix C

- March to June
- All BRC meetings in 2020/21
- Two public consultation sessions in 2020/21
- Decision in 2020/21 school year

Below are points for consideration:

- Administrator changes in review area schools are anticipated between the current and next school year.
 - Depending on the timeline chosen, new administrators may be responsible for transition planning without involvement in the boundary review process, and/or may have to be involved in fall meetings without the history of the school or involvement in the spring dialogues.
- Virtual BRC meetings and public consultation sessions are likely in this boundary review, regardless of timeline chosen.
 - Although virtual engagement may not be the same as in-person consultation, virtual meetings may expand access to parents/families with barriers such as childcare and transportation, which are now removed.
 - Online engagement via Thoughtexchange is being used extensively by the board and was a tool used in the St. John Boundary Review to expand engagement and augment in-person meetings.
 - Other school boards and public bodies have continued to conduct public consultation processes and have engaged their communities via electronic means.
 - Board, committee and staff events have been virtual since March 2020, so the use of technology to engage and collaborate with others is not new and has become an expectation of many.
- Anticipated Huron Brigadoon School Opening
 - The new school is anticipated to open September 2022.
 - A decision is required by no later than December 2021 to ensure school direction information is available for JK and FI registration in January 2022 and to support students and their families with transition planning.
 - As new homes are built in the area, a lack of timely clarity around which school students will attend may cause families to look for other options and networks.



Recommendation:

No motion/approval is required, but direction on which timelines are preferred by Trustees is needed to proceed.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Jennifer Passy
Manager of Planning

Virina Elgawly
Property/Planning Officer

*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."



Appendix A

April to December 2021

(2 Public Meetings in 2021/2022)

2020/2021 HURON BRIGADOON BOUNDARY REVIEW TIMELINES

	Target Dates	January	February	March	April	May	June	July	August	September	October	November	December
		4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Initiate Review / Report to Board	January 25, 2021 Board of Trustees Meeting		■										
Notice Regarding Parent Representative Selection	week of February 22, 2021			◆									
Parent Representative Application Due to Principals	due to principals March 5, 2021			◆									
Selection of Parent Representatives	due March 10, 2021			◆									
BRC Meeting #1 - Process, report, options	Wednesday, April 21, 2021				▲								
BRC Meeting #2 - Narrow options	Tuesday, May 18, 2021					▲							
BRC Meeting #3 - Overview of BRC Meetings 1 & 2	Wednesday, September 22, 2021									▲			
Public Meeting #1: background, options	Tuesday, September 28, 2021									★			
BRC Meeting #4 - select preferred option	Tuesday, October 5, 2021										▲		
Public Meeting #2 - preferred option & recommendations	Thursday, October 14, 2021										★		
BRC Meeting #5 - Finalize recommendations	Thursday, October 21, 2021											▲	
BRC Meeting #6 (if needed)	Wednesday, October 27, 2021											▲	
Prepare BRC's Final Report	Monday, October 25, 2021 to Friday, October 29, 2021											■	
Recommendations to EC	Monday, November 1, 2021											◆	
Board Meeting #1 (Board Presentation)	November 8, 2021 Committee of the Whole Meeting											■	
Board Meeting #2 (Clarification)	November 22, 2021 Board of Trustees Meeting												■
Board Meeting #3 (Board Decision)	December 6/13, 2021 Board of Trustees Meeting												■ ■

Legend	
Holidays	
Internal Staff Work	
Public Consultations	★
BRC Meetings	▲
Board of Trustee Meetings	■
Deadlines	◆

School Holidays & Key Dates	
Family Day	Monday, February 15, 2021
March Break	Monday, March 15, 2021 to Friday, March 19, 2021
Holy Week	Monday, March 29, 2021 to Friday, April 2, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
Victoria Day	Monday, May 24, 2021
Last Day of School	Tuesday, June 29, 2021
Summer Break	Wednesday, June 30, 2021 to Monday, September 6, 2021
First Day of School	Tuesday, September 7, 2021
Thanksgiving	Monday, October 11, 2021

Appendix B

April to December 2021
(1 Public Meeting in each school year)

2020/2021 HURON BRIGADOON BOUNDARY REVIEW TIMELINES

	Target Dates	January	February	March	April	May	June	July	August	September	October	November	December
		4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Initiate Review / Report to Board	January 25, 2021 Board of Trustees Meeting		■										
Notice Regarding Parent Representative Selection	week of February 22, 2021		◆	◆									
Parent Representative Application Due to Principals	due to principals March 5, 2021			◆									
Selection of Parent Representatives	due March 10, 2021			◆									
BRC Meeting #1 - Process, report, options	Wednesday, April 21, 2021				▲								
BRC Meeting #2 - Narrow options	Tuesday, May 18, 2021					▲							
Public Meeting #1: background, options	Tuesday, June 1, 2021						★						
BRC Meeting #3 - Overview of past meetings & select preferred option	Wednesday, September 22, 2021									▲			
Public Meeting #2 - preferred option & recommendations	Wednesday, September 29, 2021									★			
BRC Meeting #4 - Finalize recommendations	Thursday, October 14, 2021										▲		
BRC Meeting #5 (if needed)	Thursday, October 21, 2021										▲		
Prepare BRC's Final Report	Monday, October 18, 2021 to Friday, October 29, 2021										■		
Recommendations to EC	Monday, November 1, 2021											◆	
Board Meeting #1 (Board Presentation)	November 8, 2021 Committee of the Whole Meeting											■	
Board Meeting #2 (Clarification)	November 22, 2021 Board of Trustees Meeting												■
Board Meeting #3 (Board Decision)	December 6/13, 2021 Board of Trustees Meeting												■ ■

Legend	
Holidays	
Internal Staff Work	
Public Consultations	★
BRC Meetings	▲
Board of Trustee Meetings	■
Deadlines	◆

School Holidays & Key Dates	
Family Day	Monday, February 15, 2021
March Break	Monday, March 15, 2021 to Friday, March 19, 2021
Holy Week	Monday, March 29, 2021 to Friday, April 2, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
Victoria Day	Monday, May 24, 2021
Last Day of School	Tuesday, June 29, 2021
Summer Break	Wednesday, June 30, 2021 to Monday, September 6, 2021
First Day of School	Tuesday, September 7, 2021
Thanksgiving	Monday, October 11, 2021

Appendix C

March to June 2021

2020/2021 HURON BRIGADOON BOUNDARY REVIEW TIMELINES

	Target Dates	January				February				March					April				May					June			
		4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28
Initiate Review / Report to Board	<i>January 25, 2021 Board of Trustees Meeting</i>				■																						
Notice Regarding Parent Representative Selection	<i>week of February 8, 2021</i>					◆																					
Parent Representative Application Due to Principals	<i>due to principals February 19, 2021</i>						◆																				
Selection of Parent Representatives	<i>due February 24, 2021</i>							◆																			
BRC Meeting #1 - Process, report, options	Thursday, March 4, 2021									▲																	
BRC Meeting #2 - Narrow options	Thursday, March 11, 2021									▲																	
Public Meeting #1: background, options	Tues, Wed, or Thurs (March 23, 24, or 25), 2021											★															
BRC Meeting #3 - select preferred option	Tuesday, April 6, 2021														▲												
Public Meeting #2 - preferred option & recommendations	Wednesday April 14, 2021														★												
BRC Meeting #4 - Finalize recommendations	Wednesday April 21, 2021																▲										
BRC Meeting #5 (if needed)	Wednesday April 28, 2021																	▲									
Prepare BRC's Final Report	Monday, April 26, 2021 to Friday, April 30, 2021																		■								
Recommendations to EC	<i>Monday, May 3, 2021</i>																			◆							
Board Meeting #1 (Board Presentation)	<i>May 10, 2021 Committee of the Whole Meeting</i>																			■							
Board Meeting #2 (Clarification)	<i>May 31, 2021 Board of Trustees Meeting</i>																					■					
Board Meeting #3 (Board Decision)	<i>June 14, 2021 Board of Trustees Meeting</i>																							■			

Legend	
Holidays	
Internal Staff Work	
Public Consultations	★
BRC Meetings	▲
Board of Trustee Meetings	■
Deadlines	◆

School Holidays & Key Dates	
Christmas Holidays	Monday, December 21, 2020 to Friday, January 1, 2021
Family Day	Monday, February 15, 2021
March Break	Monday, March 15, 2021 to Friday, March 19, 2021
Holy Week	Monday, March 29, 2021 to Friday, April 2, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
Victoria Day	Monday, May 24, 2021
Last Day of School	Tuesday, June 29, 2021



Date: February 8, 2021
To: Board of Trustees
From: Director of Education
Subject: Parent Engagement

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
(Chief Executive Officer)

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

- Board Policy: APSC001 Catholic School Councils

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

- O. Reg. 612/00: School Councils and Parent Involvement Committees under *Education Act*, R.S.O. 1990, c. E.2
- Parent Engagement Policy; www.edu.gov.on.ca/eng/parents/policy.html
- Ontario's PRO (Parent Reaching Out) Grants are designed to support parents in identifying barriers to parent engagement. Recognizing the valuable contribution that parent engagement makes to students' learning and well-being, PRO Grants support school boards to identify barriers to parent engagement in their school communities and find solutions to help more parents get involved in their children's education.
://www.edu.gov.on.ca/eng/policyfunding/memos/feb2017/2017_2018_pro_grants_school_council_en.pdf

Alignment to the MYSP:

- Strategic Priority: Nurturing our Catholic Community
- Strategic Direction: Bear witness to our Faith through joyful discipleship and our relationships with and in Christ



Background/Comments:

Ontario's parent engagement policy recognizes many different forms of parent engagement, and that each is an important contributor to student and school success. Within the policy, parent engagement includes:

- Providing a positive learning environment at home, actively working with children to support what they are learning in school, and making learning an important part of the day
- Having productive conversations with teachers so that there is clear communication between the school and the home
- Becoming involved in school activities and volunteering to help with school events, trips and other activities
- Participating in School Councils at the school level and Parent Involvement Committees at the board level to provide perspective

Our Parent Engagement initiatives have been furthered by several intentional changes which have included:

- The development of a Catholic School Advisory Council for our virtual school, St. Isidore, as well as representation for St. Isidore on CPIC
- Digital and hard copy posters recruiting for CPIC (Catholic Parent Involvement Committee) and raising awareness of the role of CSAC (Catholic School Advisory Council) were created and sent to schools this year.
- Re-joining [OAPCE](#) as a member and sharing their virtual conferences including opportunities to meet the Minister of Education with CPIC and,
- Active participation and voice in Ministry held CPIC Meetings

The WCDSB has continually focused on supporting the partnership between home and school to meet the various forms of parent engagement as presented in the Ontario Parent Engagement Policy by promoting and supporting:

- Celebration of our Catholic School Advisory Council Chairpersons through our WCDSB annual commissioning ceremony
- Parent Reaching Out Grants
- Catholic Parent Involvement Committee Support to Schools and Catholic School Advisory Councils



WCDSB COMMISSIONING CEREMONY

Celebrating and recognizing our strong parent relationship has now become a yearly tradition at the WCDSB. The event, celebrated virtually this year, was attended by 187 parents, administrators, trustees, and superintendents. A combined total of 88 parents and new administrators were commissioned this year. It began with a virtual liturgy facilitated by our Board's Spiritual Animator, Father Joseph de Viveiros and this year's Pastoral Theme, Gathered to Become, was introduced. The CSAC's also had an opportunity at a question-and-answer period with the trustee panel to facilitate a better understanding to some of their pressing questions. To commemorate the Commissioning, and to highlight our pastoral theme of Gathered to Become each parent council member was given a picture frame which included a craft butterfly constructed by students of St. Vincent de Paul School in Cambridge.



School Year	Number of Parents Commissioned
2016/17	54
2017/18	57
2018/2019	66
2019/2020	36
2020/2021	88

The WCDSB Multi-Year Strategic Plan highlights our goal to increase our parent engagement by 5% at parent-focused events. The significant increase of 52 persons commissioned this year is an encouraging metric that supports the WCDSB powerful sense of community and value placed on parent engagement. The hybrid model of virtual accessibility may have been a factor that has contributed to attendance and may also be an option for future ceremonies.

PARENT REACHING OUT GRANTS

The Parent Reaching Out (PRO) Grants program provides funding to district school boards and school authorities to lead projects with a focus on the identification and removal of barriers that prevent parents and families from participating and engaging fully in their children's learning.

Each district school board received a predetermined funding amount for parent engagement projects so the past practice of individual schools applying to the Ministry for funding for independent projects no longer exists.

As a system, the Waterloo Catholic District School Board continues to work closely with our Catholic Parent Involvement Committee, Catholic School Advisory Councils and other stakeholder groups as we develop initiatives that support increased parent engagement and involvement.



WCDSB PRO Grant Outcomes: 2019-2020 year in review

WCDSB had proposed that the following PRO Grant plan projects occur in the 2019/2020 school year. We were able to offer three parent sessions prior to the school closure. Fred Masters offered his “What to Teach Your Kids about Money” session to parents in Cambridge, Waterloo, and Kitchener.

What to Teach your Kids About Money

Jan. 22 – St. Benedict CSS Registrations: 30

Feb. 4 – St. Mary’s CSS Registrations: 88

Feb. 22 – St. David CSS Registrations: 54

Feedback from those that attended garnered *4.86/5 stars* for the presentation.

WCDSB was also able to continue to support our families online, and the #WCDSBFindtheUmbrella social media contest was developed to reinforce wellbeing skills and family engagement. The 2.5-week campaign saw over 1800-page views with an average six minutes spent reviewing the page. To support food security social media submissions had a chance to win \$100 grocery gift cards. Additionally, during COVID19 Dr. Jen Forristal, the founder of The Umbrella Project, created an online seminar directed to learning at home and stress management/ coping/ wellness skills for parents.



Unfortunately, the following projects did not proceed as schools closed and gatherings were prohibited due to COVID-19:

- Daring Parenting: Courageous Conversations
- Daring Parenting: Put the Armor Down: What to do When Shame Shows Up
- Collaborative Cross-Region Projects of Family of Schools: Building Stronger Catholic School Advisory Councils



PRO Grants 2020-2021

WCDSB PRO grant themes for this year coincide with the themes developed below:

1. Mental Health
2. Faith Formation (Support Positive School Culture)
3. Health and Wellness (Mental Health Support Goal)
4. STEAM (Technology Support goal)

The themes were defined based on two CPIC brainstorming/goal setting sessions in conjunction with obtaining CSAC voice through a survey created in the fall. The main themes/topics that were identified as the most important in the school community included:



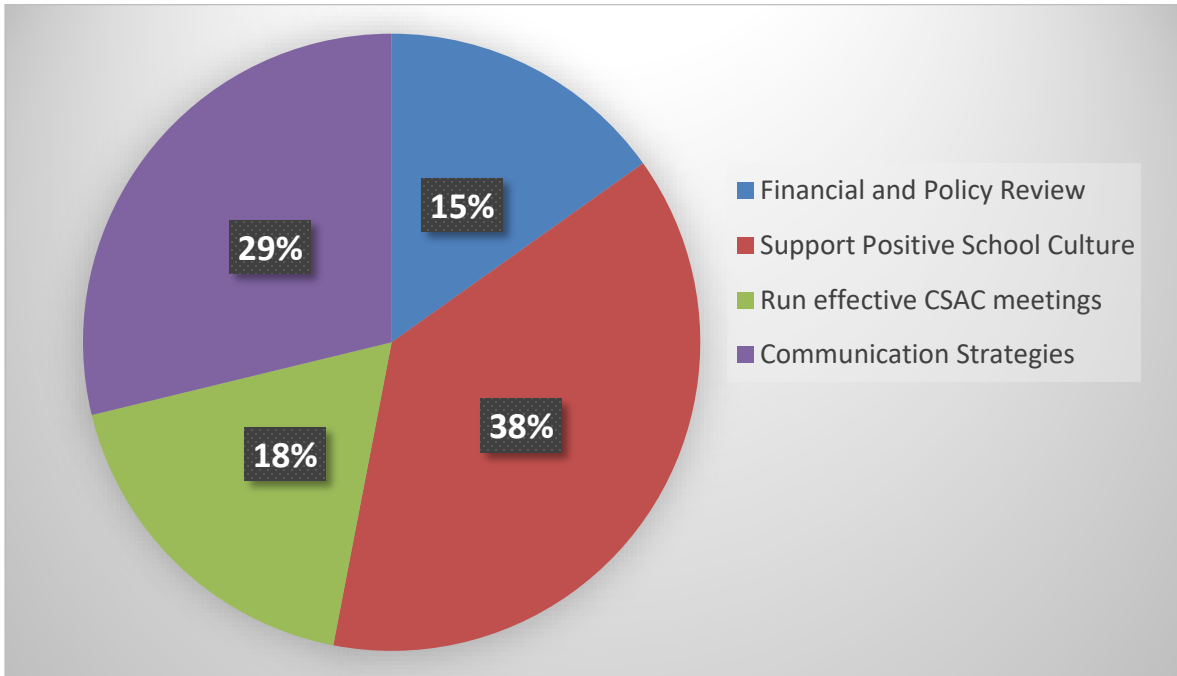
Proposed events to honor the voices of our parents include:

- Virtual Family cooking
- Mindfulness and wellbeing opportunities
- Virtual Painting Classes
- Drumfit Exercise One class for parents and one for children
- Faith Formation –Formed (The Search – video - based program with family discussion focused on Lent - www.thesearchbegins.org)
- Friday Night Faith Flicks for families
- Lenten bible materials for families to share/discuss
- Library Partnership Virtual visits (STEM, robotics, coding Share Play Anytime videos baking, cooking , etc.) - free
- The MUSEUM: Adult programming (butterfly circuits, recycling plastic bags to make laptop bags, etc.)
- UWaterloo ESQ STEAM programming
- Potential Launch to schools that can apply for funds that might be available

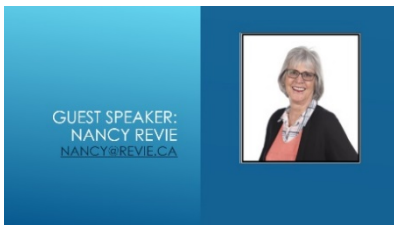
CATHOLIC PARENT INVOLVEMENT COMMITTEE SUPPORT TO SCHOOLS AND CATHOLIC SCHOOL ADVISORY COUNCILS

On November 26, 2020, CPIC was able to offer a highly successful virtual CPIC/CSAC Onboarding event. Eighty-two (82) parents attended this event (an increase from 2019/20 attendance of 35 persons) and topics that were addressed were all based on CSAC input.





The onboarding event began with an overview of the CPIC mandate, tips for running effective meetings, and suggestions on how to communicate effectively with parents. A highly informative presentation from our Finance Auditor, Shane Durham, provided our parents with a better understanding of the financial aspects of CSAC rules and regulations. Finally, our evening was complimented by an excellent presentation from our keynote speaker Nancy Revie.



Nancy led everyone in attendance through a virtual fitness workout and a leadership/wellbeing presentation that highlighted the importance of self-care and leadership rooted in empathy, innovation, and authenticity.



This onboarding event highlighted the continued desire to have a strengthened communication between the CSACs and CPIC. Forthcoming from this event was the suggestion to host "coffee talks" wherein parents can join an open forum to share ideas, concerns and questions. CPIC is in the process of developing this opportunity.



The Catholic Parent Involvement Committee has been very deliberate to create strategy to support a stronger presence in the WCDSB. A formal communication strategy has been developed and shared with all CPIC members and structures for maintaining an open dialogue for CPIC members via a Microsoft Teams Group has also been established. CPIC is reaching to our CSACs more frequently and sharing information more consistently through our updated D2L site for CSAC members. The newly established assigned CPIC and CSAC Chairperson WCDSB email addresses (which allow for confidentiality and a direct conduit to the Chairperson) have contributed to a stronger link to school community voice. The CPIC members created “norms” that have supported safe and empowering settings and shared ideas (in collaboration with CSAC) and proposals that have informed the creation of specific goals for 2020/2021.

CPIC GOALS:

1. Support Positive School Culture - Meaningful conversations for parental engagement - Maintaining a sense of connection between home school and St. Isidore
2. Communication Strategies - Enhanced communication with parents/school/parish (including virtual connection with home school and minorities)
3. Mental Health Support - Support for parents with children struggling from anxiety, social isolation, or focused attention with their studies
4. Community Support - Food insecurity/food drives
5. Technology Support - Coping with online learning (tools/techniques) - Online safety (cyber awareness)

Next Steps:

1. Coffee chats will be initiated between CSAC's, moderated in part by CPIC to foster communication and alignment with defined goals.
2. Proposed events in our community will be executed primarily over the winter months to support parents during the pandemic with key resources and activities.
3. The communication strategy and plan will be used to continue to execute events, surveys, and networking opportunities to maximize visibility and effectiveness (reach)
4. Metrics will continue to be tracked for each event to assess participation, event satisfaction and opportunities for improvement. Data will be used to help inform future goals and communication tactics.

As in the past, a list of the various events, with dates and times, that are planned to support parent engagement in our WCDSB community and to find local solutions to involve more parents in support of student achievement and well-being will be provided to trustees as they are confirmed.

Recommendation:

For Information for the Board of Trustees.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent 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."



Submission to
The Minister of Education

**Grants for Student Needs
2021-2022**

January 20, 2021



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

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

Vision Statement

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

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Introduction

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

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

Annually, OCSTA submits a brief to the government with recommendations to improve the structure of funding through the GSN. Recommendations are made on the basis that the education funding system in Ontario must respond to four essential principles:

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

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

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

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

The recommendations contained in this year's GSN brief are important issues to the 29 Catholic District School Boards in our province. In some cases, they represent on-going concerns and in others describe recent priorities. We trust that the Minister of Education will strongly consider our recommendations as part of the government's commitment to consultation. As always, we would be pleased to meet with you and/or representatives of the Ministry to discuss any of the following items in more detail.

Catholic School Boards As Partners in Service Delivery

The OCSTA, on behalf of Catholic school boards, works closely with the Ministry of Education to develop education programs, budgets and curriculum that supports the legislative and regulatory requirements spelled out in the *Education Act*. We have enjoyed a positive working relationship for many years with all stakeholders in the education sector, including all Ontario political parties. Our school board trustees are the democratically elected representatives of the Catholic school system with responsibilities for:

- Establishing the education mission of the board;
- Developing school board policies that promote and protect Catholic education;
- Establishing the Annual Budget;
- Hire Director of Education and other staff consistent with preferential hiring rights;
- Promoting the constitutional right of Catholic school ratepayers to govern, manage and control publicly funded Catholic schools.

Our member school boards design and deliver Christ centered education programs to students. These boards are directly supported by 2.4 million Catholic ratepayers and have been an integral part of the history and fabric of our province for over 175 years.

Financial Impacts on Boards Related to COVID-19

The OCSTA acknowledges and appreciates the funding provided to date by the Provincial Government with regard to COVID-19 and the extremely difficult challenges managing the pandemic present to students, families, communities and Catholic school boards.

Saying that, the financial impacts on Catholic boards in the current context of reopening and keeping schools open have been significant and will remain an ongoing challenge. In response to the guidance from the Ministry of Education and public health authorities, boards have established numerous and complex protocols and practices to ensure a safe return to school for students and staff. Boards have also established virtual schools for those students that choose to learn remotely. With enhanced health and safety protocols including reducing class size where possible, enhanced cleaning, cohorting of students, providing digital devices and expanding broadband access and the requirements for virtual schools, boards have used significant financial resources. Even with the additional investments from the federal government and the province, and the Ministry approved use of reserve funds (up to 2% of operating grant), boards will face enormous challenges in the near term in meeting the ongoing program and service requirements for students, while maintaining balanced budgets. Draw down on board reserves to fund ongoing extraordinary expenditure is not sustainable, in the case of a number of Catholic boards this will not be a funding source available as reserves are or will be exhausted in the near term. Throughout the planning of and re-opening of their schools, the health and safety and well-being of students and staff has been and will remain the number one priority of Catholic School Boards.

OCSTA Recommendations

- **That the Ministry provide stable, flexible and any additional funding required to assist school boards in managing the extraordinary costs associated with the pandemic response. For example:**
 1. **DIFFERENTIATED FUNDING FOR HIGH INCIDENT REGIONS:** To allow boards to respond to differing pressures while providing incremental funding to those boards in regions of the province with higher incidences of COVID-19.
 2. **CONTINUATION OF VIRTUAL SCHOOL FUNDING SUPPORTS:** For a further year. Students will be at varying levels of ability to return to school in person, those experiencing anxieties will be better served by maintaining connection with school structures which can best be supported through Virtual learning and not risk losing that important adolescent connection.
 3. **INCREASED INVESTMENTS IN MENTAL HEALTH & SPECIAL SERVICES:** Many boards need differentiated funding to address the growing influx of special needs students and students with mental health challenges.
 4. **INVESTMENTS IN ADULT EDUCATION & RETRAINING:** Given the change in the employment workforce in a post-pandemic economy, there will be a need to offer education and skills training for the workforce to shift and people to become re-employed in a shifted employment landscape. Boards will be the key structures in the province to quickly put these critical supports into action given the infrastructure is already established.
 5. **INVESTMENTS IN PPE AND CAPITAL IMPROVEMENTS:** Continue to centralize the procurement function of critical personal protective equipment (PPE) at the provincial level. Additionally, funding associated with capital improvements for schools will ensure students learn in a safe environment. Consideration should also be given to allocating capital dollars for maintaining and improving board office facilities throughout the province, such as improvements in HVAC and ventilation systems.
 6. **PUBLIC HEALTH NURSES:** Continue and expand embedded public health nurses in our schools. In addition to the predicted increase and demand for mental health and related support post pandemic, these health care professionals are equipped to provide invaluable education on vaccinations as well as healthy living instruction.
- **That the Ministry conduct a review of the education funding formula to ensure adequacy and equity in managing any and all costs associated with emergency pandemic response. We would request such review include consideration for the restoration of reserve funds used by school boards for emergency pandemic purposes.**

On Line Learning Adjustment

The Ministry has indicated that future adjustments to the funding methodology for online learning courses are to be confirmed through the 2021-2022 GSN, suggesting that changes and/or adjustments may be required to the Online Learning Adjustment model to be more responsive to needs of boards.

As online learning becomes more prevalent, the disparity in average class sizes between online and in-person learning has the potential to impact future funding. If the average class size is 30 for secondary online courses while the maximum average class size requirement is 23 for in-person learning, this will eventually result in a decrease of funding for school boards. We would request that the Ministry fund this additional cost for school boards.

In addition, the number of online learners in Catholic school boards has increased significantly, some by as much as 30% annually. In 2020-2021, boards have seen the number of students opting for synchronous e-learning courses increase over 2019-2020. This is most likely due to the establishment by boards of virtual schools in response to the pandemic. However, given the evolving pandemic response and the two-compulsory e-learning courses that high school students must take, significant uncertainty exists with respect to how many students will choose to opt out of taking them. For these reasons, consideration should be given to delaying the implementation of this requirement along with continuing to collect data over the next year before determining any changes to the Online Learning Adjustment.

OCSTA Recommendations

- **That the Ministry consider delaying the implementation of two compulsory e-learning courses.**
- **That The Ministry collaborate with boards to collect the necessary data over the next year (at a minimum) before determining any changes to the Online Learning Adjustment.**
- **That the Ministry continue to review the funding impacts on boards as on-line learning becomes more prevalent.**
- **That the Ministry provide funding to ensure devices and access are made available to every secondary student to allow for full equal access to e-learning program delivery.**

Priorities and Partnership Fund Administration

OCSTA appreciates the additional funding for various projects our Catholic boards have received through the Priorities and Partnership Fund (PPF). However, boards have indicated a significant administrative burden associated with applying for the funding. In addition, many boards indicate that too many programs are being funded through the administratively cumbersome Transfer Payment Agreement structure that currently exists. The amount of time spent on submitting applications, plans and budgets, mid-term qualitative and financial reports and finally submitting final qualitative and financial reports, is administratively taxing for many boards.

In addition, it would be beneficial to boards to ensure as much funding as possible be allocated to the GSN so boards can plan, budget and report accordingly. In some instances, the timing of PPF announcements occurs after the board budget process is completed, which can result in the delay of hiring of staff and hinders timely, planned program implementation. We would add that a transfer of PPFs into the GSN would as well increase local flexibility and autonomy and as well assist in realizing/maintaining equity in funding.

At a minimum GSN should include funding for Specialist High Skills Major (SHSM), all funding for mental health, equity and Human Rights, supports for students with autism spectrum disorder and transportation funding for children in care.

OCSTA Recommendations

- **Programs funded through PPF's should be transferred into the GSN's within one year to reduce the administrative burden on board staff and so as to increased flexibility and equitable funding.**
- **That the Ministry should establish a coordinator for PPF administration and have all Ministry departments flow their requirements through that coordinator to reduce the workload on boards.**
- **That the Ministry should ensure PPF announcements are aligned with board budget cycles to minimize any hiring disruptions.**

School Board Administration and Governance Grant

The Ministry has asked for input on the structure of the School Board Administration and Governance Grant (SBAG) specifically areas where there may be overlap and duplication. In addition, the Ministry is seeking input on how compliance with enveloping provisions can be measured across boards.

OCSTA supports the objective of increasing efficiencies within the GSN and reducing overlap and duplication within the funding structure of boards.

It should be noted, however, that the pandemic has significantly increased demands placed on board administration staff with regards to accountability and reporting but funding for administrative tasks has not been taken into account. All provincial and federal funding allocations to school boards related to COVID-19 neglected to include a component for the administrative work to be completed for implementation and reporting related to that funding. We recognize the important leadership and tireless work of Catholic school boards administrative staff throughout these challenging and complex times.

During an unprecedented year, all boards were required to transition essential service components to remote only. This necessitated a significant investment in systems and remote work capabilities including electronic process flow management, yet the School Board Administration and Governance Grant does not include funding specific to financial or human resource and payroll systems.

Boards are experiencing increased mental health and medical leaves among administrative staff, as well as instructional staff and support staff for which there is no mechanism within the grant to support short term replacement staff. Replacing administrative staff on any type of approved leave with salary or short-term disability leave is a double salary cost for school boards.

To enhance compliance with the enveloping provisions, the Ministry of Education should consider removing the legal expenditures from the Board Administration category. The Uniform Code of Accounts requires all legal expenses to be mapped to Board Administration and Governance, despite no identifiable source of funding within the grant model. This concern is especially acute with our large urban boards as there are significant legal issues, with outcomes that can be precedent setting on a provincial basis. Human Rights and special education legal challenges are increasing exponentially.

The Board Administration and Governance Grant is also lagging in terms of keeping up with average salaries for highly skilled workforce positions at boards. Average salaries for certified professionals in finance, human resources, employee relations, planning and communications exceed the benchmark funding determined by the Ministry.

Specifically related to information technology needs, there is a lack of funding to upgrade technology such as firewalls and cybersecurity software to ensure all data is appropriately safeguarded. External audit reviews continue to recommend upgrades and staff training but resources are already stretched to capacity within the grant structure.

OCSTA Recommendations

Improving the Adequacy of the Grant:

- **That the Ministry build a cost-of-living increase/market value adjustment into the grant to assist with the inflationary pressures coming through technology and software costs, audit services and salaries for professionals.**
- **That the Ministry include in the grant technology needs for corporate functions, including financial, plant and maintenance work order systems, payroll systems, student information systems, human resource and employee relations reporting.**

Managing Information for Student Achievement (MISA)

Funding for MISA Local Capacity Building is intended for activities to help school boards build capacity and better manage information and evidence to inform school board decisions around school administration and classroom practice. Funding is based on a fixed amount of \$35,000 for each school board and \$0.35 per Average Daily Enrolment (ADE). The MISA Local Capacity Building Allocation is \$3.2 million in 2020–2021.

In terms of the overall structure of the MISA and meeting its' administrative requirements, it is generally supported by our Catholic boards. The continued availability of Ministry personnel to answer questions is valued by our boards and the templates for information are well designed. The flexibility provided by the Ministry in allowing school boards to determine how MISA funding is used, empowers school boards to actualize the priorities within their multiyear strategic plans. Opportunities may exist to enhance this system with technology to facilitate collaboration across boards throughout the Province.

OCSTA Recommendations

- **That the Ministry examine leveraging technology to make the MISA work more collaboratively across the province.**
- **That the Ministry consider expanding the criteria for the use of the funds to support a broader range of board initiatives, beyond the current research focus.**

Census Data

GSN allocations that provide funding for various education priorities rely on quantitative data to indicate what level of need exists for education programs and services offered by boards. Currently, census data is a significant input in the measurement of need. Approximately 14% of total funding for the supplemental grants within the GSN are dependent (all or in part) on census data.

For example, census data is used within the Special Education Grant to estimate the proportion of students predicted to receive special education programs and services. It is therefore important to ensure the information is relevant and as up-to-date as possible. In addition, the largest portion of the Learning Opportunities Grant (LOG) is flowed through the Demographic Allocation, which provides funding based on social and economic indicators that are associated with students having a higher risk of academic difficulty. The socio-economic indicators are derived from the 2006 Statistics Canada Census data. The Safe and Accepting Schools allocations are also calculated using information from the Statistics Canada census data. The use of updated census data ensures school boards are funded according to the needs of their students and families.

OCSTA believes that GSN allocations should be adjusted to reflect updated census data. Boards should have the latitude within these GSN funding allocations to adjust to meet local needs and priorities.

OCSTA Recommendations

- **That the Ministry ensure any redistributive impacts on boards from the use of updated census data are phased in over a four-year period of time to minimize negative impacts on affected boards.**
- **That the Ministry continue to ensure boards have the flexibility and autonomy to manage their GSN allocations to meet their local requirements.**

Secondary Class Size Compliance

The Class Size Regulation (O. Reg. 132/12) sets out class size requirements for all grades. In 2015–2016, the Ministry announced a framework to ensure compliance with the kindergarten and primary (generally grades 1 to 3) provisions of the class size regulation. In 2017–2018, this compliance framework was expanded to apply to the junior-intermediate (grades 4 to 8) provisions of the regulation.

The current compliance framework requires boards to submit a class size compliance management plan in the first year of non-compliance. Where a board is non-compliant for two or more years, the Ministry will implement reductions in the funding envelope for school board administration and governance. This is effectively a requirement to re-direct funds to the classroom to assist with compliance with the class size regulation. When a school board demonstrates compliance with the limits set out in the relevant sections of the class size regulation, the compliance measures may be lifted.

Catholic boards have indicated that secondary class size calculations required for compliance have become more complicated with the addition of new cap sizes for e-learning classes. Other challenges include variations when students are in a special education class but integrated into classes where they do not “count” as part of the class average.

Elementary Class Size Compliance

Elementary class size hard caps challenge boards both with school organization and financially. Requiring 90% of primary classes to be at or below 20 and no more than 10% to be between 20-23 students causes turmoil every year for hundreds of classes and students as boards are required to reorganize class structures to comply with the cap restrictions. This results in concerns/upset among parents, since children are forced to switch classes to ensure **compliance** with class size and concerns among staff that result in multiple split/combined classes and new assignments for teachers throughout schools.

OCSTA Recommendations

- **That the Ministry revise the compliance requirements on hard caps to give boards the autonomy and flexibility to determine class size that meets their local conditions and needs.**
- **That the Ministry revise and simplify the methodology for calculating secondary class size for e-learning classes.**

School Board Flexibility and Autonomy

Catholic district school boards in Ontario face increased budget pressures in the delivery of educational programs and services. Over the past number of years, successive governments have introduced regulations/legislation that have significantly reduced school board flexibility. This loss in local autonomy and flexibility is of particular concern to Catholic school boards. We could cite numerous examples where Ministry of Education actions have reduced the flexibility Catholic school boards require to realize their distinct mission. Proposed revisions to the Pupil Accommodation Review Guideline is but one such example.

The Ministry has as well-placed increased restrictions on how school boards spend their capital and operating funds. For example, the increased number of areas in the GSN that are “enveloped” reduces school boards’ budget flexibility along with more targeted Program Priorities Funding (PPF). These restrictions on school boards have reduced their capacity to plan for, fund and operate specific education programs that serve the unique needs of their local constituents.

We cannot stress enough that Ontario’s publicly funded Catholic school boards require sufficient flexibility and autonomy to realize their distinct mission.

OCSTA Recommendations

- **That the Ministry of Education review regulations/policies with a goal of increasing school board autonomy and flexibility:**
 - 1. In overall school board planning/program design and the implementation of Ministry policy directives;**
 - 2. Reduce restrictions (enveloping) on operating funds that decrease school board flexibility.**

Summary of Recommendations

Financial Impacts on Boards Related to COVID-19

OCSTA Recommendations

- That the Ministry provide stable, flexible, and any additional funding required to assist school boards in managing the extraordinary costs associated with the pandemic response. For example:
 1. **DIFFERENTIATED FUNDING FOR HIGH INCIDENT REGIONS:** To allow boards to respond to differing pressures while providing incremental funding to those boards in regions of the province with higher incidences of COVID-19.
 2. **CONTINUATION OF VIRTUAL SCHOOL FUNDING SUPPORTS:** For a further year. Students will be at varying levels of ability to return to school in person, those experiencing anxieties will be better served by maintaining connection with school structures which can best be supported through Virtual learning and not risk losing that important adolescent connection.
 3. **INCREASED INVESTMENTS IN MENTAL HEALTH & SPECIAL SERVICES:** Many boards need differentiated funding to address the growing influx of special needs students and students with mental health challenges.
 4. **INVESTMENTS IN ADULT EDUCATION & RETRAINING:** Given the change in the employment workforce in a post-pandemic economy, there will be a need to offer education and skills training for the workforce to shift and people to become re-employed in a shifted employment landscape. Boards will be the key structures in the province to quickly put these critical supports into action given the infrastructure is already established.
 5. **INVESTMENTS IN PPE AND CAPITAL IMPROVEMENTS:** Continue to centralize the procurement function of critical personal protective equipment (PPE) at the provincial level. Additionally, funding associated with capital improvements for schools will ensure students learn in a safe environment. Consideration should also be given to allocating capital dollars for maintaining and improving board office facilities throughout the province, such as improvements in HVAC and ventilation systems.
 6. **PUBLIC HEALTH NURSES:** Continue and expand embedded public health nurses in our schools. In addition to the predicted increase and demand for mental health and related support post pandemic, these health care professionals are equipped to provide invaluable education on vaccinations as well as healthy living instruction.
- That the Ministry conduct a review of the education funding formula to ensure adequacy and equity in managing any and all costs associated with emergency pandemic response. We would request such review include consideration for the restoration of reserve funds used by school boards for emergency pandemic purposes.

On Line Learning Adjustment

OCSTA Recommendations

- That the Ministry consider delaying the implementation of two compulsory e-learning courses.
- That The Ministry collaborate with boards to collect the necessary data over the next year (at a minimum) before determining any changes to the Online Learning Adjustment.
- That the Ministry continue to review the funding impacts on boards as on-line learning becomes more prevalent.
- That the Ministry provide funding to ensure devices and access are made available to every secondary student to allow for full equal access to e-learning program delivery.

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- That the Ministry should establish a coordinator for PPF administration and have all Ministry departments flow their requirements through that coordinator to reduce the workload on boards.
- That the Ministry should ensure PPF announcements are aligned with board budget cycles to minimize any hiring disruptions.

School Board Administration and Governance Grant

OCSTA Recommendations

Improving the Adequacy of the Grant:

- That the Ministry build a cost-of-living increase/market value adjustment into the grant to assist with the inflationary pressures coming through technology and software costs, audit services and salaries for professionals.
- That the Ministry include in the grant technology needs for corporate functions, including financial, plant and maintenance work order systems, payroll systems, student information systems, human resource and employee relations reporting.

Managing Information for Student Achievement (MISA)

OCSTA Recommendations

- That the Ministry examine leveraging technology to make the MISA work more collaboratively across the province.
- That the Ministry consider expanding the criteria for the use of the funds to support a broader range of board initiatives, beyond the current research focus.

Census Data

OCSTA Recommendations

- That the Ministry ensure any redistributive impacts on boards from the use of updated census data are phased in over a four-year period of time to minimize negative impacts on affected boards.
- That the Ministry continue to ensure boards have the flexibility and autonomy to manage their GSN allocations to meet their local requirements.

Secondary and Elementary Class Size Compliance

OCSTA Recommendations

- That the Ministry revise the compliance requirements on hard caps to give boards the autonomy and flexibility to determine class size that meets their local conditions and needs.
- That the Ministry revise and simplify the methodology for calculating secondary class size for e-learning classes.

School Board Flexibility and Autonomy

OCSTA Recommendations

- That the Ministry of Education review regulations/policies with a goal of increasing school board autonomy and flexibility:
 1. In overall school board planning/program design and the implementation of Ministry policy directives;
 2. Reduce restrictions (enveloping) on operating funds that decrease school board flexibility.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2020-2021

Patrick J. Daly, President	Hamilton-Wentworth Catholic District School Board
Michael Bellmore, Vice President	Sudbury Catholic District School Board
Beverley Eckensweiler, Past President	Bruce-Grey Catholic District School Board
Linda Ainsworth	Peterborough Victoria Northumberland & Clarington Catholic District School Board
Frank Bastone	Kenora Catholic District School Board
Kathy Burtnik	Niagara Catholic District School Board
Clifford Casey	Brant Haldimand Norfolk Catholic District School Board
Leslie Cassidy-Amadio	Huron-Superior Catholic District School Board
Carol Cotton	York Catholic District School Board
Nancy Crawford	Toronto Catholic District School Board
Luz del Rosario	Dufferin-Peel Catholic District School Board
Marino Gazzola	Wellington Catholic District School Board
Sharon Hobin	Dufferin-Peel Catholic District School Board
Vince Iantomasi	Halton Catholic District School Board
Todd Lalonde	Catholic District School Board of Eastern Ontario
Colleen Landers	Northeastern Catholic District School Board
Mark Mullan	Ottawa Catholic District School Board
Garry Tanuan	Toronto Catholic District School Board
Linda Ward	St. Clair Catholic District School Board
Bishop John Boissonneau	ACBO Liaison to OCSTA
Fr. Patrick Fitzpatrick	Chaplain
Nick Milanetti	Executive Director

NOTES



Ontario Catholic School
Trustees' Association

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

January 20, 2021

The Honourable Stephen Lecce
Minister of Education
438 University Ave, 5th Floor
Toronto, Ontario
M5G 2K8

Dear Minister Lecce,

On behalf of the Ontario Catholic School Trustees' Association, I am pleased to provide you with our 2021/2022 Grants for Student Needs (GSN) Submission. The submission represents the input received from and the priorities of Ontario's 29 Catholic District School Boards. Consistent with previous GSN consultation submissions, we continue to strongly advocate for increased flexibility and autonomy in the regulations, policies and funding model enveloping effecting Catholic school boards so as to ensure they may continue to effectively realize their distinct Christ centred missions.

We recognize and appreciate yours and the government's support with regard to additional funding related to COVID-19 response. We recognize as well the leadership of Catholic School Trustees and the goodness and heroic work of system and Catholic school leaders, teachers, administrative and support staff throughout these unprecedented times.

As you know, during the last round of central bargaining the costs and challenges associated with sick leave was a priority for school boards. We continue to consult with our member boards regarding this matter and look forward to conversations with you and Ministry of Education staff to mitigate increased sick leave costs.

Our Association recognizes and very much appreciates the faith-filled leadership and tremendous service provided by those serving in executive positions within Catholic school boards. The compensation of these dedicated individuals has been frozen for 9 of the past 10 years. As a matter of equity and fairness, a review and adjustments to Executive Compensation is urgently required.

We thank you for your consideration of the recommendations contained in our submission and look forward to the opportunity to discuss it with you and Ministry of Education staff.

Yours very truly,

Patrick J. Daly
President
Enclosure

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

Sent: Friday, January 22, 2021 8:19 AM

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

Subject: OCSTA: REVISED Nomination Form - Virtual AGM (May 1)

Attached please find a REVISED Nomination Form which includes a field to identify Region # for Candidate.

Please discard previous version. Thank you.



Ontario Catholic School Trustees' Association

January 21, 2021

MEMORANDUM

TO: All Trustees

CC: Directors of Education
- All Catholic District School Boards
OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Nick Milanetti, Executive Director

SUBJECT: Virtual AGM (May 1) – Elections and Important Deadline Dates

On **Saturday, May 1, 2021** from **9:00am – 12:00 p.m. (EDT)** OCSTA will convene virtually to address items which are required elements of an Annual General Meeting.

A meeting invitation for the “virtual” Annual General Meeting will be distributed to all Catholic school Trustees and Directors of Education. Instructions and parameters for participating in the virtual AGM will be provided by OCSTA closer to the meeting date.

Election of Regional Director – Regions 1, 2, 3, 4, 5, 9, 10, 11

Members will be able to vote electronically. Rules, regulations and required parameters will be provided to all members in advance of the meeting.

Attached please find a nomination form for election of Regional Director. The deadline date for receipt of nominations (via email) is **9:00 a.m. (EDT) on April 7, 2021**.

Please submit complete nomination forms to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

If no nominations are received by the deadline, nominations shall remain open for the region for which no nomination was received, until 7:00 a.m. on Saturday, May 1.

Proxies

Due to the AGM being conducted by virtual means, eligible voters will have the option to assign a proxy during the AGM registration process, replacing the hardcopy proxy form.

Important Deadline Dates

Important deadline dates for receipt of Resolutions, Nominations and Proxies are as follows:

- Deadline for Receipt of Resolutions – January 29, 2021 – 12:00pm (EST) (*as per resolution memos distributed on Oct. 13, 2020 & Jan. 19, 2021*)
- Deadline for Receipt of Nominations – April 7, 2021 - 9:00am (EDT)
- Deadline for Assignment of Proxies – April 29, 2021 - 9:00am (EDT)

Attachment



Ontario Catholic School
Trustees' Association

Nomination Form for Regional Director – May 2021
Region Numbers 1, 2, 3, 4, 5, 9, 10, 11

Region # _____

Moved by:

(print name)

(signature)

(board)

Seconded by:

(print name)

(signature)

(board)

That:

(print nominee's name)

(board)

be nominated for the position of OCSTA Director for the period May 2021 to the conclusion of the 2023 AGM & Conference.

I, _____ **consent to stand for**
(signature of nominee)

election to the above position.

Appointed Scrutineer/Observer (Optional)

At in-person events, each candidate for election of the OCSTA Board of Directors and CCSTA have the option to appoint 1 scrutineer/observer to be present during the counting of votes at the Annual General Meeting. The appointed scrutineers will remain sequestered until the delivery of the Report of the Returning Officer.

(name)

(board)

Deadline: April 7, 2021 – 9:00 a.m. EDT

Please submit completed form along with biographical profile and photo (8-1/2 X 11) to
Connie Araujo-De Melo – cdemelo@ocsta.on.ca.



Ontario Catholic School Trustees' Association

OCSTA Board of Directors – Roles and Responsibilities

OCSTA is a Not-For-Profit Corporation and is subject to the
Not-For-Profit Corporations Act

The Board of Directors is the major decision-making body of the Association. This group manages the affairs of the Associations and consists of:

3 Table Officers: President, Vice President, Past President
15 Regional Directors
Executive Director
Chaplain
ACBO Liaison to OCSTA

Regional Directors and Table Officers are elected at the Annual General Meeting.

The Board of Directors

- Serves as the principal source of policy and political direction for the Association between Annual General Meetings.
- Approves amendments to the Constitution and By-Law which are then taken to the membership for approval at an AGM.
- Approves the annual Association budget and establishes membership and service fees.
- Selects OCSTA Award recipients.
- Establishes ad-hoc Work Groups, as required.
- Other responsibilities as adopted by the Board of Directors.

Board of Directors' Meetings

- 6 times per year (September, December, February, April (2), and June.
- May be called by the President at others times.
- Shall be convened by the Executive Director upon direction in writing of five Directors.

Committee Meetings

- There are currently 5 Standing Committees.
- OCSTA Regional Directors are required to sit on 2 of these committees.
- Committees meet approximately 3-6 times per year.
- Ad Hoc Committees may be established, as needed.

Regional Directors

- Know and understand:
 - the issues currently under discussion at OCSTA;
 - the position of OCSTA on these issues; and
 - the position of boards (within their region) on these issues.
- Know the full range of services that are available from OCSTA for trustees and administrators and encourage the maximum use of OCSTA services.
- Engage and participate in meetings and Association events.
- Seek input and views from their respective regions and bring forward issues to the Board of Directors.
- Help to build member board commitment to OCSTA through liaison activities and information sharing with other trustees and member boards.
- Keep boards and trustees in their regions aware of OCSTA issues and initiatives, sharing available reports and position papers, as appropriate.
- Enhance communication between the Boards they represent and OCSTA by:
 - providing on a regular basis to boards in their regions, a report on OCSTA Board of Directors' meetings
 - encouraging boards to respond to OCSTA issues and discussion papers.
- Ensure that OCSTA is kept informed of important issues, events and needs of boards in their region.
- Respect and protect the confidentiality of matters discussed at the OCSTA board

Table Officers

The Role of the President

- Presides at all general meetings of the Association and at meetings of the Board of Directors
- Has general supervision of OCSTA's affairs
- Is an ex-officio member of all committees
- Is the official spokesperson for OCSTA

The Role of the Vice President

- Presides at meetings of the Board of Directors in the absence of the President.
- Represents the Association in place of the President, as required.
- Any other duties, as determined by the President.

The Role of the Past President

- Because of the immediate Past President's familiarity with Association operations and political priorities, this position fills an important role for the current President and the board.

Mission Statement

Inspired by the Gospel, OCSTA provides leadership, service, and a provincial voice for Catholic school boards in promoting and protecting Catholic education in Ontario.

November 21, 2018



Ontario Catholic School
Trustees' Association

Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

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

January 22, 2021

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

CC: Board Secretaries and Administrative Assistants

FROM: Margaret Binns, Director of Administrative Services

RE: **2021 OCSTA Trustee Award of Merit**

Boards or individual trustee members are encouraged to submit nominations for the 2021 OCSTA Trustee Award of Merit. This award recognizes current and former Catholic trustees who have rendered exceptional service to Catholic education over the years.

Please see the attached guidelines and nomination form, as well as a list of past recipients of this award.

The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EDT, Wednesday, March 31, 2021.

OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

- Only current and former Ontario Catholic school trustees are eligible to receive this award.
- Nominations may be made by OCSTA member boards or individual trustees.
- A trustee may nominate another current or former trustee who is not from his or her own board.
- Current members of the OCSTA Board of Directors are not eligible to receive this award.

EVALUATION CRITERIA

This award is given to current and former trustees who have demonstrated one or more of the following three criteria, given a weighted value in points totalling 100:

- The nominee has made a significant contribution to the Catholic education community while serving as a Catholic trustee. (50 points)
- The nominee has strong Catholic leadership qualities and gives witness to their faith commitment. (30 points)
- The nominee has served as a Catholic trustee for a significant period of time. Although this award is not a reward for long-term service, length of service will be taken into account. (20 points)

PROCESS

- Up to three awards may be presented in any given year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- For information purposes, a list of past winners will be provided to the OCSTA Board of Directors (included in this package).
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- When the AGM & Conference is held in person, OCSTA will reimburse each award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be preceded by the Nomination Cover Sheet and submitted using the three sheets following it, each headed by one of the criteria (please see below).
- The response in support of the nominee for each of the three criteria must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca, or by Fax (416-932-9459).
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EDT, Wednesday, March 31, 2021**. The deadline is firm and will not be extended.

“To their Catholic school trustees, families entrust hundreds of thousands of human lives with the capability, the possibility, and finally the promise of achieving human greatness. It is these small, fragile and ultimately marvellous lives that you as a trustee are called to serve.”

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet

OCSTA Trustee Award of Merit

Name of Nominee: _____

Nominated by: _____

Board: _____

Contact Person: _____

Telephone #: _____

Email: _____

Please provide details of the nominee's contributions to the Catholic education community that, in your opinion, exceed the community's expectations of a Catholic trustee. (50 points)

Please provide details of how this nominee's strong Catholic leadership qualities exemplify his/her faith commitment. (30 points)

The term of service will be taken into consideration. How long has the nominee served as a trustee? What positions has he/she held? (20 points)



Ontario Catholic School
Trustees' Association

OCSTA Award of Merit Recipients Since 1974 to Present

YEAR	RECIPIENT
2020	Bob Schreader , Vice-Chair, Renfrew County CDSB
2019	Vikki Dupuis , Trustee, Wellington CDSB Anne-Marie Fitzgerald , Northwest CDSB
2018	John Curry , Trustee, Ottawa CSB
2017	Andy Bray , Vice Chair, Renfrew County CSB
2016	Norm Bethune , Vice Chair, Bruce-Grey CDSB
2015	Wilf Garrah , Former Trustee, Algonquin & Lakeshore CDSB
2014	John Grisé , Former Trustee, Simcoe-Muskoka CDSB
2013	Gerald Beerkens , Huron-Superior CDSB Betty-Ann Kealey , Ottawa CSB
2012	Mike Favreau , Kenora CDSB
2011	Bernard Murray , Huron-Perth CDSB
2010	Ronald Eamer , CDSB of Eastern Ontario Alice Anne LeMay , Halton CDSB
2009	Kathy Ablett , Ottawa CSB
2008	Ron Marcy , Huron-Perth CDSB Ken Adamson , Dufferin-Peel CDSB Donald Clune , Toronto CDSB
2007	Louise Ervin , Waterloo CDSB
2006	Joe Corey , Durham CDSB Barbara McCool , Nipissing Parry Sound CDSB Ed McMahon , Toronto CDSB
2005	Philip Colosimo , Thunder Bay CDSB Regis O'Connor , Huron Superior CDSB Ed Viana , Halton CDSB
2004	Patrick Daly , Hamilton-Wentworth CDSB
2003	Dave McCann , Kenora CDSB
2002	Donald Sunstrum , Huron-Superior CDSB

2001	Patrick Meany , Dufferin-Peel CDSB
2000	A. J. M. (Art) Lamarche , Ottawa-Carleton CDSB
1999	Robert Hubbard , St. Clair CDSB Joseph Kraemer , London DSCB
1998	Jacqueline Legendre-McGuinty , Ottawa-Carleton RCSS Board Tina Rotondi-Molinari , York Region County RCSS Board Donald Schrenk , Halton County RCSS Board
1997	Mary Hendriks , Lincoln County RCSS Board Rev. Tom Day , Metropolitan Separate School Board
1996	Monsignor Edward Boehler , Metropolitan Separate School Board Michael Kelly , Ottawa RCSS Board Ray Voll , Waterloo Region RCSS Board
1995	Fr. Carl J. Matthews , Metropolitan Separate School Board John Shrader , London & Middlesex County RCSS Board
1994	James V. Sherlock , Halton County RCSS Board Mary O. O'Connor , Kirkland Lake-Timiskaming District RCSS Board Roberta B. Anderson , Ottawa RCSS Board
1993	Jim Carpenter , London & Middlesex County RCSS Board Robert Flanagan , Welland County RCSS Board Paul Duggan , Metropolitan Separate School Board
1992	Dr. Angelo Albanese , Welland County RCSS Board Robert O'Brien , Halton County RCSS Board Charles (Chuck) Yates , Waterloo Region RCSS Board
1991	Joseph H. Duffey , Frontenac-Lennox & Addington County RCSS Board Bertram R. Garrett , Frontenac-Lennox & Addington County RCSS Board William J. Hillyer , Bruce-Grey County RCSS Board
1990	Robert Hall , Dufferin-Peel County RCSS Board Lillian O'Connor , Hastings-Prince Edward County RCSS Board Ferbie St. Cyr , Kirkland Lake & Timiskaming District RCSS Board
1989	Martha Joyce , London-Middlesex County RCSS Board Angus MacLellan , Dryden District RCSS Board
1988	Kathleen Nolan , Hamilton-Wentworth County RCSS Board Cecil Poirier , Kenora District RCSS Board William Winters , Renfrew County RCSS Board

1987	Gerry Meehan , Dufferin-Peel RCSS Board
1986	Rev. Raymond Durocher, O.M.I. , Metropolitan Separate School Board Frank Furlong , Waterloo Region RCSS Board John Hourigan , Wellington County RCSS Board James Jordan , Lanark, Leeds & Grenville County RCSS Board Dr. N. A. Mancini , Hamilton-Wentworth County RCSS Board B. E. Nelligan , Metropolitan Separate School Board Pat Whelan , Lincoln County RCSS Board
1985	Betty Biss , Dufferin-Peel RCSS Board Rev. Patrick H. Fogarty , Metropolitan Separate School Board T. T. Joyce , York Region County RCSS Board Phil McAllister , Metropolitan Separate School Board Chris Asseff , Lakehead District RCSS Board
1984	Gerald E. Dwyer , Windsor-Essex County RCSS Board Frank E. Shine , Durham Region RCSS Board Archbishop J.L. Wilhelm , Frontenac-Lennox & Addington County RCSS Board Archbishop Philip F. Pocock , Metropolitan Separate School Board
1983	Lorne Charbonneau , Kirkland Lake & Timiskaming District RCSS Board A.F. (Al) Dunn , Elgin County RCSS Board C.F. Gilhooly , Ottawa RCSS Board Carl Mundy , Lambton County RCSS Board
1982	Sr. Emeline Forbes , Windsor-Essex County RCSS Board Rev. Ken A. Burns , Welland County RCSS Board Mary Cowley , Lambton County RCSS Board Joseph Hugel , Dufferin-Peel RCSS Board Monsignor Percy Johnson , Metropolitan Separate School Board Rev. Cornelius Siegfried , Waterloo Region RCSS Board Les Silaj , North Shore District RCSS Board
1981	Aime Arvisais , Ottawa RCSS Board John Trepanier , Brant, Haldimand & Norfolk County RCSS Board Janis Bunkis , North of Superior District RCSS Board Rev. L.P. Casartelli , Hastings-Prince Edward County RCSS Board Dr. Joseph W. Fyfe , Sudbury District RCSS Board Albert (Al) Klein, Q.C. , Nipissing District RCSS Board
1980	Almon Doolan , Frontenac-Lennox & Addington County RCSS Board John Pearson , Lincoln County RCSS Board Alexander Kuska , Welland County RCSS Board

1979	Rev. Blake Ryan , Wellington County RCSS Board Nicholas Marino , Lincoln County RCSS Board Rita Desjardins , Ottawa RCSS Board A.C. Thompson , Dufferin-Peel RCSS Board Rosario Paquet , Nipissing District RCSS Board Robert Butler , Huron-Perth County RCSS Board
1978	Monsignor Charles Colgan , Hamilton-Wentworth County RCSS Board Dr. John Andrachuk , Metropolitan Separate School Board Jean Paul Parent , Cochrane-Iroquois Falls, Black River-Matheson District RCSS Board Daniel Murawksy , Waterloo Region RCSS Board Sylvia Brown , Windsor-Essex County RCSS Board Eugene Jacobs , York Region RCSS Board Dr. Bernard Nolan , Windsor-Essex County RCSS Board
1977	Edward J. Brisbois , Metropolitan Separate School Board James Copeland , London & Middlesex County RCSS Board Eileen Coombs , London & Middlesex County RCSS Board Sr. Bernadette Boivin , Kirkland Lake-Timiskaming District RCSS Board Joseph Donihee , Frontenac-Lennox & Addington County RCSS Board John Johnson , Windsor-Essex County RCSS Board Morgan O'Connor , Durham Region RCSS Board Monsignor Delaney , Lincoln County RCSS Board Rev. Francis Grant , Peterborough Victoria Northumberland & Newcastle County RCSS Board Rev. Bernard Cox , Hamilton-Wentworth County RCSS Board
1976	Joseph Gruzleski , Wellington County RCSS Board Joseph Mahoney , Lakehead District RCSS Board Millard McGill , Bruce-Grey County RCSS Board
1975	George Charron , Lincoln County RCSS Board J. Lamarche , Frontenac-Lennox & Addington County RCSS Board
1974	T. Meyers , Hamilton-Wentworth County RCSS Board T. Melady , Metropolitan Separate School Board A. Eastdaile , London-Middlesex County RCSS Board

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Ontario Catholic School
Trustees' Association

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

January 22, 2021

MEMORANDUM

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

CC: Student Trustees
Board Secretaries & Administrative Assistants

FROM: Margaret Binns, Director of Administrative Services

RE: **2021 OCSTA Student Trustee Alumni Award**

OCSTA is pleased to invite nominees for the Student Trustee Alumni Award, designed to recognize the achievements of former student trustees and celebrate the positive impact of Catholic education on their lives and the communities they reach.

Boards or individual trustee members are encouraged to submit nominations for the 2021 OCSTA Student Trustee Alumni Award.

Please see the attached guidelines and nomination form.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EDT, Wednesday, March 31, 2021.**

OCSTA Student Trustee Alumni Award: Guidelines

NOMINATION ELIGIBILITY

- The nominee must be a former Catholic school Student Trustee.
- The nominee must have graduated from a Catholic secondary school in Ontario at least five years prior to his/her nomination.
- Any OCSTA trustee member or Ontario Catholic school board can submit nominations to help recognize the positive impact of Catholic education on the lives of student trustees and the communities they reach after graduation.

EVALUATION CRITERIA

This award is given to student trustee alumni who have demonstrated exceptional achievement in any field—vocational or voluntary—and positive Catholic values reflective of the characteristics described in the Ontario Catholic School Graduate Expectations. The nominations will be assessed based on the following three criteria, given a weighted value in points totalling 100:

- The nominee has distinguished himself/herself through service to their community and/or serving as a positive, inspiring role model to others. (40 points)
- This award is given to Catholic student trustee alumni who have demonstrated outstanding leadership, philanthropic and/or service capabilities and orchestrated exceptional and meaningful change as leaders in their profession or community. (30 points)
- The nominee has reflected the characteristics of the Ontario Catholic School Graduate Expectations: (30 points)
 - a discerning believer formed in the Catholic faith community
 - an effective communicator
 - a reflective, creative and holistic thinker
 - a self-directed, responsible, lifelong learner
 - a collaborative contributor
 - a caring family member
 - a responsible citizen

PROCESS

- Only one person will be honoured in any given year. The Board of Directors is not required to present an OCSTA Student Trustee Alumni Award each year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- When the AGM & Conference is held in person, OCSTA will reimburse the award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be submitted using the OCSTA Student Trustee Alumni Award Nomination Form.
- The response in support of the nominee must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Please explain why the individual is deserving of this recognition. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca, or by fax (416-932-9459).
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EDT, Wednesday, March 31, 2021**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumni Award Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

City: _____ Province/State: _____ Postal/Zip Code: _____

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

Dates of Service as Student Trustee _____ / _____ to _____ / _____
(month/year):

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

Using 8 ½ x 11-inch paper, please explain why the individual is deserving of this award. The submission must **not** exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca or fax (416-932-9459).

Nomination must be received by **12:00 p.m. EDT, Wednesday, March 31, 2021.**



Ontario Catholic School
Trustees' Association

OCSTA Student Trustee Alumni Award Recipients since 2017

YEAR	RECIPIENT
2020	Dr. Robert Murray , Niagara CDSB
2019	Trevor Arnason , Ottawa CSB
2018	Dr. Anthony Silva , Kenora CDSB
	Ben Verboom , Durham CDSB
2017	Kristine Soufian , York CDSB



Ontario Catholic School Trustees' Association

October 13, 2020

MEMORANDUM

TO: 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: 2021 AGM Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *January 29, 2021*.

Attachments

- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2020 Resolutions with AGM Decisions*
- *Related By-Law Section 5.9 (Resolutions)*



Ontario Catholic School
Trustees' Association

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
 - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy **by the middle of October.**

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Seconder’s Name]
[Board Name]
[Topic]

D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 29, 2021**. We encourage boards to submit their resolutions at any time from May to January by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]
Seconded by: [Seconder's Name]
Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board;
and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled
by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an
open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60
days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas,
summer months, March Break) when board operations and processes are
reduced, thus making the timelines very tight and, potentially,
unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which
relates to trustee vacancies with a view to extending the timeline by either increasing the number
of days or altering the requirement that the process be completed within a designated number of
regular school days.

*If you have any questions regarding this template please contact **Connie Araujo-De Melo** either by
telephone at 416-932-9460 ext. 226 or by e-mail at cdemelo@ocsta.on.ca.*

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not support**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - ☐ delegates will speak to the committee recommendation;
 - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Right*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised October 13, 2020



Ontario Catholic School Trustees' Association

Our Mission

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

Our Vision

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

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



OCSTA 2020 Resolutions with AGM Directives

	Board	Topic	AGM Decision
A-20	OCSTA	Resolution to Amend OCSTA By-Law 2019-01	Approve
1.	Dufferin-Peel	OCSTA Vote Allocations	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.
2.	Toronto	OCSTA Membership Fee Structure	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.
3.	Halton	Amendment to OCSTA By-Law relating to Class of Membership & Criteria for Determining Regions & Representation	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.
4.	Halton	Amendments to the By-Laws Relating Generally to the Conduct of Its Affairs	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.
5.	Toronto	Association Name Change	Defeated
6.	Waterloo	Term Limit for Regional Directors	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.
7.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, including Special Education Needs	Approve
8.	Dufferin-Peel	Student Transportation Funding	Approve
9.	Dufferin-Peel	Parent Reaching Out (PRO) Grants	Approve
10.	Dufferin-Peel	Technology Funding	Approve
11.	Dufferin-Peel	Funding for Retrofitting/Renovating Schools	Approve
12.	Algonquin & Lakeshore	Broadband Modernization Program and E-Learning Strategy	Approve and Refer to Political Advocacy Committee
13.	Ottawa	Price on Pollution Funding	Approve and Refer to Political Advocacy Committee
14.	Ottawa	PsychoEd Assessments & Fetal Alcohol Spectrum Disorder	Approve and Refer to Political Advocacy Committee
15.	Ottawa	Single Use Plastics	Approve and Refer to Political Advocacy Committee
16.	Algonquin & Lakeshore	Executive Compensation	Receive and Refer to Labour Relations Committee
17.	Dufferin-Peel	Hard Caps in Kindergarten Classes	Receive and Refer to Labour Relations Committee
18.	Algonquin & Lakeshore	OSAP Access for Certification Program Students	Receive and Refer to Political Advocacy Committee
19.	Waterloo	Teacher Learning and Leadership Program (TLLP)	Receive and Refer to Political Advocacy Committee



OCSTA 2020 Resolutions with AGM Directives

	Board	Topic	AGM Decision
20.	Waterloo	Renew and increase Funding for Summer Learning Program (CODE Project)	Receive and Refer to Political Advocacy Committee
21.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Receive and Refer to Political Advocacy Committee
22.	Toronto	Eco School Catholic Board Partnership	Approve and Refer to Catholic Education & Trustee Enrichment Committee

2020 (24) OCSTA=2, Algonquin & Lakeshore (3), Dufferin-Peel=(8), Halton=(2), Ottawa=(3), Waterloo=(3), Toronto=(3)
2019 (37) OCSTA=1, Dufferin-Peel=15, Hamilton=1, Northwest =1, Ottawa=4, Peterborough=1, Simcoe Muskoka=7, Toronto=2, Waterloo=5

2018 (20) OCSTA=1, Dufferin-Peel=12, Huron-Superior=1, Ottawa=1, St. Clair=1, York=4

2017 (08) Dufferin-Peel=4, Hamilton-Wentworth=1, Renfrew=1, Windsor=2

2016 (15) OCSTA=1, Dufferin-Peel=4, Kenora=1, Simcoe=3, York=6

2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Toronto=2, Windsor=5

2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1

2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

July 8, 2020



Ontario Catholic School
Trustees' Association

**Excerpt from
Ontario Catholic School Trustees' Association
General Working By-law 2020-1**

6. MEETINGS OF MEMBERS

6.9 Resolutions from CDSBs

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 6.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 6.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 6.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 6.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 6.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.



Ontario Catholic School
Trustees' Association

NEWS RELEASE

Additional Education Funding Responds to Catholic School Boards' Priorities

FOR IMMEDIATE RELEASE

“The additional funding for education announced today in the amount of \$381 million is very good news. We appreciate very much that the government has responded to the priorities put forward by Catholic school boards through the Ontario Catholic School Trustees' Association,” said OCSTA President, Patrick Daly.

This additional funding will help Catholic school boards to:

- Address the increased demand for mental health and related supports for students and staff
- Close learning gaps among students
- Enhance remote learning for all students participating in this format through the provision of electronic devices and improved broadband access
- Improve ventilation and necessary capital improvements in schools to support healthy and safe environments
- Enhance the implementation of health and safety protocols in schools
- Support the well-being of students and staff
- Expand asymptomatic COVID-19 testing in schools
- Improve transportation services for students and enhance health and safety protocols on buses

“All the specific areas for funding highlighted in today's announcement are important but we are particularly pleased with the additional funding in support of resources focused on mental health and closing learning gaps as the challenges associated with these areas have been significantly exacerbated as a result of the pandemic,” said OCSTA President, Patrick Daly.

“This year has been extremely difficult for students and families. The complexity and number of challenges for Catholic School boards have been unprecedented. System and school leaders, teachers, support staff in all positions and Catholic trustees have worked heroically in the best interest of the students entrusted to their care. The funds announced today will assist boards greatly in terms of their immediate needs as well as planning for the coming months and the 2021/22 school year. We look forward to continuing to work closely and collaboratively with the Ministry of Education and Provincial Government as we work collectively to support the needs of students and the communities in which they live,” said Mr. Daly.

The Ontario Catholic School Trustees' Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educates approximately 600,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information or to arrange an interview, please contact:
Sharon McMillan, Director of Communications
Tel: 416-460-7937 / E-mail: smcmillan@ocsta.on.ca



Memo

TO: All Catholic Trustees

FROM: Julian Hanlon, Executive Director

RE: Updates

DATE: February 2, 2021

Lobby Day

CCSTA is holding our Lobby Days over the next few weeks. Please follow us on twitter for the latest updates. Below are the CCSTA twitter handles:

English - @CCSTAconnect
French - @ACCEC_CCSTA

Annual General Meeting

The 2021 AGM/Convention will be held virtually on June 3-4, 2021. Presentations will be held on June 3 with the business meeting on June 4. There will be no charge for either day, and information will be forwarded closer to the date.

CCSTA is using GetQuorum to manage our meeting. GetQuorum will manage registration and voting.

Elections

With the current two-year terms of the President and Vice President concluding this year, our by-laws state that the Nominating Committee will accept nominations up to twenty days prior to the opening of the Annual General Meeting, making the deadline for nominations **May 7, 2021 at 11:00 AM (EST)**. A nomination form is attached. Proxies will be managed by GetQuorum.

Best Practices

CCSTA is looking for Best Practice documents relating to Trustee Professional Development and Orientation for new trustees. If you have any documents you would be willing to share, please send them to the CCSTA office.

Toonies for Tuition: Trophy Challenge

The two trophies are once again up for grabs. One trophy is awarded to the school board or division in the fully-funded provinces that raise the most money per capita based on FTE enrolment for the Toonies for Tuition fund. A second trophy will be awarded to the province that raises the most money based on provincial FTE enrolment.

Unfortunately, donations are significantly down this year due to COVID. Any help would be greatly appreciated. **May 15, 2021** is the deadline for submitting contributions eligible for the trophy. The winners will be announced at the June 2021 AGM.

Kind regards,

A handwritten signature in black ink, appearing to read "Julian Hurler". The signature is written in a cursive style with a long horizontal line extending to the left.



CCSTA/ACCEC

**NOMINATION FORM
FORMULAIRE DE MISE EN CANDIDATURE**

I /Je _____

Nominate/Propose:

for the office of/au poste de:

_____ **(June 2021 – June 2023)**

Signed/Signature _____

Board/Conseil _____

Date _____

Seconded/Appuyé _____

Board/Conseil _____

Date _____

Signature of Nominee/Signature candidate _____

Deadline / date limite: May 7, 2021 - 11:00 a.m. EST / 7 mai 2021 - 11h00 HNR

Email completed documents to / envoyer les document complétés à jean.montminy@ocsb.ca.

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Wednesday, February 3, 2021 5:07 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Ontario News Release - Enhanced Safety Measures in Place as In-Person Learning Resumes Across Ontario

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



Ontario Catholic School
Trustees' Association

February 3, 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: Ontario News Release – Enhanced Safety Measures In Place As In-Person Learning Resumes Across Ontario

Please see attached news release regarding enhanced safety measures as in-person learning resumes across Ontario, sent to you for your reference.



News Release

Enhanced Safety Measures in Place as In-Person Learning Resumes Across Ontario

February 3, 2021

Provincial Medical Officials are Confident Students can Return to Class Safely

TORONTO - Today, Education Minister Stephen Lecce announced the dates for the return of in-person learning in all remaining Ontario public health units (PHUs). The government's decision was based on the advice of Ontario's Chief Medical Officer of Health, the unanimous recommendation of the Council of Medical Officers of Health, and with the support of local Medical Officers of Health.

Elementary and secondary schools in the following PHUs will return to in-person learning on Monday, February 8, 2021:

- Brant County Health Unit
- Chatham-Kent Public Health
- Durham Region Health Department
- Haldimand-Norfolk Health Unit
- Halton Region Public Health
- City of Hamilton Public Health Services
- Huron Perth Public Health
- Lambton Public Health
- Niagara Region Public Health
- Simcoe-Muskoka District Health Unit
- Region of Waterloo Public Health and Emergency Services

- Wellington-Dufferin-Guelph Public Health
- Windsor-Essex County Health Unit

Elementary and secondary schools in the following PHUs will return to in-person learning on Tuesday, February 16, 2021:

- Peel Public Health
- Toronto Public Health
- York Region Public Health

In the PHUs that are permitted to return to in-person learning on February 8, before and after school child care programs are permitted to resume on that day, therefore February 5 will be the last day for emergency child care. In the Peel, Toronto and York Region PHUs, where schools are continuing with remote learning until February 16, before and after school programs will be permitted to reopen on that day and emergency child care will remain available until and including February 12, to support eligible front-line workers.

"Following the best medical advice, with the clear support of both Ontario's and the local Medical Officers of Health, we are reopening schools across the province knowing that we have taken additional steps and made additional investments to better protect our students and staff," said Minister Lecce. "Nothing is more important than returning kids to school safely because it is crucial for their development, mental health, and future success."

To support the safe return of in-person learning, [Ontario has introduced](#) new measures to continue to protect students and staff against COVID-19 in the classroom. These measures include:

- Provincewide access, in consultation with the local PHU, to targeted asymptomatic testing for students and staff;
- Mandatory masking requirement for students in Grades 1-3, and masking requirement for Grades 1-12 outdoors where physical distancing cannot be maintained;
- Providing 3.5 million high quality cloth masks to schools as back-up supply for Grade 1-12 students;
- Enhanced screening for secondary students and staff;
- Guidance discouraging students from congregating before and after school; and,
- Temporary certification of eligible teacher candidates who are set to graduate in 2021 to stabilize staffing levels, following high levels of absenteeism.

"Reducing the transmission of COVID-19 is fundamental to keeping our communities and schools safe," said Dr. David Williams, Chief Medical Officer of Health. "Our collective efforts, like strictly

adhering to all public health measures, in addition to the enhanced safety measures in schools, will help keep communities healthy and students learning alongside their peers in their classrooms."

To further promote health and safety for students and staff, Ontario recently made an additional \$381 million in funding available for schools. Provided under the federal [Safe Return to Class Fund](#), this funding will be used to improve air quality and ventilation in schools, support online learning, promote student mental health and hire additional staff. In total, Ontario has provided schools with more than \$1.6 billion to protect against COVID-19.

PHUs continue to reserve the authority to close schools to in-person learning based on local circumstances.

QUICK FACTS

- To date, Ontario has supported:
 - the hiring of 3,400 teachers (with an additional 890 projected to be hired);
 - the hiring of 1,400 custodians (with an additional 400 projected to be hired);
 - the hiring of over 500 principals, vice-principals and admin staff to support new virtual schools;
 - the hiring of up to 650 educational assistants, mental health workers and professionals to provide special education and mental health supports; and,
 - over 23,000 HEPA filters and 20,000 portable HEPA units, and nearly 3,000 other ventilation devices.
- In recognition of the additional costs facing many families during this period, Ontario is providing support through an expanded [Support for Learners](#) program. Since the start of the pandemic, Ontario has allocated nearly \$900 million in direct financial support to families. Applications under the Support for Learners program close on February 8, 2021.
- Since the start of the COVID-19 pandemic, the Government has invested more than \$42.5 million in student mental health, including an additional \$10 million announced on January 20, 2021, to respond to the extension of virtual learning.
- The federal Safe Return to Class Fund is providing funding in two phases. The first installment of \$381 million, as [announced](#) on August 26, 2020, is being used to support a number of priority provincial initiatives related to the safe reopening of schools. The allocations are proposed by Ontario but require federal approval.

ADDITIONAL RESOURCES

- [Safety of Schools Remains Priority Number One for Ontario](#)
- [Ontario Declares Second Provincial Emergency to Address COVID-19 Crisis and Save Lives](#)
- [Ontario Providing Additional Funding to Enhance Safety and Protection in Schools](#)
- [Targeted Testing for School Communities](#)
- [Get Support for Learners](#)
- [COVID-19 school and child care screening](#)
- Visit Ontario's [website](#) to learn more about how the province continues to protect Ontarians from COVID-19.

CONTACTS

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Communications Branch

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Ministry of Education

<http://www.ontario.ca/edu>

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99 Wellesley Street West 4th floor, Room 4620 Toronto ON M7A 1A1

2020–2021

NURTURING INCLUSIVITY

Catholic Board Council of OSTA–AECO

ABOUT OSTA-AECO

OSTA-AECO is the largest official student stakeholder group in Ontario advocating for approximately 2 million students. For over 20 years, OSTA-AECO has acted as a strong, effective, and positive voice for students across the province. The association is comprised of the Public and Catholic Board Councils who strive to empower students and student trustees to improve education across the province. In addition to advocacy work, OSTA-AECO provides rich professional development for Ontario's student trustees.

The Catholic Board Council is comprised of Catholic student trustees who advocate for publicly funded Catholic education and provide a voice for approximately 600,000 Catholic students in Ontario. This academic year, the Catholic Board Council is advocating for inclusivity in the areas such as race.



FOREWORD

Recent events in the church, this province, and the world have sparked discussions within community groups, companies, and organizations regarding their state of equity and systemic racism. Issues such as these are not unique, nor are they new. However, as these crucial topics come into the light, it is necessary that the resources built around them be intentionally reviewed and updated. Discussions regarding these topics are needed so that change can be made.

RATIONALE

Our faith challenges us to open our hearts to our neighbours. Guided by the Catholic Church's teachings, the Catholic Board Council is advocating for an increased focus on inclusivity for our first pillar, Student Well-Being. By following in Jesus' footsteps, we hope to advocate for any inequities identified in the school boards across the province.

**“I GIVE YOU A NEW
COMMANDMENT: LOVE
ONE ANOTHER. AS I HAVE
LOVED YOU, SO YOU ALSO
SHOULD LOVE ONE
ANOTHER”**
JOHN 13:34

Catholicism, by nature, has an inclusive message, calling us to love unconditionally. To live this commandment in abundance is to embrace the differences among us and ensure that every human being feels welcomed.



RECOMMENDATIONS

Through the recommendations in this document, the Catholic Board Council hopes to aid in fostering a more inclusive school and learning environment for students. The following recommendations are centered around providing a medium for students to voice their concerns at a board level and improve the state of inclusivity at their board.

RECOMMENDATIONS

Student Advisory Committees

For additional work and decisions to be made at school boards, committees are established to oversee specific areas of education. An example of this would be a Special Education Advisory Committee (SEAC). Board committees can be comprised of staff, trustees, students and parents. These committees are a crucial part to the functioning of a school board and make positive changes in their community. An effective method of directly involving student voice is to form Student Advisory Committees focused on topics such as anti-racism. These committees would provide a space for students and staff to discuss relevant topics specific to their area of focus, as well as plan advocacy initiatives.

Equity and Inclusivity Advisory Committee

Similar to forming Student Advisory Committees, creating an Equity and Inclusivity Advisory Committee would also serve the same purpose. An example of this would be the Ottawa Carleton DSB's Advisory Committee on Equity (ACE). This committee can work to address forms of inequity within the educational environment for various areas of focus.

RECOMMENDATIONS

Student Leadership Group

Many boards have a Student Senate or a student leadership group established, one example being that of the Halton Catholic DSB's Student Senate. This outlet for student voice provides direct communication from the board to its students and vice versa. An alternate way to facilitate discussion from student voices on the topic of equity and inclusivity would be through this student leadership group.

Student Position on Existing Advisory Committees

If committees such as those previously mentioned already exist at a board, the incorporation of student voice on said committee would be a crucial component and addition to its endeavors to advocate for equity. Establishing a permanent student position on these committees would further promote the importance and involvement of student voice.



RECOMMENDATIONS

THE CATHOLIC BOARD COUNCIL OF OSTA-AECO RECOMMENDS THAT SCHOOLS BOARDS IMPLEMENT THE AFOREMENTIONED FORMS OF STUDENT REPRESENTATION TO ENSURE THAT STUDENTS CONTINUE TO REMAIN AT THE FOREFRONT OF DISCUSSIONS PERTAINING TO EQUITY IN THEIR EDUCATION.

CONCLUSION

The Catholic Board Council of OSTA-AECO strives to use faith as a guiding principle and advocate for the inequities found in Catholic Education across the province. The aforementioned recommendations are intended to further promote student voice at the school board level in discussions about inclusivity to continue to create positive change within the school environment.

**“YOUR EVERY ACT SHOULD BE
DONE WITH LOVE.”**
1 CORINTHIANS 16:14

Every human being equally deserves to be loved and have their voices heard. Inspired by the life of Christ, we are called to make the world a more inclusive place.

APPENDIX

Student Senate Example: Ottawa–Carleton District School Board

(https://ocdsb.ca/about_us/departments/equity_and_diversity/advisory_committee_on_equity_a_c_e) is linked as an example.

Student Senate Example: Halton Catholic District School Board

(<https://www.hcdsb.org/Students/Senate/Pages/Student-Senate.aspx>) is linked as an example.

END NOTES

John 13:34 (NABRE), The New American Bible Revised Edition. (New Jersey: Catholic Book Publishing Corporation, 1970).

1 Corinthians 16:14 (NABRE), The New American Bible Revised Edition. (New Jersey: Catholic Book Publishing Corporation, 1970).