



Committee of the Whole Meeting

Date: Monday, May 10, 2021

Time: 5:30 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, Gerald Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

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			

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 Committee of the Whole Minutes of Monday, April 19, 2021	Board of Trustees	pp.5-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Math Strategy Update 5.2 Huron Brigadoon Boundary Review 5.3 7-12 Program Review	J. Klein/P. Le Duc/N. Snyder S. Maharaj/J. Passy/V. Elgawly S. Maharaj/J. Passy/V. Elgawly	pp.8-19 pp.20-61 pp. 62-94	Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
7. Reports from Board Committees/Task Forces			
7.1 SEAC Update 7.2 CPIC Update	Irene Holdbrook, Chair of SEAC Kimberley Snage, Chair of CPIC	-- --	Information Information
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp.95-156	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			
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> •May 11: CPIC •May 13: Staff Recognition (Virtual) •May 19: SEAC •May 19: Interfaith Community Breakfast •May 25: Governance •May 31: Board of Trustees' Meeting •Jun 2: SEAC •Jun 2-3: CCSTA AGM (Virtual) •Jun 7: Board of Trustees' Meeting (Budget) •Jun 9: Audit •Jun 14: Board of Trustees' Meeting 	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
May 31, 2021 Board of Trustee Meeting: <ul style="list-style-type: none"> • School Year Calendar • Long Term Accommodation Plan • Spec Ed. Update/Plan • Energy Conservation Plan • 7-12 Program Review - Decision • FI Final Report - Presentation • Monthly COVID Update • Asset Protection – Monitoring Report IV – 009 • Treatment of Staff – Monitoring Report IV – 004 • Board Policy II 011 Student Representation on the Board • Board Policy II 012 Student Trustee Role Description • Board Policy III 001 Global Governance-Management Connection • Board meeting Dates - approval • Board of Trustee Self Evaluation Data • Update on Budget Preparation (Consent) 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 19, 2021 Virtually.

Trustees Present:

Bill Conway, Manuel da Silva, Kevin Dupuis, 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, Gerald Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair called the meeting to order at 5:35 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee da Silva.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Van Alphen.

1.3 Approval of Agenda

2021-13 -- It was moved by Trustee da Silva and seconded by Trustee Dupuis:

THAT the agenda for Monday, April 19, 2021 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 Committee of the Whole Minutes of Monday, March 8, 2021

3.2 SEAC Minutes of March 3, 2021

3.3 Audit Committee Minutes of January 19, 2021

2021-14 -- It was moved by Trustee Schmalz and seconded by Trustee Price:

**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 Well-Being Update

Superintendent Merkel provided the Board of Trustees with an update on Well-Being and Safe Schools at WCDSB. Update included a presentation on data/trends, programs, initiatives, and next steps.

Trustees asked clarifying questions, including discussion on data trends. Feedback provided by Trustees on the presentation.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights included:

- Confirmation of invitations to SEAC and CPIC to upcoming Committee of the Whole in May.
- Update on appreciation letters.

6.2 Pastoral Care Activity

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

- Update on Tiny Home takeout tour Trustees attended.

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.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

12.1 Trustee PD – Motions and Inquiries

Trustee Reitzel led an interactive PD session on Motion and Inquiries.

7:24 p.m.

**2021-15-- It was moved by Trustee Van Alphen and seconded by Trustee Gravelle:
THAT the meeting be recessed and reconvene following EDC Meeting #2.**

---Carried by consensus

Trustees agreed that 12.2 Ends Policy Review and 12.3 Monitoring Reports Review will be discussed at the Governance meeting on May 3rd.

12.2 Ends Policy Review

12.3 Monitoring Reports Review

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

Chair discussed upcoming agenda 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

2021-16-- It was moved by Trustee Reitzel and seconded by Trustee Gravelle:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:25 p.m.

Chair of the Board

Secretary



Date: May 10, 2021
To: Board of Trustees
From: Director of Education
Subject: Mathematics Report

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

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

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

Education Quality and Accountability Office Act, 1996

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

Ontario Curriculum, Grades 1-8: Mathematics, 2020
Focusing on the Fundamentals of Math: A teacher's Guide (2018)
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
Multi-Project Agreement 2020 p. 46 E1: Project Plan - Math Strategy (p.5 of 8)
New Vision for Education (page 6 of 11)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement & Innovation

Strategic Direction:

Foster maximum opportunity for success for all
Goal: Improve Numeracy Achievement
KPI: Teacher survey data and feedback reflect increasing sense of professional efficacy
KPI: Increase Achievement for Marker Students
KPI: Decrease in the gap in achievement between those students with an IEP and those who are not for EQAO assessments

Priority Area:

Building Capacity to Lead, Learn, Live Authentically

Strategic Direction:

Nurture the wellbeing of all staff and students
Goal: Increase in Student Attendance and Engagement
KPI: Increase in student qualitative responses on school climate, student voice, resiliency surveys



Purpose:

As well as providing an update with respect to the following listed math priorities, this report endeavours to illustrate how we continue to respond to the changing landscape of education.

1. Math Coaching Support (Elementary)
2. Math Professional Learning Opportunities: Reaching Educators Virtually & Digitally (Elem & Sec)
3. Secondary Update - Preparing for 2021 De-streamed Culture
4. Resource Update: usership data for Knowledgehook, Mathology.ca & Digital Tools
5. Looking Forward

Grades	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 1	31%	28%	41%	14%	25%	61%	6
Grade 1/2							
Grade 2							
Grade 2/3							
Grade 3							
Grade 3/4	100%			6%	77%	17%	5
Grade 4	19%	22%	59%	18%	22%	60%	17
Grade 4/5	34%	15%	50%	14%	28%	58%	39
Grade 5	68%	0%	32%	45%	0	55%	15
Grade 5/6	33%	30%	40%	9%	43%	48%	24
Grade 6	49%	85%	62%	12%	13%	78%	50
Grade 6/7	30%	30%	40%	19%	32%	49%	24
Grade 7							
Grade 7/8	52%	13%	35%	20%	52%	64%	44
Grade 8							

1. MATH COACHING SUPPORT (ELEMENTARY) - CYCLE TWO & THREE: JAN. - MAR. 2021

(GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: INCREASE IN ACHIEVEMENT FOR MARKER STUDENTS

The following includes an update of the math coaching work and math content focus for cycles two & three of the **targeted-support**, **board identified-support** & **intermittent-support schools** including St. Isidore.

Math Coaching Cycle Two: Jan. 4 to Feb. 12, 2021 included the following schools: **Blessed Sacrament**, **Christ the King**, **Monsignor Haller**, **St. Anne (C)**, **St. Bernadette**, **St. John**, **St. Joseph** & **St. Michael**.

BOARD INPUTS TO TARGETED & BOARD-IDENTIFIED SUPPORTS IN CYCLE TWO

Jan. 4 / Feb. 12, 2021

- Day-to-day coaching support focused on the 2020 Math Curriculum implementation & High Impact Instructional Practices
- All schools received ½ day (**AM ONLY**) job-embedded coaching; *remote-coaching* (Jan. 4- Feb. 5) and *in-person coaching* (Feb. 8-12).
- Collected baseline data using classroom-created PRE & POST assessments for marker students
- On-going support for leveraging technology and for the use of board-purchased math resources; *knowledgehook.com*, *mathology.ca* & *brainiaccamp.com*

School Name	# of Assigned 1/2 Days	# of Actual 1/2 Days Coached
Blessed Sacrament (AM)	15	15
Christ the King (AM)	14	14
Mon. Haller (AM)	14	13
St. Anne C (AM)	15	13
St. Bernadette (AM)	14	5
St. John (AM)	14	12
St. Joseph (AM)	15	15
St. Michael (AM)	15	15

PRE & POST ASSESSMENT: MARKER STUDENTS @ TARGETED & BOARD-IDENTIFIED SUPPORT SCHOOLS

- **Impact:** 224 students, gr. 3 to 7/8
- 24% average increase in student achievement from PRE to POST assessments across grades
- 14 teachers accessed math coaching support
- Math Confidence Surveys collected for 6 or the 8 schools involved in this cycle
- Math confidence survey data indicated increases to “most of the time” for the following statements:
 - “I am good at mathematics.”
 - “I do my best when I do mathematics activities in class.” (see PRE/POST on pages 3 & 4)

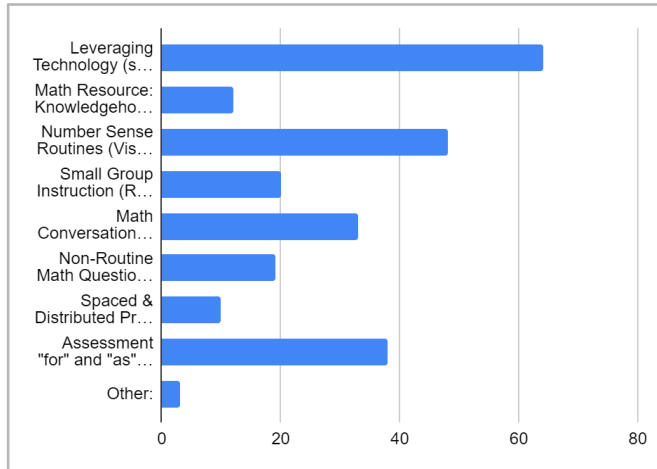


MATH CONTENT BY STRAND

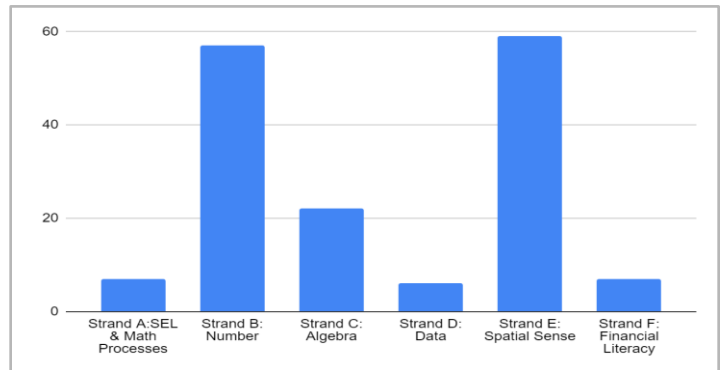
Math content with an emphasis in:

- Number & Operation (Rate, Ratio & Percent)
- Spatial Sense (Geometry & Measurement)
- Mathematical Modelling (Algebra)

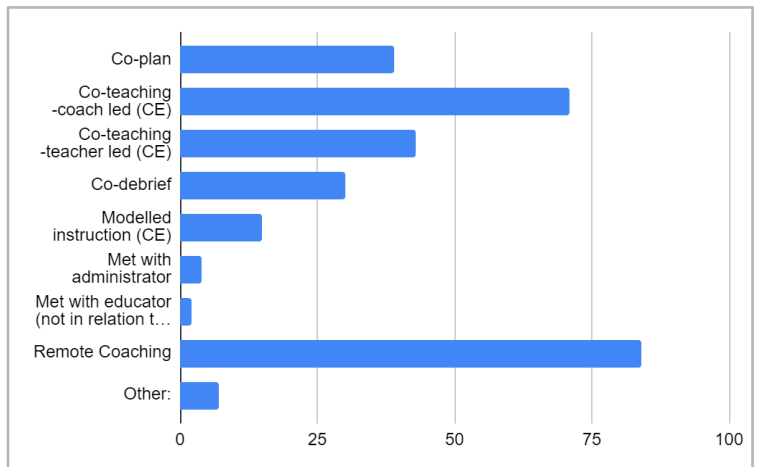
HIGH IMPACT INSTRUCTIONAL PRACTICES: FREQUENCY IN FOCUS



- Leveraging Technology (strategies for digital learning) remained a major focus
- Co-teaching was at the center of the work both in remote and in-person math coaching



FREQUENCY: COACHING MOVES (NATURE OF THE WORK)



SUCCESSFUL CLASSROOM COACHING STRATEGIES

- Use of PRE/POST assessments: to guide instruction and focus coaching work.
- Increase in uptake the use of Knowledgehook, Mathology.ca and Brainingcamp tools
- The longer block of coaching encouraged more co-teaching and gradual release
- Linking Geometry to Coding tasks
- Use assessment tasks designed from resources

MATH CONFIDENCE SURVEY RESULTS BY GRADE (GOAL: IMPROVE STUDENT ENGAGEMENT) KPI: INCREASE IN STUDENT QUALITATIVE RESPONSES ON STUDENT VOICE SURVEYS

The survey data represents:

- Blessed Sacrament
- Christ the King
- Monsignor Haller
- St. John
- St. Joseph
- St. Michael.





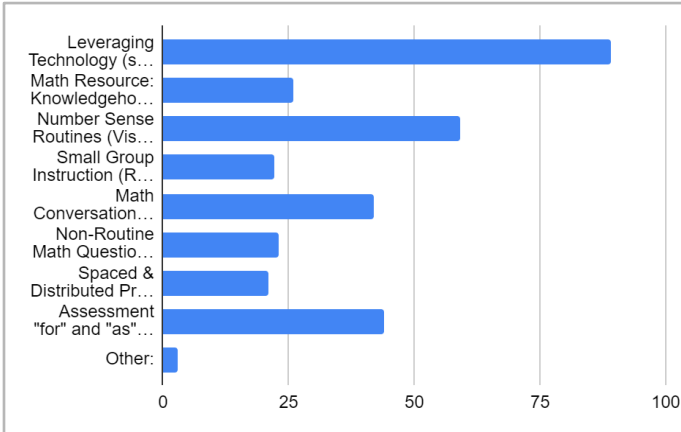
BOARD INPUTS TO INTERMITTENT SUPPORTS IN CYCLE TWO

Jan. 4 / Feb. 12, 2021

- Remote math coaching support available in **PM by request**, sign-up was offered by coach and was initiated by educators
- Focus on the 2020 Math Curriculum implementation & High Impact Instructional Practices (Leveraging Technology, Math Resources)



HIGH IMPACT INSTRUCTIONAL PRACTICES: FREQUENCY IN FOCUS

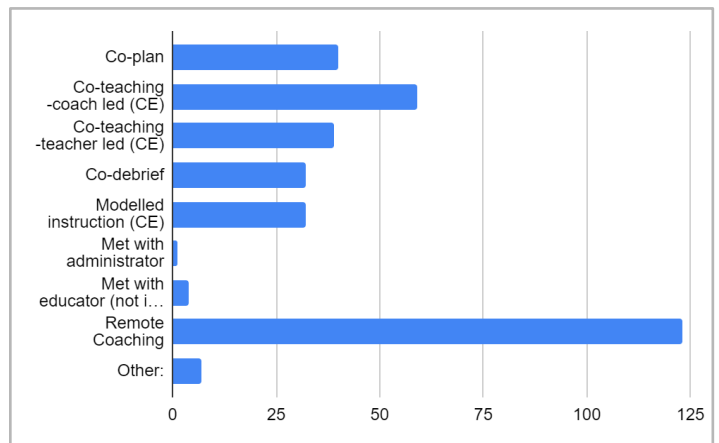
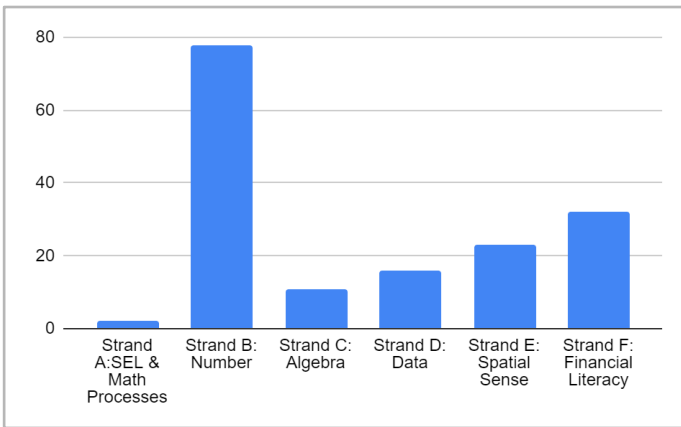


- Leveraging technology & sharing digital math resource supports was a major focus
- The largest proportion of requests for remote math coaching were from gr. 3 to 6 teachers
- St. Isidore staff accessed the remote math coaching most frequently

FREQUENCY: COACHING MOVES (NATURE OF THE WORK)

- Co-planning, co-teaching & co-debriefing were at the center of the work even though there was no consistent (day-to-day) coaching format

MATH CONTENT BY STRAND



ADDITIONAL SUPPORT

The following Itinerant Schools were additionally supported by P. Le Duc from Jan. 4 to Feb. 12, 2021:

- St. Aloysius (various grades Leveraging Technology, Digital Supports for Math Learning & Special Education Supports)
- St. Dominic (Coding and Number Sense grades 3 & 4)
- St. Teresa of Calcutta (Coding and Patterning grades 2 & 3)

BOARD INPUTS TO TARGETED & BOARD-IDENTIFIED SUPPORTS IN CYCLE THREE

FEB. 16- MAR. 12, 2021 (GOAL: IMPROVE NUMERACY ACHIEVEMENT)

KPI: INCREASE IN ACHIEVEMENT FOR MARKER STUDENTS

- Day-to-day coaching support focused on the 2020 Math Curriculum implementation & High Impact Instructional Practices

School Name	Available 1/2 Days (PM)	Used 1/2 Days (PM) Coached		
Holy Family	29	13		
Holy Spirit	29	5		
John Sweeney	29	0		
OLOF	29	13		
OLOG	29	13		
St. Augustine	29	21		
St. Boniface	29	3		
St. Brigid	29	1		
St. Isidore	87	48	*days offers by 3 coaches	
St. Kateri Tekakwitha	29	0		
St. Paul	29	2		
St. Teresa of Avila (E)	29	0		
St. Timothy	29	4		
St. Vincent de Paul	29	0		
			OLOF	10
			Sir Edgar Bauer	10
			St. Daniel	19
			St. Peter	19



- All schools received full day job-embedded in-person coaching (Feb. 16 - Mar. 12) ***Two math coaches were reassigned to classrooms Mar. 4 onward**
- Collected baseline data using classroom-created PRE & POST assessments for marker students
- On-going support for leveraging technology and for the use of board-purchased math resources; knowledgehook.com and mathology.ca

PRE & POST ASSESSMENT: MARKER STUDENTS @ TARGETED & BOARD-IDENTIFIED SUPPORT SCHOOLS
(FEB. 16-MAR. 12, 2021)

Impact:

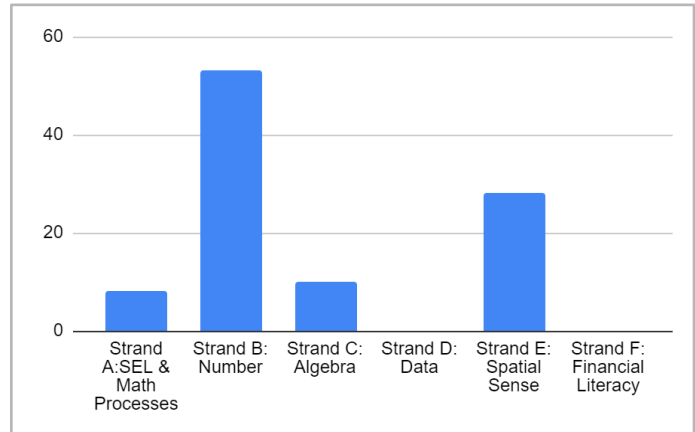
- 165 students, gr. 1 to 8
- 24% average increase in student achievement from PRE to POST assessments across grades
- 11 teachers accessed math coaching support
- Student math confidence survey data indicated increases to “most of the time” for the following statements:
 - “I am good at mathematics.”
 - “I do my best when I do mathematics activities in class.”
 - “I am able to answer difficult mathematics questions.”

Grades	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 1	37%	26%	37%	16%	20%	64%	18
Grade 1/2							
Grade 2							
Grade 2/3	36%	21%	43%	10%	17%	73%	14
Grade 3	23%	23%	54%	7%	16%	77%	18
Grade 3/4	50%	18%	32%	18%	20%	62%	45
Grade 4	26%	28%	46%	18%	16%	67%	18
Grade 4/5							
Grade 5							
Grade 5/6							
Grade 6							
Grade 6/7							
Grade 7	83%	17%	18%	20%	34%	56%	26
Grade 7/8							
Grade 8	18%	11%	71%	18%	10%	72%	26

MATH CONTENT BY STRAND

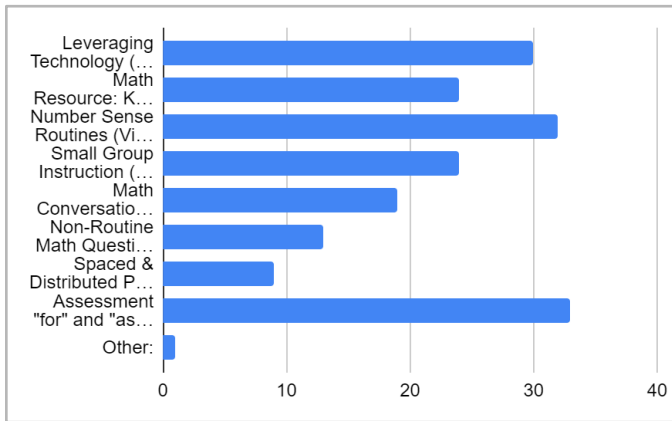
Math content area-foci with an enhanced emphasis in:

- Number & Operation (Non-Routine Problem-Solving, Operations with fractions & integers)
- Spatial Sense (Geometric Properties & Location & Movement)

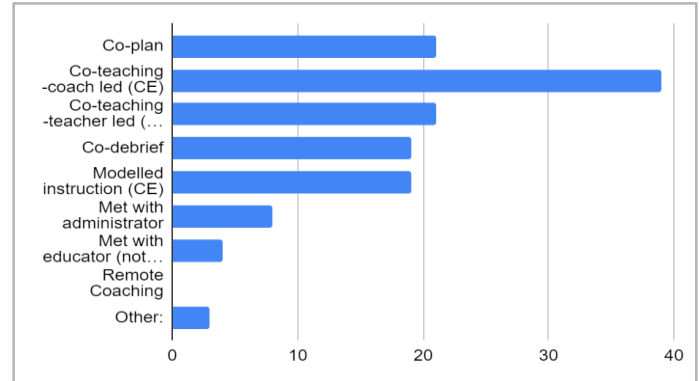


HIGH IMPACT INSTRUCTIONAL PRACTICES: FREQUENCY IN FOCUS

FREQUENCY: COACHING MOVES (NATURE OF THE WORK)



- Use Instruction driven by assessment practices remained major focus
- Co-planning & co-teaching were at the center of the work



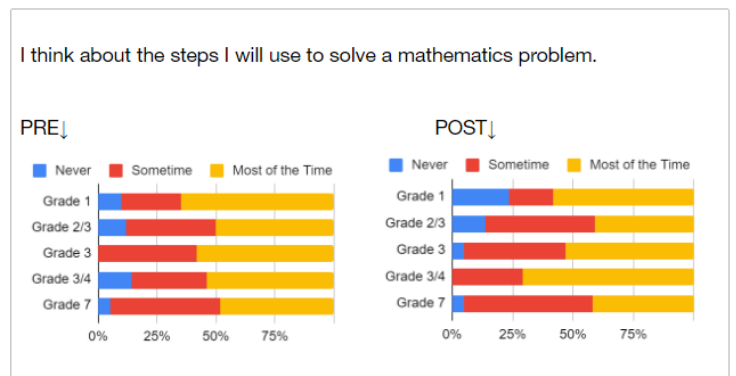
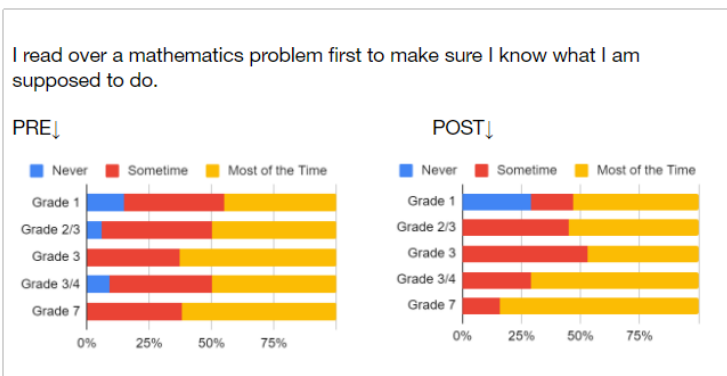
SUCCESSFUL CLASSROOM COACHING STRATEGIES

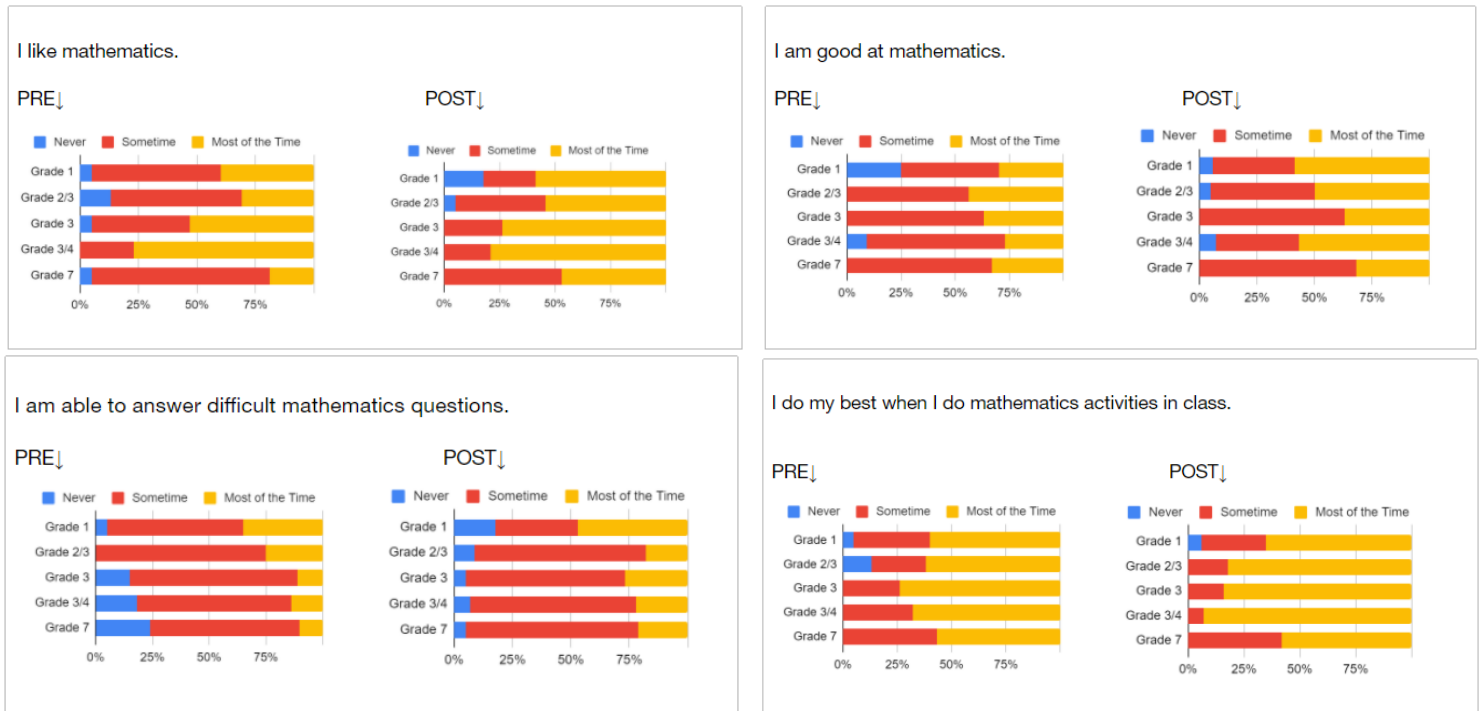
- Use of PRE/POST assessments: to guide instruction and focus coaching work.
- Digital tools for Geometry & Measurement tasks
- Linking Geometry to Coding tasks
- The longer block of coaching (St. Daniel & St. Peter) encouraged more co-teaching and gradual release
- Use of Learning Goals, Success Criteria & Descriptive Feedback for in class assessment
- Need to continue to develop various strategies for problem solving

MATH CONFIDENCE SURVEY RESULTS BY GRADE (GOAL: IMPROVE STUDENT ENGAGEMENT) KPI: INCREASE IN STUDENT QUALITATIVE RESPONSES ON STUDENT VOICE SURVEYS

■ Never
 ■ Sometime
 ■ Most of the Time

The survey data to follow represents: **2 of 4 schools** in cycle two: **St. Daniel & St. Peter.**





LOOKING AHEAD ...

- Next cycle for St. Daniel & St. Peter to begin on May 10, 2021
- Monitor the progress to-date and plan for necessary adjustments
- Continue to build on coaching foci from previous cycles
- Follow up with additional math confidence survey and POST assessments upon completion of the cycle June 3, 2021

2. MATH PL OPPORTUNITIES: REACHING EDUCATORS VIRTUALLY & DIGITALLY ELE. & SEC.

(GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: TEACHER SURVEY DATA AND FEEDBACK REFLECT INCREASING SENSE OF PROFESSIONAL EFFICACY

The following chart provides the number of sessions offered or resources created for Math Professional Learning (PL) Opportunities for Elementary and Secondary educators to-date. For a fuller description of each Math PL opportunity for elementary please reference the [Jan. 11, 2020 Math Board Report](#).

KINDERGARTEN-GRADE 8 SUPPORT	
MATHEMATICS PROFESSIONAL LEARNING	NUMBERS OF SESSIONS / RESOURCES OFFERED TO-DATE
Math-Tuesday-Talks: 1st & 2nd Tuesday of each month (<i>led by Gr. 1-8 Math Consultant</i>) - average between 30+ participants per session, elementary schools attend as a part of their monthly staff meeting	14
Taking Math Outdoors: One per Season, multiple times offered (<i>led by Gr. 1-8 Math Consultant</i>) - Fall & Winter sessions had between 25 - 40 participants in each	8



Math NEWS Update -weekly newsletter circulated in system announcements (<i>created by Gr. 1-8 Math Consultant</i>) - readership is increasing and many elementary schools use the Math NEWS Updates as a part of their Monday Morning Memo	32 issues
Teaching Math Remotely: Ongoing & Offered at peak “Switching Learning Environment” times (<i>led by Gr. 1-8 Math Consultant</i>) - varied number in attendance dependent on needs	6
Virtual Lunch & Learns by request (<i>led by Gr. 1-8 Math Consultant</i>) - attended by multiple staffs in 3 sessions series by division (primary, junior & intermediate)	15
Staff, Divisional, Grade Mtgs., School Council etc. by request (<i>led by Gr. 1-8 Math Consultant</i>)- attended by a variety of educators, admin and parents (at school council mtgs.)	21
Knowledgehook Webinars ELE. - 8 On-Boarding Webinars & 3 designed for WCDSB Educators -(<i>led by KH team</i>) - attended by gr. 3-8 teachers	11
Mathology Webinars - 12 Getting Started Webinars & 3 designed for WCDSB (<i>led by Pearson: Mathology Team</i>) - attended by K-3 teachers & ECEs	15
MATH Primary / Junior Additional Qualification Courses - MATH PJ Part 1 & PART 2 - (<i>course instructor for both: Gr. 1-8 Math Consultant</i>) - 23 participants in total	two 12-week courses with 4 virtual synchronous sessions
<p style="text-align: center;">GRADE 7-12 SUPPORT</p> <p>During Quadmester 3, beginning in February, menus of professional learning options were offered to secondary math teachers, with some open to all secondary educators, and others invitational to Gr 7-12. The varied timing of these optional sessions during non-teaching hours (before/after school, lunchtime, during possible prep times) enabled us to accommodate the different schedules of all educators, including those at our virtual school and St. Louis. Extension of these professional learning opportunities continue into Quadmester 4.</p> <p>We are pleased to report to date, engagement in these professional learning sessions has been significant: 80% of secondary math educators participated in at least one of these sessions, with 67% participating in more than one.</p>	
MENU A (<i>facilitated by Gr. 7-10 Math Consultant</i>)	NUMBERS OF SESSIONS / RESOURCES OFFERED TO-DATE
Data Science	9
Questioning our Patterns of Questioning	10
Virtual Tools to support Math teaching & learning	17
Menu B (<i>facilitated by Gr. 7-10 Math Consultant</i>)	



What is all this De-Streaming About?	5
From Elementary Coding to Grade 9	6
Fair & Equitable Assessment	4
How might changes to the Elementary Algebra Strand impact Grade 9 Math? And Beyond?	4
How might the new Financial Literacy Strand in elementary impact Grade 9 Math?	4
Partnered with Kids Code Jeunesse for targeted coding tutorial (Gr 6-8)	4
Support at intermediate division & secondary math dept. meetings	monthly

3. SECONDARY UPDATE - PREPARING FOR 2021 DE-STREAMED CULTURE

(GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: DECREASE THE GAP IN ACHIEVEMENT

In January & February, our Gr. 7-10 Math Consultant conducted virtual presentations for Grade 8 and 7/8 classes for the purpose of providing clear information about the upcoming de-streamed Grade 9 Math course and to illustrate all pathways available through secondary Math. Along with students and classroom teachers, invitation to attend was also extended to elementary administrators, Spec. Ed. teachers, Secondary Guidance counsellors, and our Student Success Consultants, to give everyone the opportunity to hear the same messaging and answers to questions.

Our Secondary Math Leaders Team has met four times since February with a focus on: understanding why the ministry is implementing de-streaming; what teaching practices we have in place that support equity, inclusion, & diversity; learning how we can influence each students' positive math identity and agency; and deeply exploring the elementary curriculum so we can anticipate what our new Grade 9 Math course will involve. This co-learning has supported them as leaders within their departments and their school councils.

In preparation to embrace a de-streamed culture for all secondary, we facilitated a PD session on de-streaming with our Secondary Administrators to enable them to understand some of the influencing factors within this model and begin the conversation with their staff. As well, we have formed a Board Steering Team which is guided by specific ministry goals and who works in conjunction with our Board's Equity Committee and Shifting Perspectives Team.

4. RESOURCE UPDATE: USERSHIP DATA FOR KNOWLEDGEHOOK, MATHOLOGY.CA & DIGITAL TOOLS (GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: DECREASE THE GAP IN ACHIEVEMENT

Knowledgehook (usage by grade)

- Grade 3-5 : 522 classes
- Grade 6-8: 411 classes
- Grade 9-10: 143 classes

As well from February to April an additional 44 teachers have started using Knowledgehook.



Mathology.ca

- To date we have 422 educators using mathology.ca from K -3
- Most frequent usership in grades K, 1 & 2
- 5 special education teachers & the primary teaching team at Lutherwood are now using Mathology.ca

Brainiaccamp.com

- Brainiaccamp.com is a web-based support for interactive and visual math tools.
- We introduced our subscription to brainiaccamp.com in January 2021, it continues to provide instructional support of virtual tools in math across grades 1-8 classrooms (C-R-A high impact practice).

5. LOOKING FORWARD (GOAL: IMPROVE NUMERACY ACHIEVEMENT & IMPROVE STUDENT ENGAGEMENT)

KPIs: TEACHER SURVEY DATA AND FEEDBACK REFLECT INCREASING SENSE OF PROFESSIONAL EFFICACY, DECREASE THE GAP IN ACHIEVEMENT & INCREASE IN STUDENT QUALITATIVE RESPONSES ON STUDENT VOICE SURVEYS

K-12

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

Elementary

- A. Continue with the remainder of the math coaching support model in cycle 4 & 5 with 2 math coaches and consultants. Conduct and analyse student achievement data from final assessments to set goals for year 2 of implementation of the 2020 math curriculum. Use data to plan forward for future school improvement planning.
- B. Monthly Math-Tuesday-Talks with timely content to support elementary educators with implementation of the new curriculum (May 4 & 11 and June 1 & 8 Sessions). We have and continue to build on the learning from the 2019-20 PD days with monthly Math-Tuesday-Talks for building further capacity of the 2020 math curriculum.
- C. Ongoing support for curriculum implementation; addressing the curriculum gaps from 2005 to 2020.
- D. Ongoing and continue to provide training and timely updates of the system-wide digital resources and to promote the gap tracker & teacher-resources in both Knowledgehook and mathology.ca
- E. Taking Math Outdoors: Spring Session
- F. Bridging learning from K to grade 1 with the New Math Curriculum - coherence goal
- G. Plans to provide Math PJ AQs in the summer condensed courses again - July 2021. We received \$18,000 of subsidy funding to 100% subsidized these courses.

Secondary

- A. Continued co-learning among our Math Program Heads + lead teachers as professional curriculum leaders and ambassadors for building a de-streamed culture.
- B. Continue a menu of PD options for secondary math throughout Quadmester 4.
- C. Targeted PD related to the new Grade 9 Mathematics MTH1W course to commence once it is released.
- D. A summer writing project is planned to prepare lessons & activities for the MTH1W course for use across our system.

In Closing



We would like to celebrate the continual growth throughout the year of educators' effective use of digital technology as pedagogical tools to enhance teaching & learning, as witnessed by math consultants and coaches within classroom settings & co-planning sessions. As well, increased demand for digital supports & tutorials indicates student & educator need is driving improved efficacy with digital literacy. Within the math coaching cycles, instruction and assessment practices remained a consistent focus and as a result we observed an increase in the use of Learning Goals, Success Criteria & Descriptive Feedback for in class assessments both in face-to-face and remote math teaching and learning.

For Information

Prepared/Reviewed By: Loretta Notten

Director of Education

John Klein

Superintendent of Learning

Richard Olson

Superintendent of Learning

Petra LeDuc

Student Achievement Consultant, Mathematics 1-8

Nancy Snyder

Student Achievement Consultant, Mathematics 7-10





Date: May 10, 2021
To: Board of Trustees
From: Director of Education
Subject: Huron Brigadoon Boundary Review – Final Staff Report

Type of Report:

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

Type of Information:

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

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

Administrative Procedures Memorandum APF008 – Pupil Accommodation Review Process

Part A – Boundary Review

Following the public consultation process, staff will submit a final staff report to the Board of Trustees. This report will include an overview of the process and materials considered, the recommended option, and implementation recommendations.

The final staff report will be made available to the public and posted on the board's website.

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:

In January 2021, the Board of Trustees approved the initiation of the Huron Brigadoon Boundary Review and in February 2021, approved the boundary review's timeline.



Recommendation:

The Final Staff Report is being provided for consideration in advance of the June 14, 2021 Board Meeting when a decision of the affected school boundaries is scheduled. The draft recommendations are listed in the Final Staff Report and on June 14th, a report containing the recommendations will be presented to Trustees for decision.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

John Klein (BRC Chair)
Superintendent of Learning

Jennifer Passy
Manager of Planning

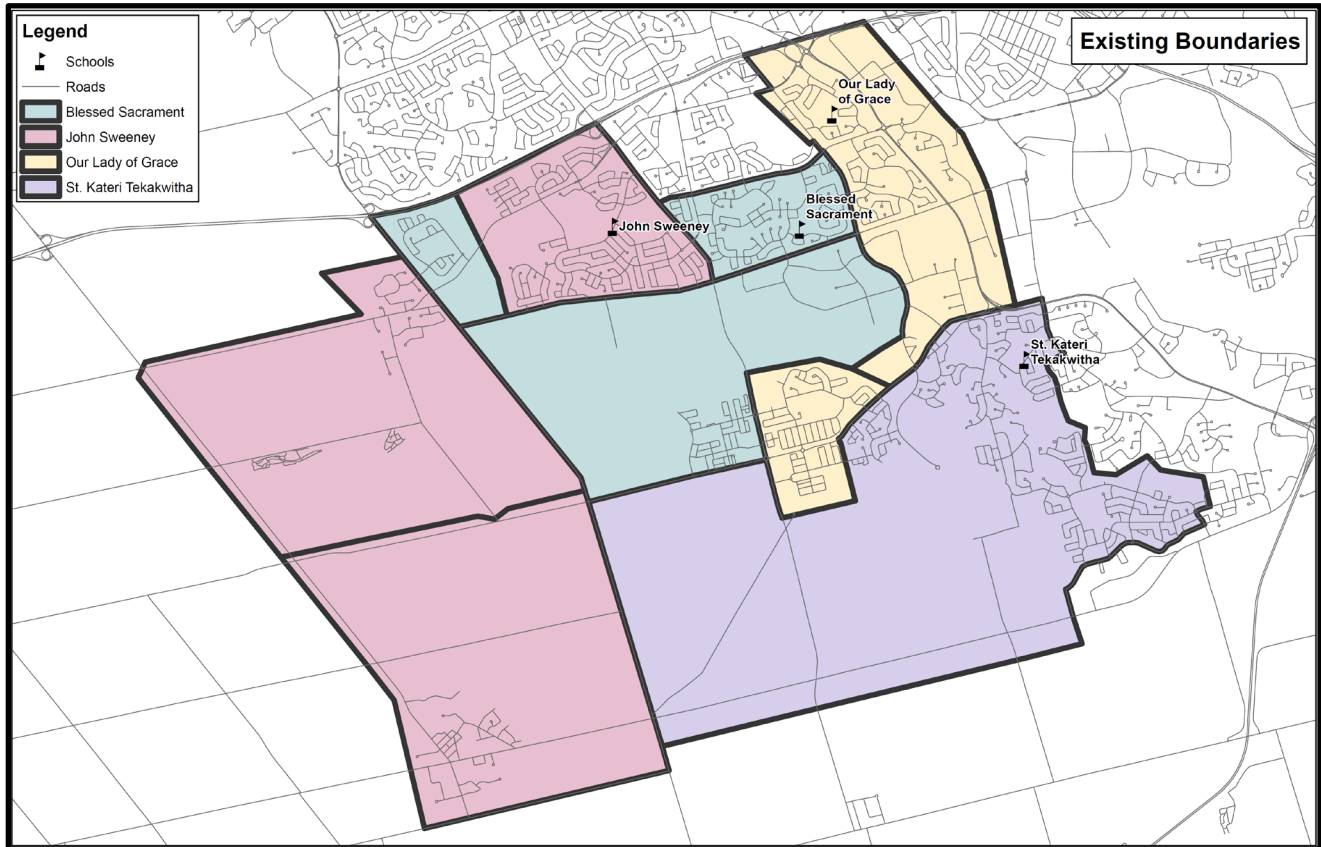
Virina Elgawly
Property/Planning Officer

*Bylaw 4.2 "Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred."



Huron Brigadoon Boundary Review

Final Staff Report



May 10, 2021

1 Introduction

A boundary review involving Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha was initiated on January 25, 2021. The Initial Staff Report was presented to the Board of Trustees outlining background information, enrolment analysis, and three potential options (preferred and alternatives).

Following presentation of the Initial Staff Report, a Boundary Review Committee (BRC) was formed, BRC meetings were held, and public consultation sessions were conducted. Based on input received, staff's recommended option has remained the same, but recommendations were refined.

The purpose of this Final Staff Report is to provide an overview of the process, options considered, as well as the recommendations of the BRC and Board staff.

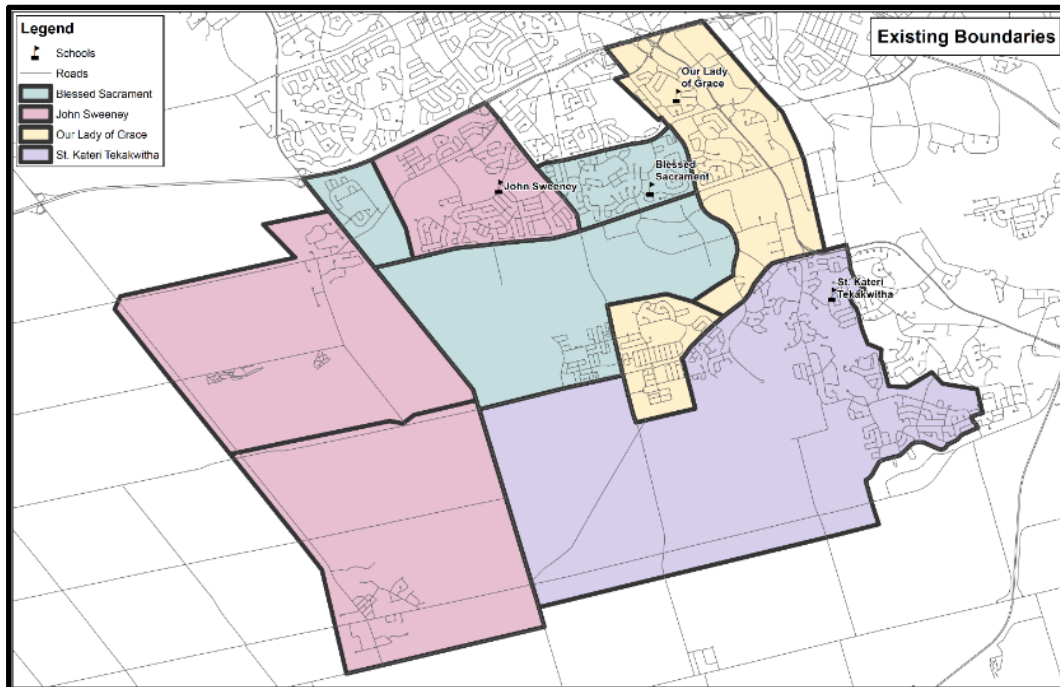
1.1 BACKGROUND INFORMATION

The purpose of the review is to establish a boundary for the new Huron Brigadoon JK-8 elementary school, which is anticipated to open September 2022. A boundary review process that concluded in 2009 originally established a boundary for this school. However, given the time that has passed since that decision, the boundary needs to be re-examined and revised.

There is enrolment pressure at John Sweeney and St. Kateri Tekakwitha which can not be addressed through this review. These pressures may be addressed by future reviews associated with proposed new elementary school construction in South West Kitchener, subject to successful applications for capital funding. Temporary measures may be used to manage enrolment (i.e., assigning new residential development to other schools, installing portables).

The existing school boundaries in the review area are shown in Figure 1.

Figure 1 - Existing South West Kitchener School Boundaries



1.2 GOALS OF THE REVIEW

The following goals were established for the Huron Brigadoon Boundary Review:

- Establish a boundary for the new Huron Brigadoon school in advance of its opening.
- Redraw the boundaries of existing schools in the area to ensure enrolment relief, where feasible.
- Consider the impact of offering the French Immersion Program in the new Huron Brigadoon school.
- Determine attendance boundaries that best meet board-wide accommodation review goals.

1.3 BOARD-WIDE ACCOMMODATION REVIEW GOALS

The following goals relate to every accommodation review and must be considered in the Huron Brigadoon Boundary Review.

- Provide the highest quality learning environment possible.
 - Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
 - Maximize the use of Board-owned facilities over the long term.
 - Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that portables are part of any short-term solution.
- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
 - Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
 - Follow logical divides such as major roads, physical barriers, etc.
 - Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g., maintenance, operations, transportation, etc.)
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's Long Term Accommodation Plan.

2 Boundary Review Process

The boundary review followed administrative procedure APF008: Pupil Accommodation Review Process – Part A-Boundary Review. The Ministry of Education Pupil Accommodation Review Guideline (2018) applies only to reviews contemplating school closure or moving more than 50% of a school's enrolment, and therefore was not applicable to this review.

The following tasks were completed in accordance with APF008:

- The decision to proceed with a boundary review will be made by the Board of Trustees following the review of an initial staff report.

The Initial Staff Report dated January 25, 2021 was presented to the Board of Trustees before proceeding with the boundary review. The Board of Trustees approved the following motions to initiate the boundary review.

*“2021-19 – It was moved by Trustee Gravelle and seconded by Trustee Price:
That the Board of Trustees approve the initiation of the Huron Brigadoon Boundary Review to include Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha with the purpose of creating a boundary for the new Huron Brigadoon Catholic Elementary School with revised dates to come to board in February. – Amended motion is carried.”*

*“2021-20 – It was moved by Trustee Schmalz and seconded by Trustee Gravelle:
That the Board of Trustees name two members to the Huron Brigadoon Boundary Review boundary review committee (BRC) in accordance with APF008. – Carried by consensus”*

*“2021-06 – It was moved by Trustee Dupuis and seconded by Trustee Reitzel:
That the Board of Trustees direct staff to follow option C as outlined in this report for the Huron Brigadoon Boundary Review. – Motion carried on majority support”*

- Form a Boundary Review Committee (BRC)

Table 1 - Boundary Review Committee Membership

Membership	Representative
Two (2) parent representatives from each school under review	Blessed Sacrament – Melissa Soetemans and Nicola Giralt John Sweeney – Jennifer Simon and Sara Szucs Our Lady of Grace – Aline Kaehler and Ciprian Bortos St. Kateri Tekakwitha – Mat MacDonald and Shawna Kulla
Principal of each school under review	Blessed Sacrament – Franco Petrella John Sweeney – Paul Smith Our Lady of Grace – Jeff Dinner St. Kateri Tekakwitha – David Lynch
Two (2) Trustees	Brian Schmalz Wendy Price
Superintendent of the affected schools	Maria Ivankovic
Executive Superintendent of Corporate Services	Shesh Maharaj
Support Staff	John Klein, Superintendent of Learning (Chair) Jennifer Passy, Manager of Planner Virina Elgawly, Property/Planning Officer Jordan Neale, Planning Technician Sara Charlton, Executive Administrative Assistant of Corporate Services (Minute Taker) Darcy Davis, Digital Media and Marketing Officer (YouTube Streaming) Jeremy Dorst, Telephony & Network Technical Support Specialist (IT Support)

- Meetings of the BRC will be open to the public.
All BRC meetings were streamed on YouTube. All meeting dates were posted on the Board's website along with the following statement: *"The following meetings are working sessions of the Boundary Review Committee (BRC). These meetings are open to the public. Parents and community members will not be allowed to actively participate in these meetings but are invited to listen and observe. Participants will require access to the internet, a reliable device, and the ability to use a web browser."*
- Board staff will provide the BRC with a Terms of Reference.
The Terms of Reference was reviewed during the first BRC meeting, held on March 4, 2021.
- A minimum of one (1) public meeting is required.
Two public meetings were held.
 - 1) March 18, 2021
 - A Live Teams Meeting was held from 6:00pm; starting with a staff presentation and followed by Questions and Answers period.
 - Background information, existing conditions, and three boundary options were presented.
 - Display boards and pre-recorded staff presentation were posted on the website prior to the meeting.
 - 2) April 6, 2021
 - A Live Teams Meeting was held from 6:00pm; starting with a staff presentation and followed by Questions and Answers period.
 - Preferred option and implementation recommendations were presented.
 - Display boards and pre-recorded staff presentation were posted on the website prior to the meeting.

Meetings were also held in different languages, with the presence of an interpreter, to ensure all interested individuals have the opportunity to participate and ask questions.

- 1) March 17, 2021
 - Tigrigna, Korean, and Spanish meetings.
 - Arabic, Portuguese, and Vietnamese phone calls.
 - 2) April 7, 2021
 - Tigrigna, Korean, and Spanish meetings.
- The public meeting will be advertised in advance using a variety of methods.

Public meeting dates were posted on the Board's website. A notice was issued by the affected schools, web-posted and publicized on social media and via NewsWire. A reminder notice was also issued by the affected schools' messengers. Additionally, information was regularly posted on the Board's website and each time there was an update, an announcement was sent to those who subscribed to receive updates.

- Staff will submit a final staff report to the Board of Trustees. This report will include an overview of the process and materials considered, the recommended option, and implementation recommendations.

This report is the final staff report and includes the above listed information.

- The final staff report will be made available to the public and posted on the Board’s website. This report was posted on the website on May 5, 2021.
- The final decision will be made by the Board of Trustees. No delegations will be permitted at the meeting where the board is scheduled to make their final decision.
This boundary review will be discussed at the following Board Meetings:
 - May 10, 2021 – Present final staff report, delegations from the public allowed.
 - May 31, 2021 – Questions of clarification, delegations from the public allowed.
 - June 14, 2021 – Final decision, no delegations on this topic will be permitted.

3 Analysis

3.1 STATUS QUO ENROLMENT

Table 2 shows actual and projected enrolment versus capacity for each school. On the Ground (OTG) capacity refers to a school’s size as determined by loading all instructional spaces within a facility to current Ministry of Education standards (based on class size and room area). OTG does not include temporary capacity such as portables and portables are not counted in the calculation of utilization.

As the table indicates, all schools will be over capacity both in the short, medium, and long term. As mentioned in the background information section, enrolment pressure at John Sweeney and St. Kateri Tekakwitha cannot all be addressed through this review. These pressures are planned to be addressed by future reviews associated with proposed new elementary school construction in southwest Kitchener, subject to successful applications for capital funding.

Table 2 - Status Quo Enrolment Projection

Schools	OTG (Capacity)	Actual Enrolment	Projected Enrolment					
		2020 Total	2022 Total	Utilization	2025 Total	Utilization	2027 Total	Utilization
Blessed Sacrament	360	393	501	139%	721	200%	886	246%
John Sweeney	614	739	781	127%	835	136%	883	144%
Our Lady of Grace	265	378	419	158%	517	195%	557	210%
St. Kateri Tekakwitha	349	564	612	175%	740	212%	795	228%
Total Students Over Capacity		486	725		1225		1533	
Total Utilization Percentage		131%		146%		177%		197%

3.2 SUB-AREAS

To analyze boundary options and enrolment patterns, each school involved in the review has been divided into sub-areas (Figure 2). The enrolment projections associated with each sub-area area shown below in Table 2. The “Home Area” label simply refers to the sub-area that houses the subject school site. The out of boundary students attending the subject school is also included in this sub-area enrolment.

It should be noted that sub-areas that are excluded from the table currently have no students and are not currently projected to have any students. Additionally, the French Immersion enrolment projections are added to the Huron Brigadoon school in each option and therefore not included in the sub-area projections.

Figure 2 - Sub-Areas of Existing Boundaries

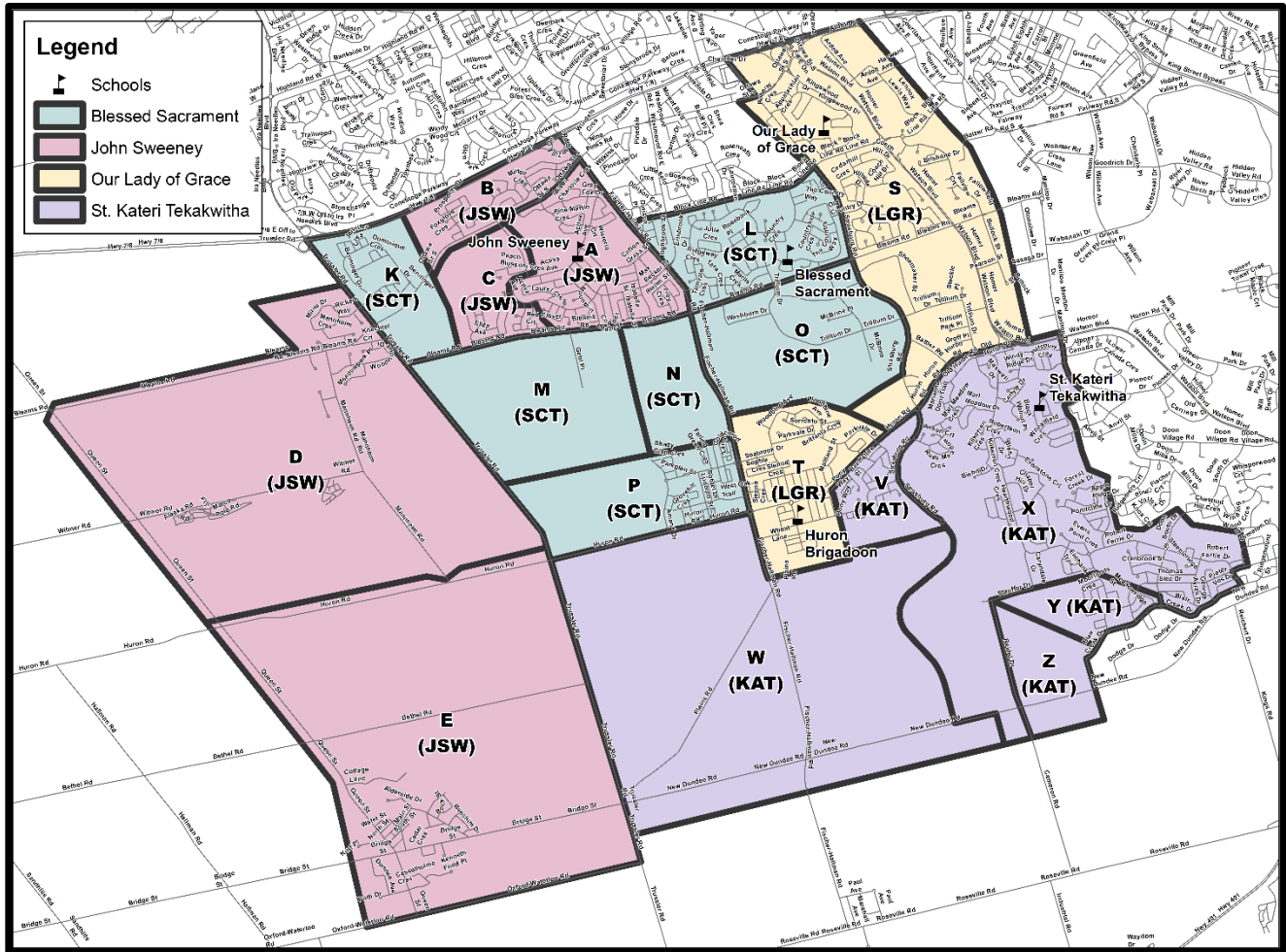


Figure 3 - Sub-Areas Enrolment Projections

Blessed Sacrament Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area K (SCT)	11	20	30	44	63	81	146
Sub-Area L (SCT) - Home Area	345	359	381	394	398	417	439
Sub-Area M (SCT)	0	0	31	60	92	122	234
Sub-Area N (SCT)	20	38	59	84	104	116	162
Sub-Area P (SCT)	126	136	142	139	145	149	165
Total	501	553	643	721	803	886	1146
John Sweeney Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area A (JSW) - Home Area	435	429	436	445	459	470	514
Sub-Area B (JSW)	136	143	152	163	169	179	200
Sub-Area C (JSW)	172	174	183	193	192	199	228
Sub-Area D (JSW)	32	30	26	27	27	26	27
Sub-Area E (JSW)	8	7	6	7	8	9	12
Total	781	782	804	835	855	883	983
Our Lady of Grace Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area S (LGR) - Home Area	268	292	311	328	326	345	353
Sub-Area T (LGR) - Huron Brigadoon Home Area	151	164	179	190	198	212	245
Total	419	456	490	517	525	557	599
St. Kateri Tekakwitha Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area V (KAT)	99	100	104	113	119	125	139
Sub-Area X (KAT) - Home Area	447	465	481	507	512	510	544
Sub-Area Y (KAT)	67	70	73	73	74	74	62
Sub-Area Z (KAT)	0	18	32	48	68	86	165
Total	612	653	690	740	773	795	910
French Immersion Sub-Area	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
French Immersion Sub-Area	40	82	122	162	201	239	312

4 Options

The three options presented in the Initial Staff Report are presented below. No new options were considered throughout the review. The proposed implementation would be with the opening of the new Huron Brigadoon school, anticipated to be September 2022. Please note that projections associated with the options in this section of the report do not factor in any potential grandparenting provisions.

4.1 OPTION 1

Figure 4 and Table 3 show the proposed boundaries and enrolment projections for Option 1. Specifically, it proposes to:

- move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- move sub-area E from John Sweeney to Huron Brigadoon;
- move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- move sub-areas V, W, Y, and Z from St. Kateri Tekakwitha to Huron Brigadoon.

Figure 4 - Option 1 Map

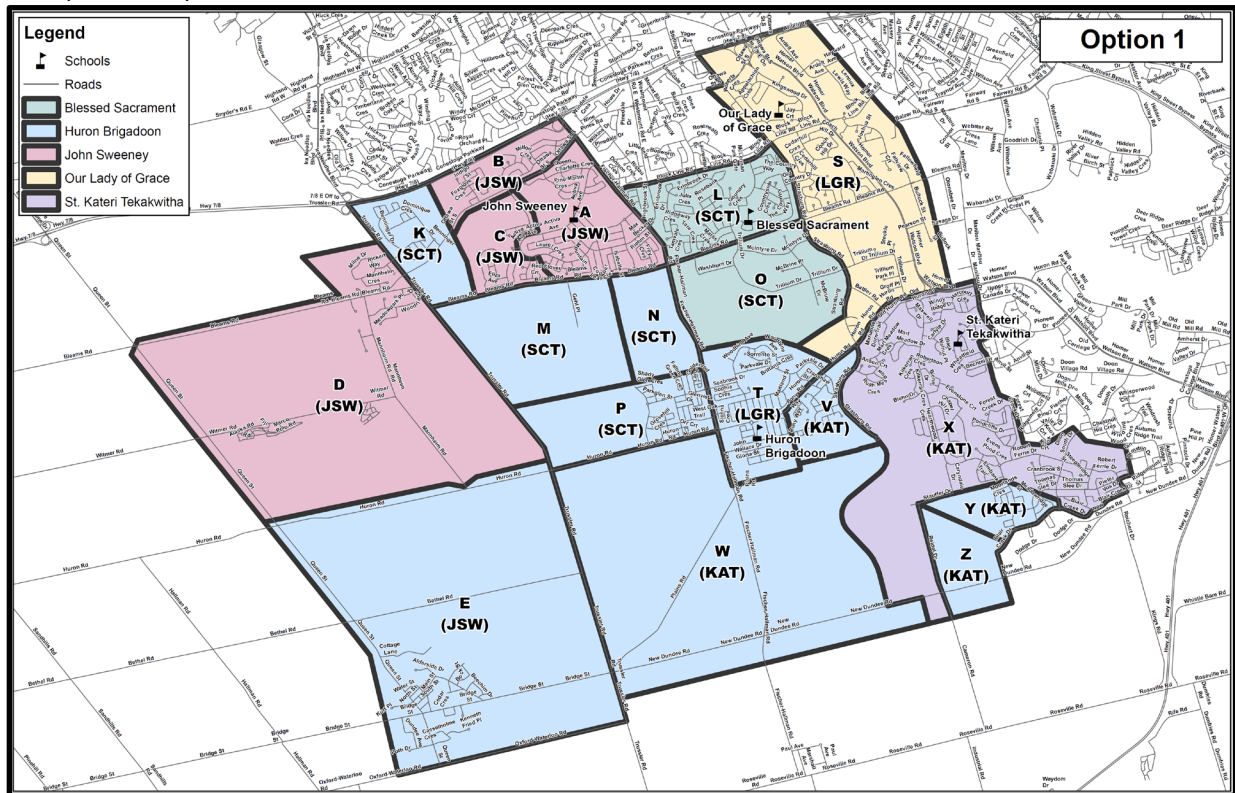


Table 3 - Option 1 Enrolment Projections

OPTION 1	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	147	223	403	773	126%	153	245	431	828	135%	157	257	460	874	142%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	80	126	240	447	128%	83	142	282	507	145%	84	144	283	510	146%
Huron Brigadoon School	650	95	175	250	520	80%	144	358	418	919	141%	195	405	614	1214	187%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

4.2 OPTION 2

Figure 5 and Table 4 show the proposed boundaries and enrolment projections for Option 2. Specifically, it proposes to:

- move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- move sub-area B from John Sweeney to Huron Brigadoon;

- move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- move sub-areas V and W from St. Kateri Tekakwitha to Huron Brigadoon.

Figure 5 - Option 2 Map

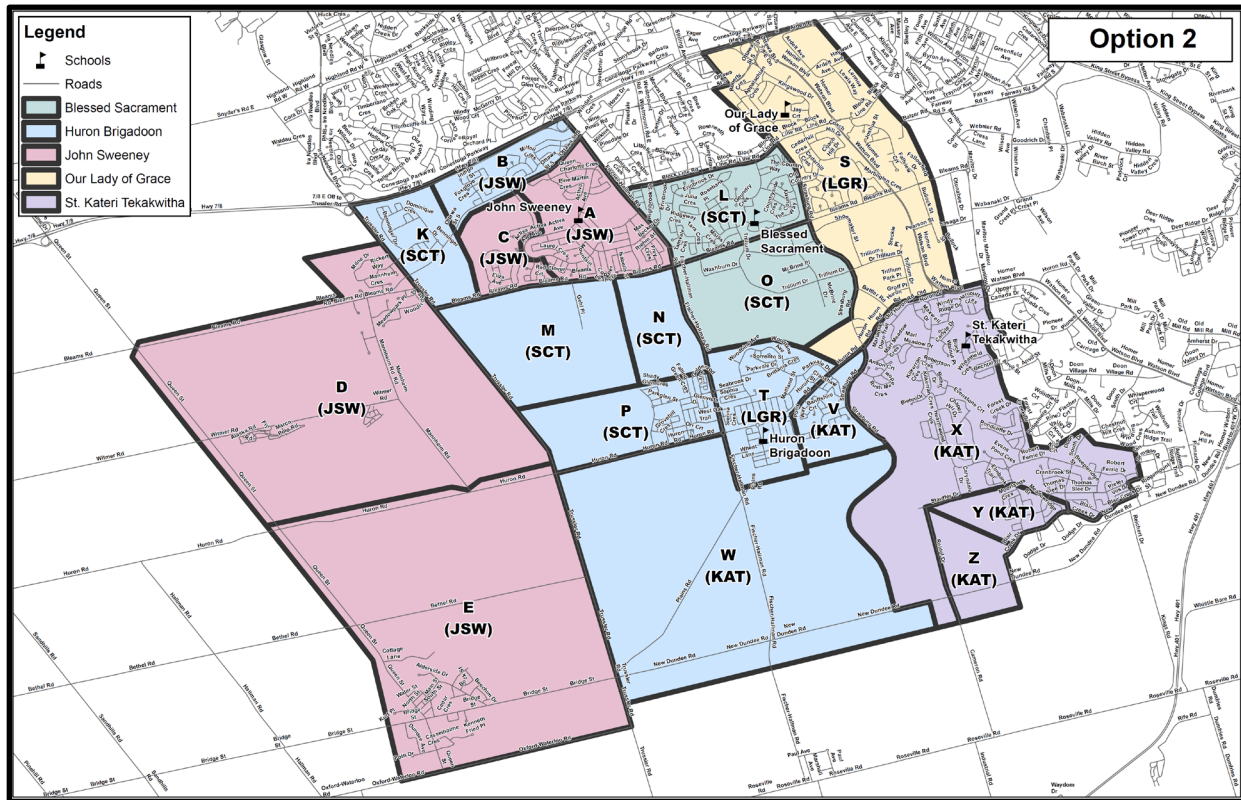


Table 4 - Option 2 Enrolment Projections

OPTION 2	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	119	179	348	645	105%	123	198	350	671	109%	127	208	370	704	115%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	90	147	277	514	147%	102	175	351	628	180%	118	184	368	670	192%
Huron Brigadoon School	650	113	199	269	582	89%	154	372	429	954	147%	192	414	618	1224	188%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

4.3 OPTION 3

Figure 6 and Table 5 show the proposed boundaries and enrolment projections for Option 3. Specifically, it proposes to:

- move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- move sub-area E from John Sweeney to Huron Brigadoon;
- move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- move sub-areas V and W from St. Kateri Tekakwitha to Huron Brigadoon.

Figure 6 - Option 3 Map

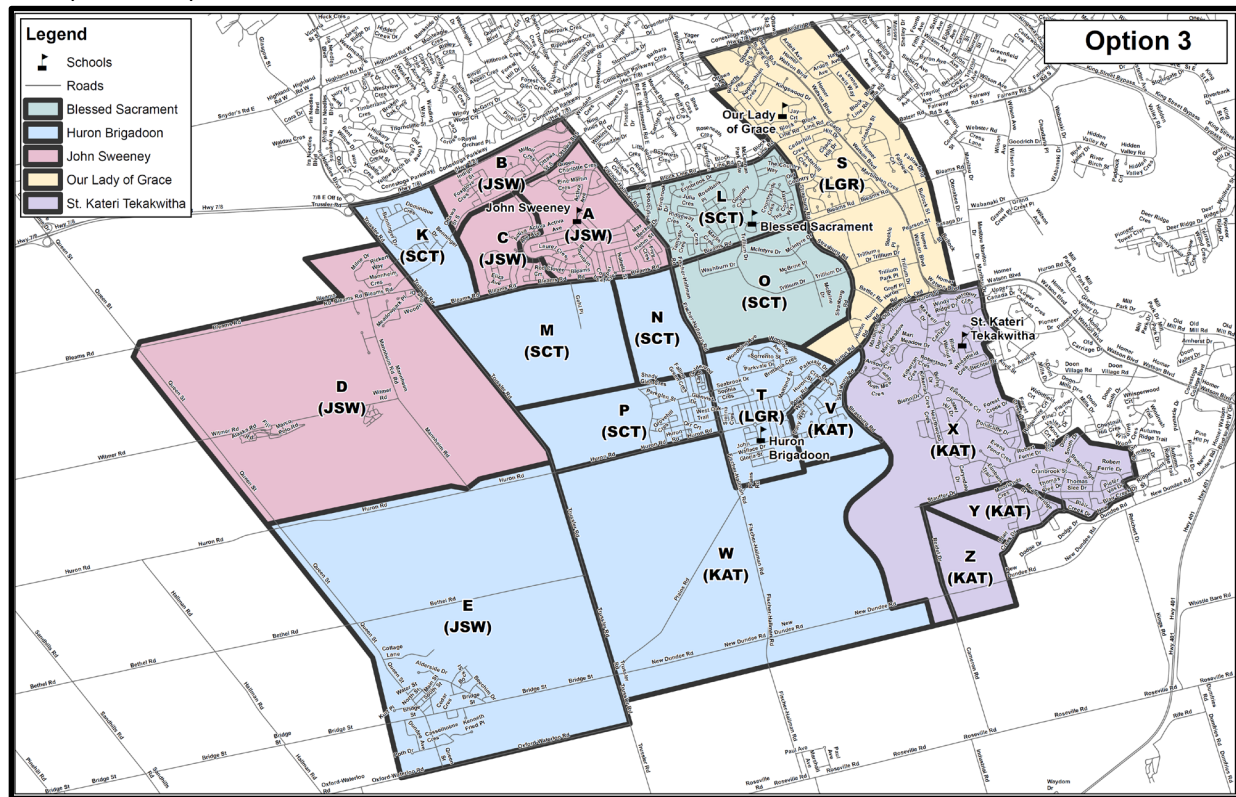


Table 5 - Option 3 Enrolment Projections

OPTION 3	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	147	223	403	773	126%	153	245	431	828	135%	157	257	460	874	142%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	90	147	277	514	147%	102	175	351	628	180%	118	184	368	670	192%
Huron Brigadoon School	650	85	154	214	453	70%	124	325	348	798	123%	162	364	528	1054	162%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

5 Public Meeting #1

The first public meeting was held on March 18, 2021 via Live Teams. The meeting started with a staff presentation at 6:00pm, followed by a question-and-answer period. A pre-recorded staff presentation was also posted on the boundary review website prior to the meeting along with display boards (Appendix A):

- Background
- Purpose & Process
- Site Information
- Existing Boundaries/Sub-Areas
- Walking Webs
- Option 1
- Option 2
- Option 3

A total of 38 people attended the meeting:

- 7 Staff

- 8 BRC Members
- 2 Trustees
- 21 Public

Three meetings were held on March 17, 2021 with interpreters present to translate to the following languages:

- Tigrigna – 2 families attended
- Korean – 1 family attended
- Spanish – 3 families attended

In addition, there was a need for Arabic, Portuguese, and Vietnamese translations. Since there were not many families needing these languages, interpreters were sent information and asked to call each family to translate. Staff were willing to set up a meeting to address any questions that these families had, but it was not necessary.

5.1 THOUGHT EXCHANGE RESULTS

ThoughtExchange was used to collect feedback regarding this boundary review. The question asked in the first exchange was “What are the MOST important things we should consider when selecting the preferred option?” Submitted thoughts can be viewed [online](#).

The ThoughtExchange was open from March 15 to March 19, 2021. There were 58 participants, 34 submitted thoughts, and 309 star ratings. Participants were asked for demographic information; below is a breakdown:

- | | |
|-------------------------|-------------------------------|
| • Parent – 94% | • Blessed Sacrament – 6% |
| • Staff Member – 4% | • John Sweeney – 28% |
| • Community Member – 0% | • Our Lady of Grace – 24% |
| • Student – 0% | • St. Kateri Tekakwitha – 33% |
| • Other – 2% | • Not Applicable – 9% |

6 Public Meeting #2

The second public meeting was held on April 6, 2021 via Live Teams. The meeting started with a staff presentation at 6:00pm, followed by a question-and-answer period. A pre-recorded staff presentation was again posted on the review webpage prior to the meeting along with display boards (Appendix B):

- | | |
|---------------------------------|--------------------------------|
| • Background | • Walking Webs |
| • Purpose & Process | • Preferred Option (Option 1) |
| • Site Information | • Recommendations & Next Steps |
| • Existing Boundaries/Sub-Areas | |

A total of 30 people attended the meeting:

- 9 Staff
- 7 BRC Members
- 3 Trustees
- 11 Public

Three meetings were held on April 7, 2021 with interpreters present to translate to the following languages:

- Tigrigna – 3 families attended
- Korean – 1 family attended
- Spanish – 0 families attended

6.1 THOUGHT EXCHANGE RESULTS

The question asked in the second ThoughtExchange was “What thoughts or questions do you have about the preferred option and implementation?” Submitted thoughts can be viewed [online](#).

The ThoughtExchange was open from March 31 to April 14, 2021. In total, there were 45 participants, 12 submitted thoughts, and 72 star ratings. Participants were asked for demographic information; below is a breakdown:

- | | |
|-------------------------|-------------------------------|
| • Parent – 90% | • Blessed Sacrament – 24% |
| • Staff Member – 5% | • John Sweeney – 29% |
| • Community Member – 3% | • Our Lady of Grace – 21% |
| • Student – 0% | • St. Kateri Tekakwitha – 16% |
| • Other – 2% | • Not Applicable – 10% |

7 Staff Working Committee

Throughout the boundary review, a staff working committee met weekly to complete various tasks associated with the review. The committee consisted of:

- Loretta Notten, Director of Education;
- John Klein, Superintendent of Learning (Chair);
- Maria Ivankovic, Superintendent of the affected schools;
- Shesh Maharaj, Executive Superintendent of Corporate Services;
- John Shewchuk, Chief Managing Officer;
- Jennifer Passy, Manager of Planning;
- Virina Elgawly, Property/Planning Officer; and,
- Jordan Neale, Planning Technician.

During the third BRC meeting, the BRC discussed the advantages and disadvantages of each option to narrow down to one preferred option and recommendations to be presented at the second public meeting.

Concerns were expressed about projected enrolment pressure at Huron Brigadoon, especially with the proposal of the French Immersion program. There was consensus that the recommendations would remain the same since more schools are planned in South West Kitchener. These future schools would help address future Huron Brigadoon enrolment pressure.

The staff working committee wanted to ensure all options were explored. Therefore, staff prepared an alternative enrolment projection with a cap of one Grade 1 class (20 students) per year for French Immersion. This was an option to the original assumption of two Grade 1 classes annually (40 students).

The staff working committee preferred limiting the French Immersion program to only one Grade 1 class annually until such time that additional schools are opened in the area.

8 BRC & Staff Recommendations

The BRC was tasked with finalizing the preferred option and recommendations at its fourth meeting. There was consensus that Option 1 would be the preferred option. The recommendation of capping the French Immersion program to one Grade 1 class per year (20 students) was viewed favourably by the BRC. Consensus was reached again with respect to the FI cap recommendation.

8.1 ENROLMENT PROJECTIONS

The enrolment projections included in the previous section did not factor grandparenting and assumed two Grade 1 French Immersion classes a year at Huron Brigadoon. The projections shown in Table 6 assume the following:

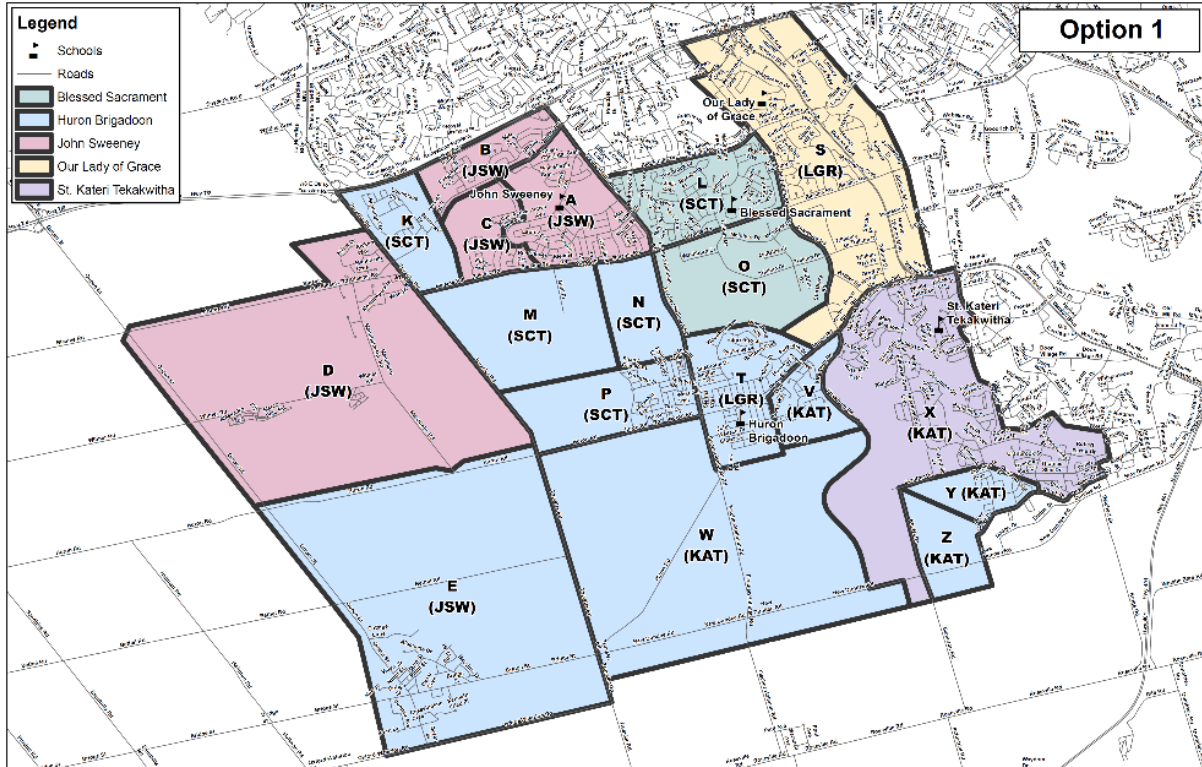
- One Grade 1 French Immersion class per year (20 students); and,
- Grade 7 students are grandparented to finish Grade 8 at their current school.

Based on these projections, it is estimated that 323 students could be required to move schools. It should be noted that every sub-area proposed to move schools is being redirected to the new Huron Brigadoon CES.

Table 6 - Option 1 Projections Reflecting Recommendations

OPTION 1 (BRC & Staff Recommendation)	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Portables	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Portables	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Portables	2027 Utilization
Blessed Sacrament	360	65	114	175	354	0	98%	67	116	211	394	2	109%	69	117	231	417	3	116%
John Sweeney	614	147	223	406	776	7	126%	153	245	431	828	10	135%	157	257	460	874	12	142%
Our Lady of Grace	265	53	97	133	283	0	107%	55	93	180	328	2	124%	56	94	195	345	2	130%
St. Kateri Tekakwitha	349	80	126	264	470	6	135%	83	142	282	507	7	145%	84	144	283	510	7	146%
Huron Brigadoon School	650	95	155	200	450	-9	69%	144	277	418	838	7	129%	195	285	614	1094	18	168%
TOTAL	2238	439	716	1178	2333	13	104%	501	872	1521	2894	27	129%	561	898	1782	3241	42	145%

Figure 7 - Option 1 Recommended Boundaries



9 Staff Recommendations

Staff recommends:

1. That the boundaries of Blessed Sacrament, John Sweeney, Our Lady of Grace, St. Kateri Tekakwitha, and the new Huron Brigadoon Catholic Elementary Schools (CES) be modified in accordance with Option 1, effective September 2022 or at such time that the new school opens.
2. That grade 7 students enrolled at Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha in the 2021/2022 school year, or the school year prior to the new Huron Brigadoon CES opening, be grandparented to finish grade 8 at their current school.
3. That grade 7 students grandparented at their current school be provided with transportation, if they qualify in accordance with board procedure APO012 – Transportation.
4. That French Immersion be offered at the new Huron Brigadoon CES upon its opening in September 2022, or at such time that the new school opens, starting with grade 1 and growing a grade per year.
5. That French Immersion be offered at the new Huron-Brigadoon CES starting with one Grade 1 class per year (20 students), and that staff review the opportunity to expand access to French Immersion at such time as a boundary review is initiated to support the opening of a new school in South West Kitchener or if there are significant differences in enrolment trends projected by the New Huron-Brigadoon CES Boundary Review.
6. That students enrolled at Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha in the 2021/2022 school year, or the school year prior to the new Huron Brigadoon CES opening, who were directed to attend the new Huron Brigadoon CES as a result of the Huron Brigadoon Boundary Review, be considered for grandparenting at such time as future boundary reviews are conducted in South West Kitchener.
7. That a Transition Planning Committee be formed to support all students who will be moving to the new Huron Brigadoon CES as a result of the Huron Brigadoon Boundary Review.

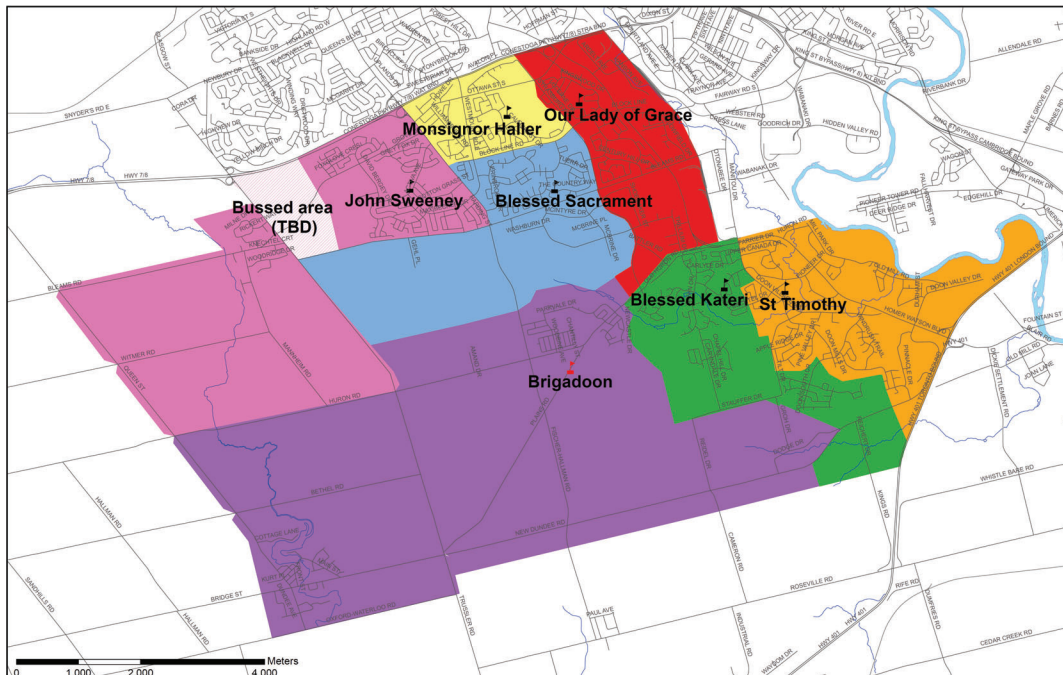
Appendix A

Public Meeting 1 Display Boards

Background

- ♦ A boundary review was first undertaken in the south west Kitchener area in 2008/2009.
- ♦ The phased implementation of that review included the construction of a new school in Huron Brigadoon.
- ♦ In July 2011, the board received funding approval to construct a new 400 pupil place elementary school.
- ♦ Due to development delays, the board was not able to purchase the Huron Brigadoon site as planned.
- ♦ In August 2019, the board purchased the Huron Brigadoon school site (6.05 acres).
- ♦ In July 2020, the board received funding approval to construct a larger school of 650 pupil places.
- ♦ The French Immersion Program is also being considered in the Huron Brigadoon school.
- ♦ As such, another boundary review is necessary to establish a new boundary for the Huron Brigadoon Catholic Elementary School.

Second Phase of 2008/2009 Boundary Review



Huron Brigadoon School Site



Purpose & Process

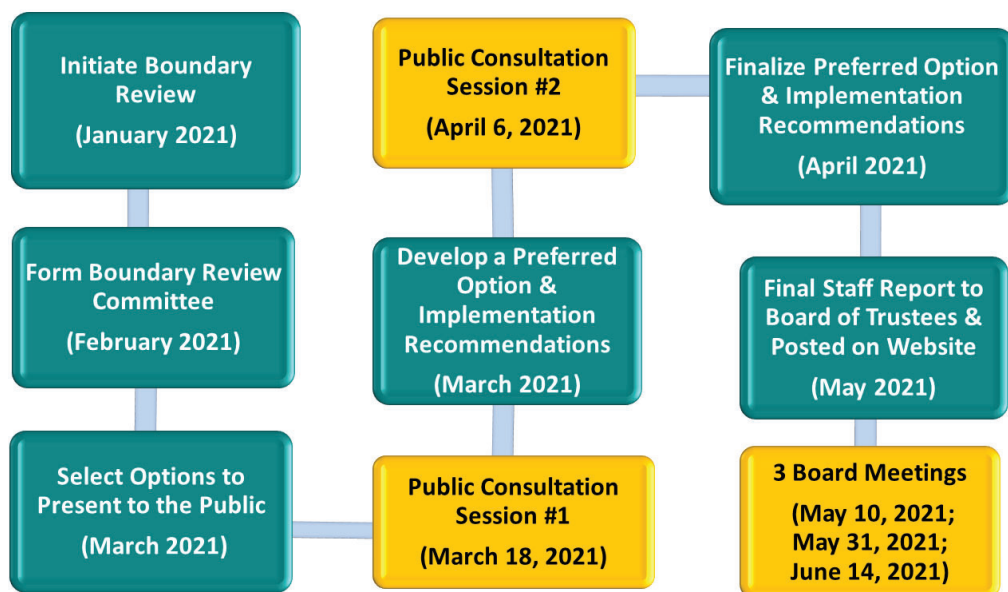
Goals of this Review:

- ♦ Establish a boundary for the new Huron Brigadoon school in advance of its opening.
- ♦ Redraw the boundaries of existing schools in the area to ensure enrolment relief, where feasible.
- ♦ Consider the impact of offering the French Immersion Program in the new Huron Brigadoon school.
- ♦ Determine attendance boundaries that best meet board-wide accommodation review goals.

Board-wide Accommodation Review Goals:

The following goals relate to every boundary review and should be given consideration.

- ♦ Provide the highest quality learning environment possible.
 - ◊ Consider program environments and how they support student achievement.
- ♦ Ensure an efficient use of system resources by balancing enrolment and facilities.
 - ◊ Maximize the use of Board-owned facilities over the long term.
 - ◊ Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a good short-term solution.
- ♦ Provide a long-term (5 years +) accommodation solution.
- ♦ Create boundaries that maximize the number of students that can walk to school.
 - ◊ Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- ♦ Provide logical attendance boundaries.
 - ◊ Follow logical divides such as major roads, physical barriers, etc.
 - ◊ Recognize existing neighbourhoods wherever possible.
- ♦ Reduce operating costs (e.g. maintenance, operations, transportation, etc.)
- ♦ Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's Long Term Accommodation Plan.



Site Information

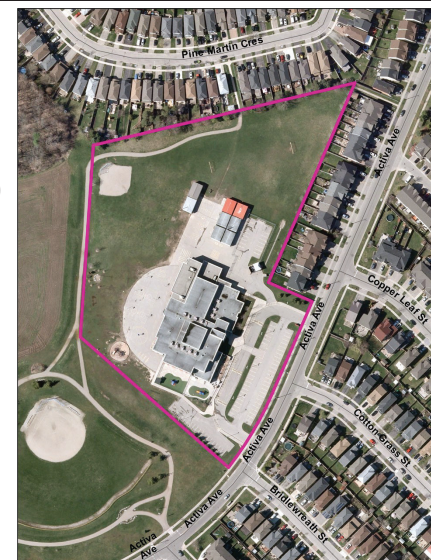
Blessed Sacrament

- ♦ Site Size: 5.84 acres
- ♦ Maximum Portables: 9 (electrical capacity limiting factor)
- ♦ Current Number of Portables: 4
- ♦ School Capacity: 360 Pupil Places
- ♦ Current Enrolment: 393



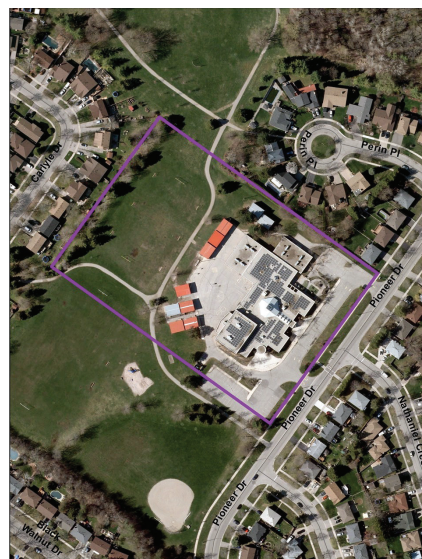
John Sweeney

- ♦ Site Size: 8.25 acres
- ♦ Maximum Portables: 12 (fire fighting provisions limiting factor)
- ♦ Current Number of Portables: 8
- ♦ School Capacity: 614 Pupil Places
- ♦ Current Enrolment: 739



Our Lady of Grace

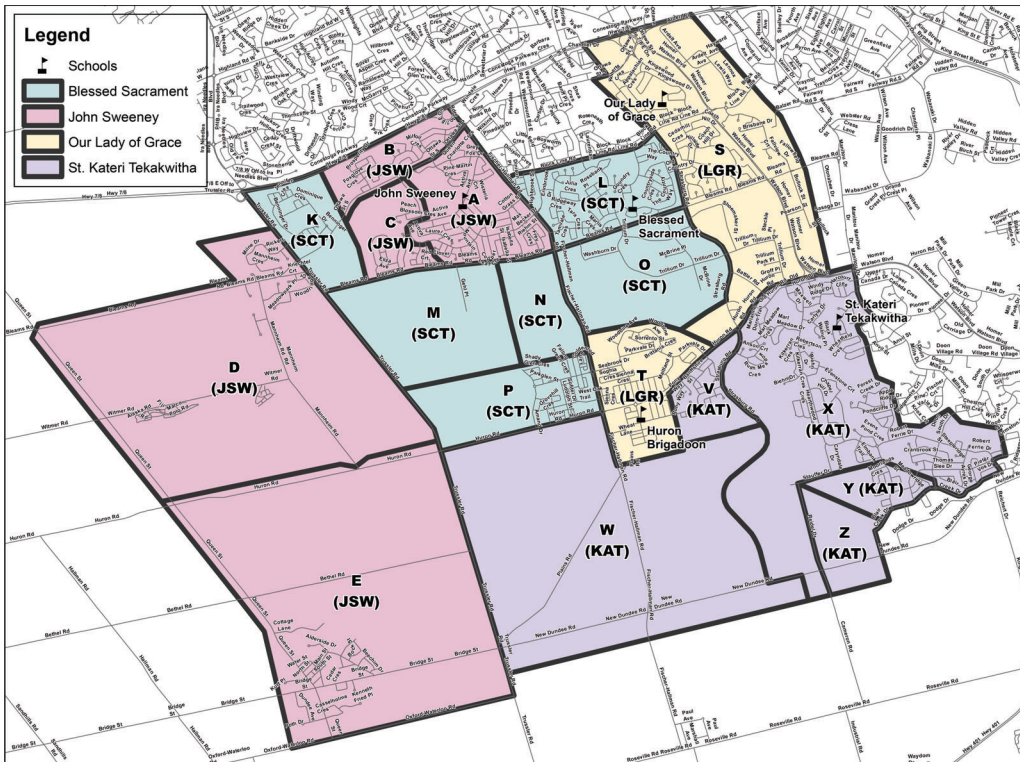
- ♦ Site Size: 5.04 acres
- ♦ Maximum Portables: 11 (electrical capacity limiting factor)
- ♦ Current Number of Portables: 6
- ♦ School Capacity: 265 Pupil Places
- ♦ Current Enrolment: 378



St. Kateri Tekakwitha

- ♦ Site Size: 6.49 acres
- ♦ Maximum Portables: 13 (fire fighting provisions limiting factor)
- ♦ Current Number of Portables: 12
- ♦ School Capacity: 349 Pupil Places
- ♦ Current Enrolment: 564

Existing Boundaries / Sub-Areas



Existing Boundaries	Capacity	Actual	Projected Enrolment					
		2020 Total	2022 Total	Utilization	2025 Total	Utilization	2027 Total	Utilization
Blessed Sacrament	360	393	501	139%	721	200%	886	246%
John Sweeney	614	739	781	127%	835	136%	883	144%
Our Lady of Grace	265	378	419	158%	517	195%	557	210%
St. Kateri Tekakwitha	349	564	612	175%	740	212%	795	228%
Total Students Over Capacity		486	725		1225		1533	
Total Utilization Percentage		131%		146%		177%		197%

Blessed Sacrament Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area K (SCT)	11	20	30	44	63	81	146
Sub-Area L (SCT) - Home Area	345	359	381	394	398	417	439
Sub-Area M (SCT)	0	0	31	60	92	122	234
Sub-Area N (SCT)	20	38	59	84	104	116	162
Sub-Area P (SCT)	126	136	142	139	145	149	165
Total	501	553	643	721	803	886	1146

John Sweeney Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area A (JSW) - Home Area	435	429	436	445	459	470	514
Sub-Area B (JSW)	136	143	152	163	169	179	200
Sub-Area C (JSW)	172	174	183	193	192	199	228
Sub-Area D (JSW)	32	30	26	27	27	26	27
Sub-Area E (JSW)	8	7	6	7	8	9	12
Total	781	782	804	835	855	883	983

Our Lady of Grace Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area S (LGR) - Home Area	268	292	311	328	326	345	353
Sub-Area T (LGR) - Huron Brigadoon Home Area	151	164	179	190	198	212	245
Total	419	456	490	517	525	557	599

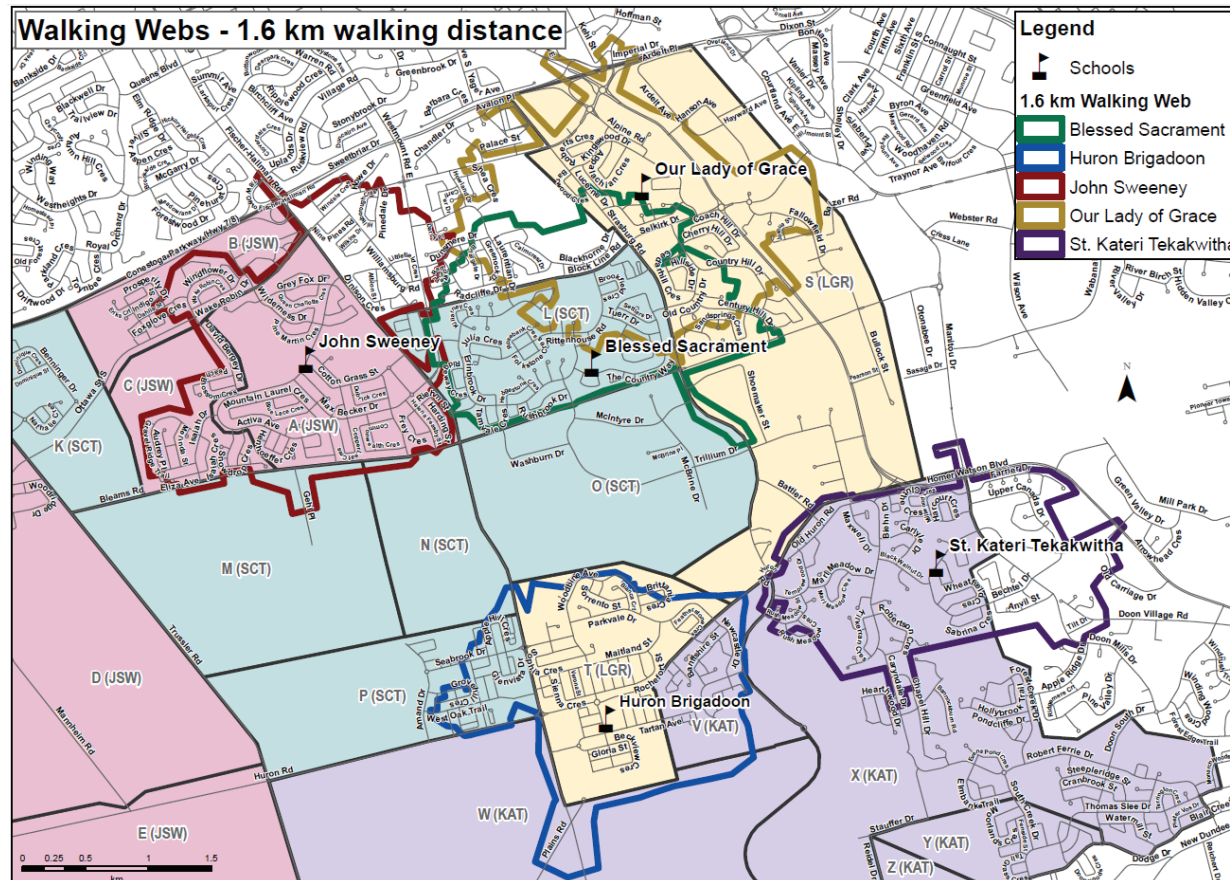
St. Kateri Tekakwitha Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area V (KAT)	99	100	104	113	119	125	139
Sub-Area X (KAT) - Home Area	447	465	481	507	512	510	544
Sub-Area Y (KAT)	67	70	73	73	74	74	62
Sub-Area Z (KAT)	0	18	32	48	68	86	165
Total	612	653	690	740	773	795	910

French Immersion Sub-Area	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
French Immersion Sub-Area	40	82	122	162	201	239	312

*The French Immersion enrolment projections are added to the Huron Brigadoon school in every option.

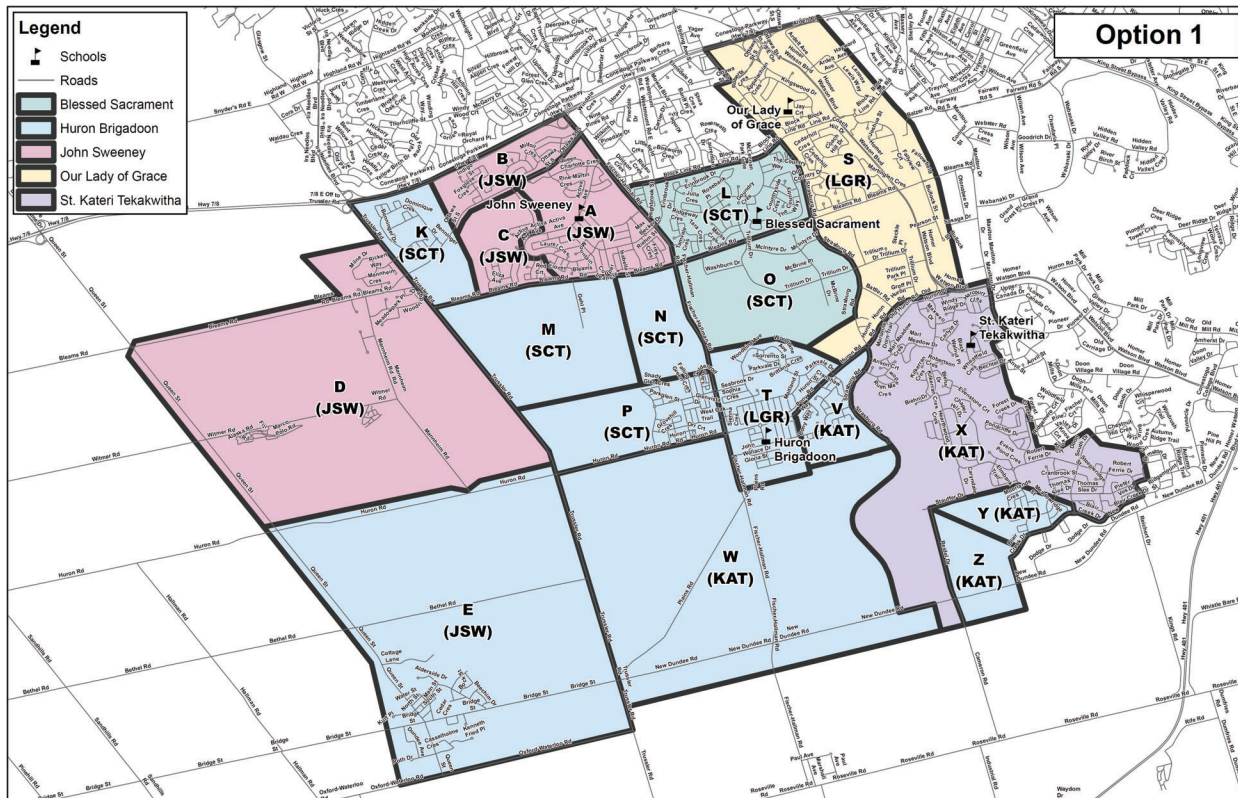
*Sub-areas that are not included in the enrolment charts currently have no students and are not currently projected to have any students.

Walking Webs



- ♦ The 1.6 km walking distances shown on this map are applicable for Grades 4-8 students, while JK-Grade 3 students would have a walking distance of 0.8 km.
- ♦ In addition to distances, these walking webs also consider hazardous areas; these are omitted as “No Walking” zones.

Option 1



Option 1 Proposes to:

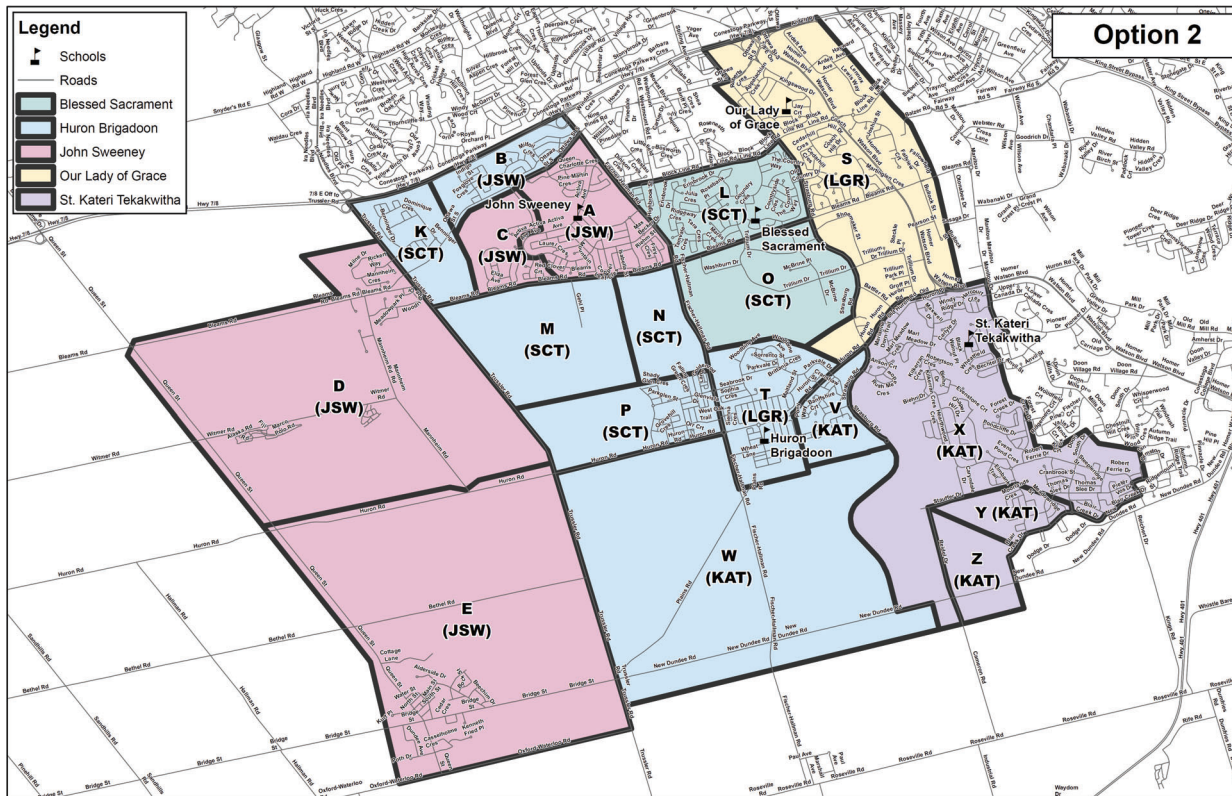
- ♦ Move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- ♦ Move sub-area E from John Sweeney to Huron Brigadoon;
- ♦ Move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- ♦ Move sub-areas V, W, Y, and Z from St. Kateri Tekakwitha to Huron Brigadoon.

Number of Students Affected: 373

- ♦ Junior Kindergarten to Grade 7 students from 2021/2022 enrolment projections.
- ♦ Does not factor any grandparenting provisions.

OPTION 1	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	147	223	403	773	126%	153	245	431	828	135%	157	257	460	874	142%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	80	126	240	447	128%	83	142	282	507	145%	84	144	283	510	146%
Huron Brigadoon School	650	95	175	250	520	80%	144	358	418	919	141%	195	405	614	1214	187%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

Option 2



Option 2 Proposes to:

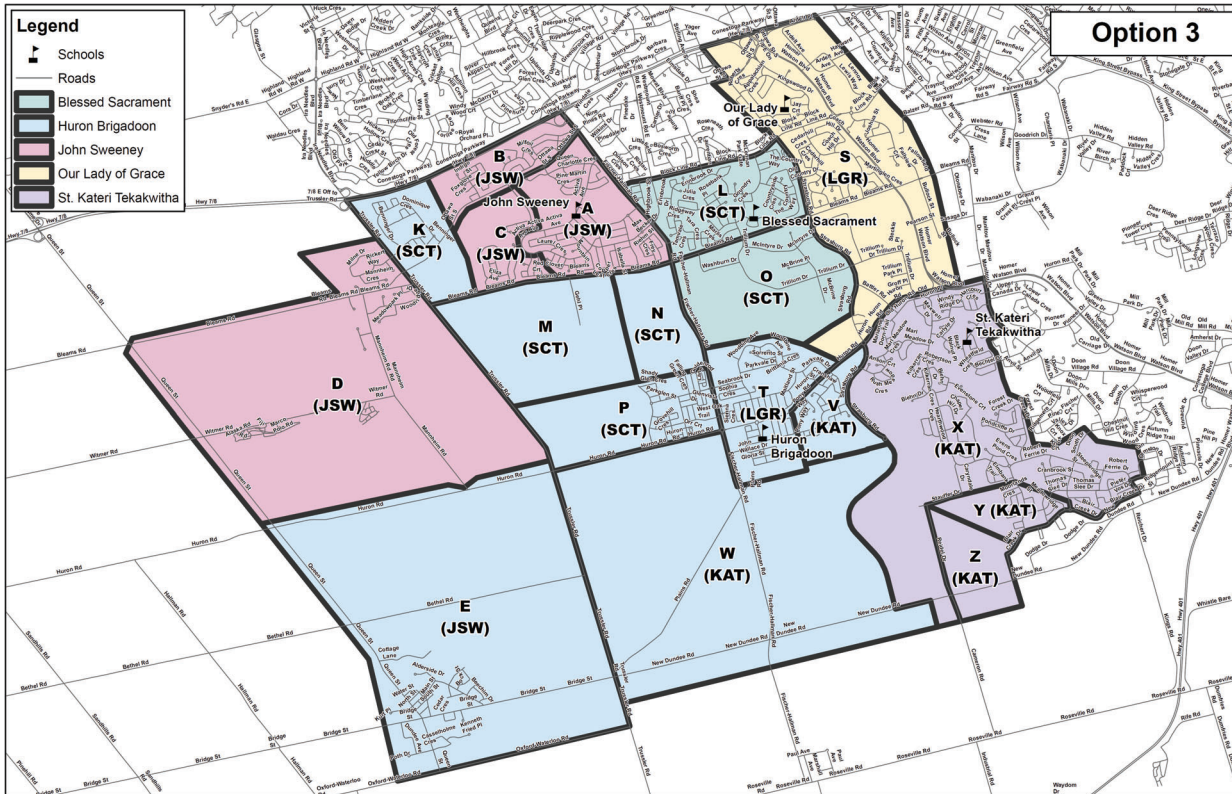
- ♦ Move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- ♦ Move sub-area B from John Sweeney to Huron Brigadoon;
- ♦ Move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- ♦ Move sub-areas V and W from St. Kateri Tekakwitha to Huron Brigadoon.

Number of Students Affected: 428

- ♦ Junior Kindergarten to Grade 7 students from 2021/2022 enrolment projections.
- ♦ Does not factor any grandparenting provisions.

OPTION 2	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	119	179	348	645	105%	123	198	350	671	109%	127	208	370	704	115%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	90	147	277	514	147%	102	175	351	628	180%	118	184	368	670	192%
Huron Brigadoon School	650	113	199	269	582	89%	154	372	429	954	147%	192	414	618	1224	188%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

Option 3



Option 3 Proposes to:

- ♦ Move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- ♦ Move sub-area E from John Sweeney to Huron Brigadoon;
- ♦ Move sub-area T from Our Lady of Grace to Huron Brigadoon; and
- ♦ Move sub-areas V and W from St. Kateri Tekakwitha to Huron Brigadoon.

Number of Students Affected: 318

- ♦ Junior Kindergarten to Grade 7 students from 2021/2022 enrolment projections.
- ♦ Does not factor any grandparenting provisions.

OPTION 3	Capacity	JK/SK	1-3	4-8	2022 Total	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Utilization
Blessed Sacrament	360	65	114	166	345	96%	67	116	211	394	109%	69	117	231	417	116%
John Sweeney	614	147	223	403	773	126%	153	245	431	828	135%	157	257	460	874	142%
Our Lady of Grace	265	53	97	118	268	101%	55	93	180	328	124%	56	94	195	345	130%
St. Kateri Tekakwitha	349	90	147	277	514	147%	102	175	351	628	180%	118	184	368	670	192%
Huron Brigadoon School	650	85	154	214	453	70%	124	325	348	798	123%	162	364	528	1054	162%
TOTAL	2238	439	736	1178	2353	105%	501	953	1521	2975	133%	561	1018	1782	3360	150%

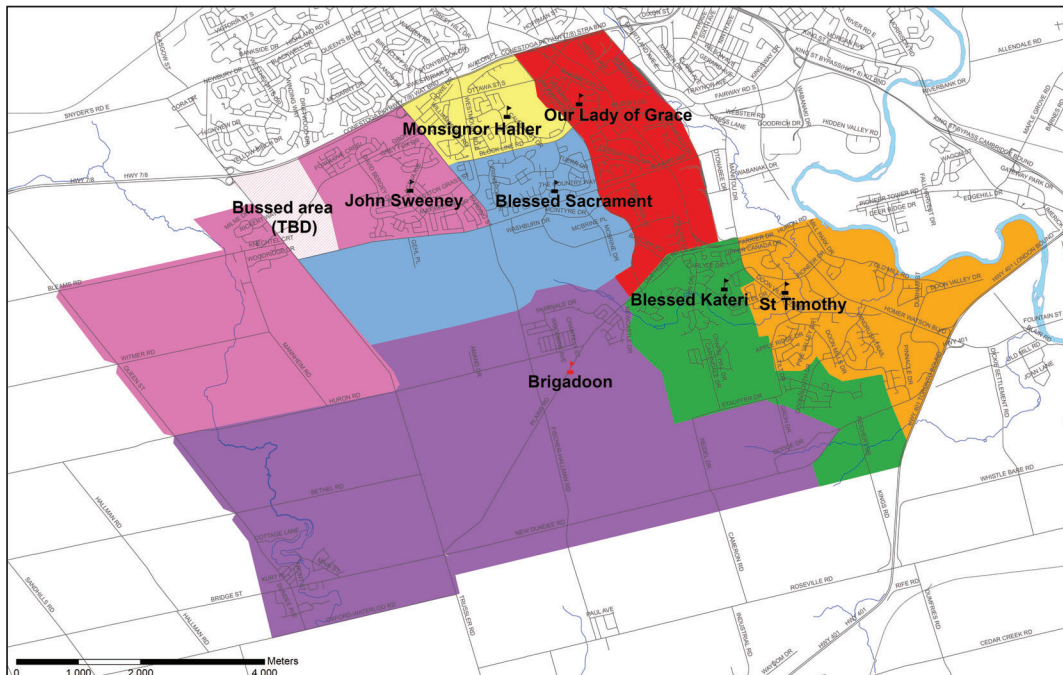
Appendix B

Public Meeting 2 Display Boards

Background

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- ♦ In July 2011, the board received funding approval to construct a new 400 pupil place elementary school.
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- ♦ In August 2019, the board purchased the Huron Brigadoon school site (6.05 acres).
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- ♦ The French Immersion Program is also being considered in the Huron Brigadoon school.
- ♦ As such, another boundary review is necessary to establish a new boundary for the Huron Brigadoon Catholic Elementary School.

Second Phase of 2008/2009 Boundary Review



Huron Brigadoon School Site



Purpose & Process

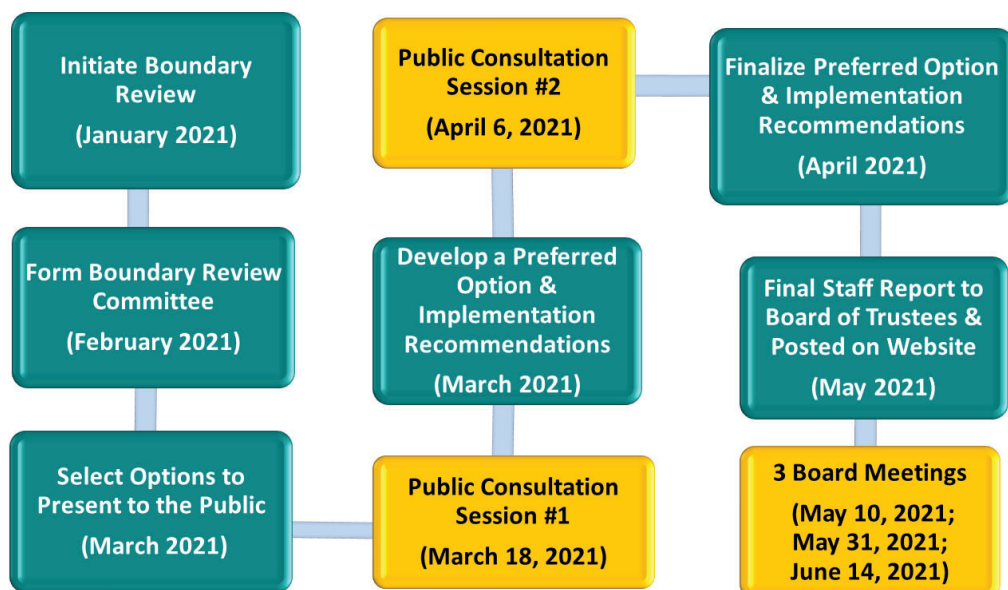
Goals of this Review:

- ♦ Establish a boundary for the new Huron Brigadoon school in advance of its opening.
- ♦ Redraw the boundaries of existing schools in the area to ensure enrolment relief, where feasible.
- ♦ Consider the impact of offering the French Immersion Program in the new Huron Brigadoon school.
- ♦ Determine attendance boundaries that best meet board-wide accommodation review goals.

Board-wide Accommodation Review Goals:

The following goals relate to every boundary review and should be given consideration.

- ♦ Provide the highest quality learning environment possible.
 - ◊ Consider program environments and how they support student achievement.
- ♦ Ensure an efficient use of system resources by balancing enrolment and facilities.
 - ◊ Maximize the use of Board-owned facilities over the long term.
 - ◊ Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a good short-term solution.
- ♦ Provide a long-term (5 years +) accommodation solution.
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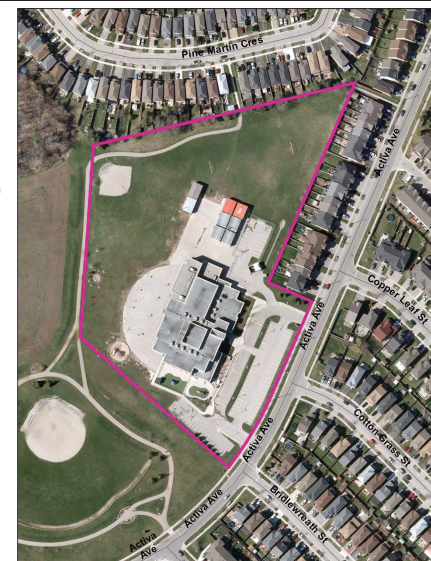
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- ♦ Site Size: 5.84 acres
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- ♦ Current Enrolment: 393



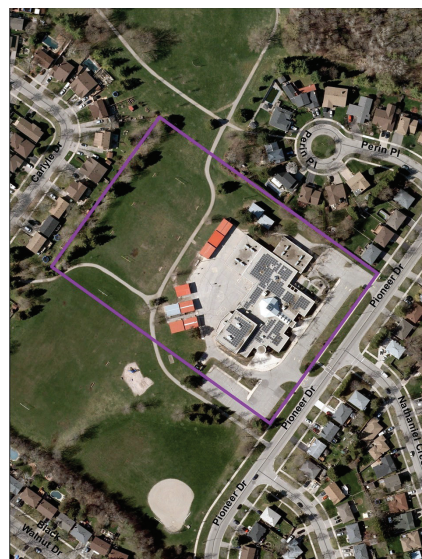
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- ♦ Current Enrolment: 739



Our Lady of Grace

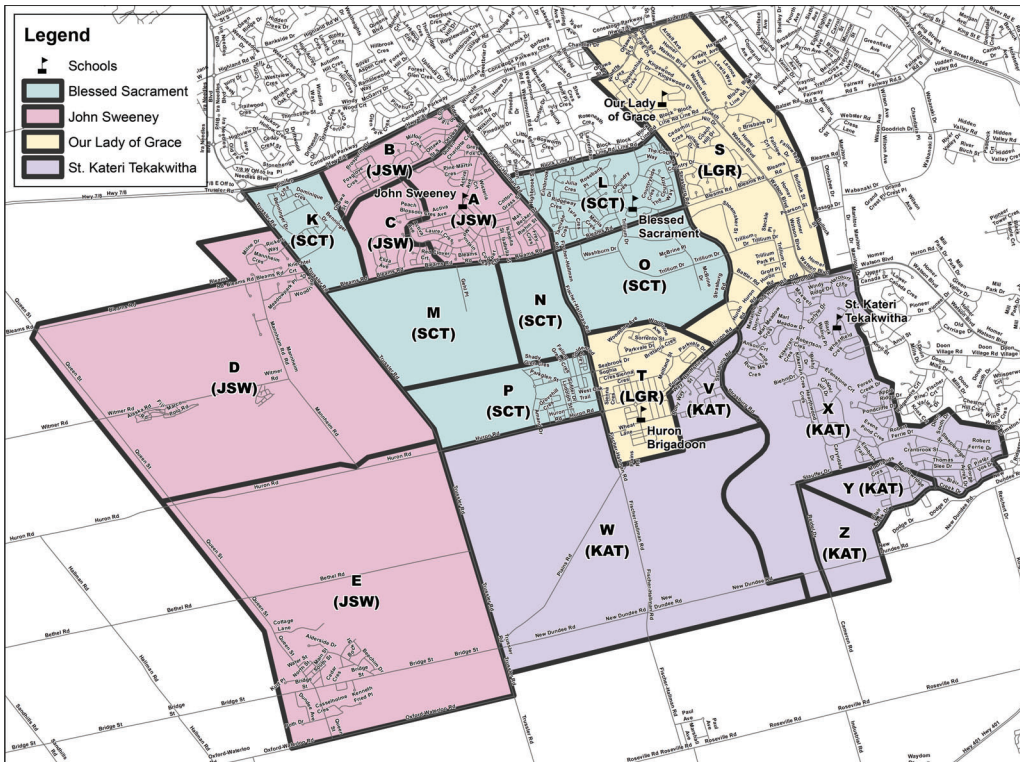
- ♦ Site Size: 5.04 acres
- ♦ Maximum Portables: 11 (electrical capacity limiting factor)
- ♦ Current Number of Portables: 6
- ♦ School Capacity: 265 Pupil Places
- ♦ Current Enrolment: 378



St. Kateri Tekakwitha

- ♦ Site Size: 6.49 acres
- ♦ Maximum Portables: 13 (fire fighting provisions limiting factor)
- ♦ Current Number of Portables: 12
- ♦ School Capacity: 349 Pupil Places
- ♦ Current Enrolment: 564

Existing Boundaries / Sub-Areas



Existing Boundaries	Capacity	Actual	Projected Enrolment					
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Total Utilization Percentage		131%		146%		177%		197%

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Sub-Area K (SCT)	11	20	30	44	63	81	146
Sub-Area L (SCT) - Home Area	345	359	381	394	398	417	439
Sub-Area M (SCT)	0	0	31	60	92	122	234
Sub-Area N (SCT)	20	38	59	84	104	116	162
Sub-Area P (SCT)	126	136	142	139	145	149	165
Total	501	553	643	721	803	886	1146

John Sweeney Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area A (JSW) - Home Area	435	429	436	445	459	470	514
Sub-Area B (JSW)	136	143	152	163	169	179	200
Sub-Area C (JSW)	172	174	183	193	192	199	228
Sub-Area D (JSW)	32	30	26	27	27	26	27
Sub-Area E (JSW)	8	7	6	7	8	9	12
Total	781	782	804	835	855	883	983

Our Lady of Grace Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area S (LGR) - Home Area	268	292	311	328	326	345	353
Sub-Area T (LGR) - Huron Brigadoon Home Area	151	164	179	190	198	212	245
Total	419	456	490	517	525	557	599

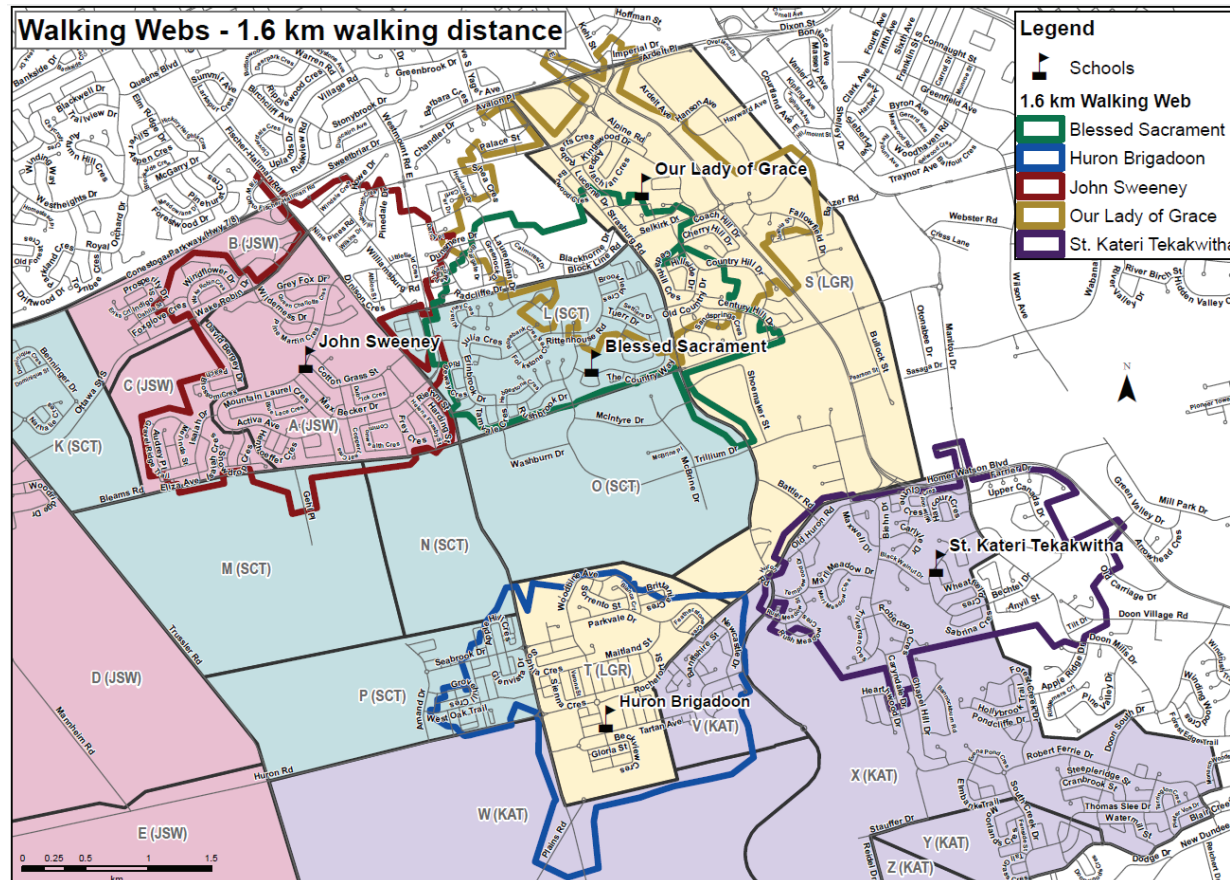
French Immersion Sub-Area	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
French Immersion Sub-Area	40	82	122	162	201	239	312

*The French Immersion enrolment projections are added to the Huron Brigadoon school in every option.

St. Kateri Tekakwitha Sub-Areas	2022 TOTAL	2023 TOTAL	2024 TOTAL	2025 TOTAL	2026 TOTAL	2027 TOTAL	2032 TOTAL
Sub-Area V (KAT)	99	100	104	113	119	125	139
Sub-Area X (KAT) - Home Area	447	465	481	507	512	510	544
Sub-Area Y (KAT)	67	70	73	73	74	74	62
Sub-Area Z (KAT)	0	18	32	48	68	86	165
Total	612	653	690	740	773	795	910

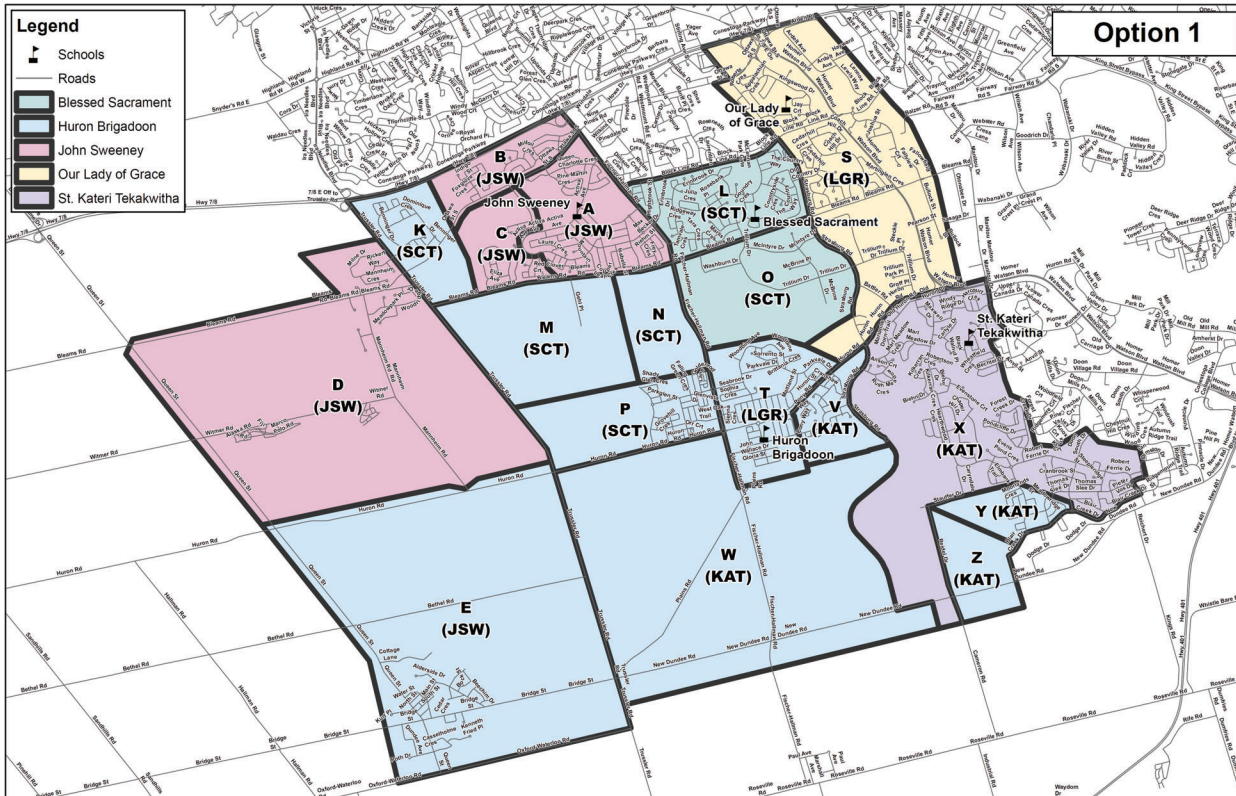
*Sub-areas that are not included in the enrolment charts currently have no students and are not currently projected to have any students.

Walking Webs



- ♦ The 1.6 km walking distances shown on this map are applicable for Grades 4-8 students, while JK-Grade 3 students would have a walking distance of 0.8 km.
- ♦ In addition to distances, these walking webs also consider hazardous areas; these are omitted as “No Walking” zones.

Preferred Option (Option 1)



Option 1 Proposes to:

- ♦ Move sub-areas K, M, N, and P from Blessed Sacrament to Huron Brigadoon;
- ♦ Move sub-area E from John Sweeney to Huron Brigadoon;
- ♦ Move sub-area T from Our Lady of Grace to Huron Brigadoon; and,
- ♦ Move sub-areas V, W, Y, and Z from St. Kateri Tekakwitha to Huron Brigadoon.

Number of Students Affected: 323

- ♦ Assumes grade 7 students are grandparented to finish grade 8 at their current school.

Rationale for Selecting

- ♦ Alleviates more enrolment pressure from St. Kateri Tekakwitha.
- ♦ Keeps sub-area B with John Sweeney which is in closer proximity compared to the new school.

OPTION 1	Capacity	2020 Portables	JK/SK	1-3	4-8	2022 Total	2022 Portables	2022 Utilization	JK/SK	1-3	4-8	2025 Total	2025 Portables	2025 Utilization	JK/SK	1-3	4-8	2027 Total	2027 Portables	2027 Utilization
Blessed Sacrament	360	4	65	114	175	354	0	98%	67	116	211	394	2	109%	69	117	231	417	3	116%
John Sweeney	614	8	147	223	406	776	7	126%	153	245	431	828	10	135%	157	257	460	874	12	142%
Our Lady of Grace	265	6	53	97	133	283	0	107%	55	93	180	328	2	124%	56	94	195	345	2	130%
St. Kateri Tekakwitha	349	12	80	126	264	470	6	135%	83	142	282	507	7	145%	84	144	283	510	7	146%
Huron Brigadoon School	650	N/A	95	175	200	470	-8**	72%	144	358	418	919	11	141%	195	405	614	1214	23	187%
TOTAL	2238	30	439	736	1178	2353	13	105%	501	953	1521	2975	31	133%	561	1018	1782	3360	47	150%

**A negative number reflects the number of empty classrooms (i.e. in 2022, Huron Brigadoon is projected to have 8 empty classrooms).

Recommendations & Next Steps

Recommendations

- ♦ That the boundaries of Blessed Sacrament, John Sweeney, Our Lady of Grace, St. Kateri Tekakwitha, and the new Huron Brigadoon Catholic Elementary Schools (CES) be modified in accordance with the preferred option (Option 1), effective September 2022 or at such time that the new school opens.
- ♦ That grade 7 students enrolled at Blessed Sacrament, John Sweeney, Our Lady of Grace, or St. Kateri Tekakwitha in the 2021/2022 school year, or the school year prior to the new Huron Brigadoon CES opening, be grandparented to finish grade 8 at their current school.
- ♦ That grade 7 students grandparented at their current school be provided with transportation, if they qualify in accordance with board procedure APO012 – Transportation.
- ♦ That French Immersion be offered at the new Huron Brigadoon CES upon its opening in September 2022, or at such time that the new school opens, starting with grade 1 and growing a grade per year.
- ♦ That students enrolled at Blessed Sacrament, John Sweeney, Our Lady of Grace, or St. Kateri Tekakwitha in the 2021/2022 school year, or the school year prior to the new Huron Brigadoon CES opening, who were directed to attend the new Huron Brigadoon CES as a result of the Huron Brigadoon Boundary Review, be considered for grandparenting at such time as future boundary reviews are conducted in South West Kitchener.
- ♦ That a Transition Planning Committee be formed to support all students who will be moving to the new Huron Brigadoon CES as a result of the Huron Brigadoon Boundary Review.

Next Steps

- ♦ The Boundary Review Committee (BRC) will review all public feedback received from the second public meeting and provide input on the recommendations at the April 21, 2021 BRC Working Meeting.
- ♦ The Final Staff Report will be posted on the website early May.
- ♦ The Board of Trustees is responsible for making the final decision.
- ♦ After the final decision is made, a Transition Planning Committee will be formed.

Public Board Meetings

The Huron Brigadoon Boundary Review will be discussed at the following Board Meetings. All meetings are open to the public.

♦ Monday, May 10, 2021

- ♦ Staff to present recommendations to Board of Trustees.
- ♦ Opportunity for delegations.

♦ Monday, May 31, 2021

- ♦ Staff to address questions of clarification for the Board of Trustees.
- ♦ Opportunity for delegations.

♦ Monday, June 14, 2021


- ♦ Board of Trustees to make a final decision.
- ♦ No delegations on decision night.

Appendix C

Correspondence Through HuronBrigadoon@wcdsb.ca Email

Date Received	Name	Email	Response
March 16	Irene Vassalo	<p>Hi There,</p> <p>Do we need to register for Thursday's meeting or just access the meeting from the Teams link in the e-mail?</p> <p>I look forward to hearing from you.</p> <p>Irene</p>	<p>Good Morning Irene,</p> <p>You are correct, no registration is required; you can just access the link prior to the meeting start time.</p> <p>Thanks for your question and interest.</p> <p>John</p>
March 16	Irene Vassalo	<p>Great, thank-you for getting back to me so quickly John. I look forward to the meeting on Thursday.</p> <p>Happy Tuesday!</p> <p>Irene</p>	

Date Received	Name	Email	Response
March 27	Christopher Hein	<p>Good afternoon,</p> <p>I have read in the news that there may be upcoming boundary changes for John Sweeney Catholic School due to a new school being built in the area by 2022.</p> <p>I would like to know if my street [REDACTED] would be potentially impacted by this change.</p> <p>Also are the public meetings for this that I could attend?</p> <p>Thanks very much</p> <p>Chris</p>	<p>Good Morning Mr. Hein,</p> <p>[REDACTED] is located within sub-area C and therefore is proposed to remain within John Sweeney's catchment area in all options considered. The second public meeting will be held Tuesday, April 6, 2021 starting at 6pm through a Live Teams meeting. The meeting notice along with the meeting link will be sent out later this week so please keep an eye out on your school newswire emails. Please visit the website at the link below for additional information. If you have any further questions, please feel free to reply to this email</p> <p>HuronBrigadoon@wcdsb.ca</p> <p>https://www.wcdsb.ca/about-us/accommodations/huron-brigadoon-boundary-review/</p> <p>I hope this helps and that your Easter is a blessed one.</p> <p>John</p>
March 30	Christopher Hein	<p>Oh that's great news. Our daughter is starting later this year and I was hoping to ensure consistency for her which sounds like will be the case.</p> <p>Thanks again for the additional information and fast response.</p> <p>Chris</p>	
April 9	Hong Van	<p>Hi,</p> <p>I would like to know the location of this school.</p> <p>Thank you</p> <p>Hong Van</p>	<p>Good Morning Mr. Van,</p> <p>Thank you for your inquiry.</p> <p>The school will be located at the southeast corner of Huron Road and Beckview Drive; the municipal address is 25 Beckview Drive.</p> <p>I hope this helps.</p> <p>John</p>

April 12	Hong Van	<p>Hi John,</p> <p>Thank you so much for replying to me.</p> <p>This will be elementary school? And I try to search goodle map but it doesn't show the Beckview drive at kitchener ON.</p> <p>Hope to get more information from you.</p> <p>Thank you again Hong Van</p>	<p>Hello again Mr. Van,</p> <p>This will be a Junior Kindergarten to Grade 8 elementary school. Beckview Drive is across from Woodbine Avenue and the nearest main intersection is Fischer-Hallman Road and Huron Road.</p> <p>Below is an excerpt from our School Catchment Map (which can be found using the link below); the approximate school location is illustrated with the black circle. Below is also a print screen of google maps with the school marked in a red X. https://www.wcdsb.ca/wp-content/uploads/sites/36/2021/01/Boundary-Urban-2020-1.pdf</p> 
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April 13	Hong Van	<p>Hi John,</p> <p>Thanks so Much for the information, it is very helpful.</p> <p>My kids are grade ■ and ■ they are studying at John Sweeney Catholic School at Activa.</p> <p>I have plan move to new home at ■■■■■■■■■■, Kitchener ■■■■■■■■■■. I wonder if I can apply for them to study at your school and ride the school bus.</p> <p>Pls help me if you can. I'm very appreciate for all information.</p> <p>Have a great day Hong Van</p>	<p>Good Afternoon Mr. Van,</p> <p>■■■■■ is within St. Kateri Tekakwitha's school boundary; specifically it is within sub-area X and therefore is proposed to remain within St. Kateri Tekakwitha's boundary in all options that were considered. Your children would be eligible for transportation to St. Kateri Tekakwitha when you move to the new address. If you wish to attend the new Huron Brigadoon school instead, assuming it will not be capped to out of boundary students, you would not be eligible for transportation. To be enrolled, you would need to appeal to the school principal as an "out-of-boundary" annually.</p> <p>You may find the Huron Brigadoon Boundary Review webpage helpful as it contains much more information; the link is https://www.wcdsb.ca/about-us/accommodations/huron-brigadoon-boundary-review/</p> <p>Sincerely,</p> <p>John Klein</p>
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Appendix D

Communications Log



Huron Brigadoon Boundary Review: 2021

Current to April 22, 2021

NOTE – Due to ongoing restrictions involving COVID-19, all meetings of the Boundary Review Committee and both Public Consultations were held virtually.

January 25, 2021 – A staff report recommending a school boundary review involving Blessed Sacrament CES, John Sweeney CES, Our Lady of Grace CES and St. Kateri Tekakwitha CES - with the purpose of establishing boundaries for the new Huron Brigadoon Catholic Elementary School, slated to open in September 2022. The Board of Trustees accepted the report but requested staff to provide various timeline scenarios.

February 8, 2021 – A supplementary staff report was presented to the Board of Trustees. The Board approved a March to June timeline, to include two public consultation sessions.

February 11, 2021 – A notice announcing approval of the Boundary Review -- and advertising for potential committee members to apply to participate as school representatives -- was issued by the affected schools, web-posted and publicized on social media and via NewsWire.

February 18, 2021 – A notice announcing a revised set of planned Boundary Review meeting dates was issued by the affected schools, web-posted and publicized on social media and via NewsWire. The revised meeting dates were necessitated by the shift of March Break to the week of April 12, 2021.

March 4, 2021 – The **first meeting** of the Boundary Review Committee was held.

March 11, 2021 – The **second meeting** of the Boundary Review Committee was held.

March 15, 2021 – A notice promoting the March 18, 2021 Public Consultation and ThoughtExchange was issued by the affected schools, web-posted and publicized on social media and via NewsWire.

March 17, 2021 – A notice reminder promoting the March 18, 2021 Public Consultation and ThoughtExchange was issued by the affected school's messengers.

March 18, 2021 – The **first Public Consultation** was held.

March 19, 2021 – CTV News ran a story entitled "Boundary lines for new Catholic elementary school in Kitchener being drawn by board" on the daily news broadcasts and web page.

March 24, 2021 – The **third meeting** of the Boundary Review Committee was held.

March 31, 2021 – A notice promoting the April 6, 2021 Public Consultation and ThoughtExchange was issued by the affected schools, web-posted and publicized on social media and via NewsWire.

April 6, 2021 – The **second Public Consultation** was held.

April 9, 2021 – A **notice** reminder promoting the ThoughtExchange was issued by the affected school's messengers.

April 21, 2021 – The **fourth meeting** of the Boundary Review Committee was held.

END to DATE



Date: May 10, 2021
To: Board of Trustees
From: Director of Education
Subject: 7-12 Program Review Final Key Considerations Report

Type of Report:

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

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **IV 010 “Facilities/Accommodations”**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

In September 2020, the [7-12 Program Review Initiation Report](#) was presented to the board to begin the work to establish program recommendations related to the opening of a 7-12 school in East Kitchener. The first and second phases of the review are now complete.

This report provides Trustees with key considerations resulting from research and consultation and provides recommendations for implementation of a 7-12 school configuration.

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

IV 010 - Facilities/Accommodations

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

Alignment to the MYSP:

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

Nurture a Culture of Innovation:
Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success

Foster maximum opportunity for success for all:
Increased Opportunity for Experiential Learning

Background/Comments:

The 7-12 Program Review was conducted in two (2) phases.



- The first phase focused on research and program development and is guided by the 7-12 Program Review Committee.
- The second phase involved community consultation process, focused on East Kitchener schools responding to the [7-12 Program Review Draft Key Considerations Report](#) presented to the Board on February 22, 2021.

The input and results of the public consultation phase of the review are provided in the following pages together with the Steering Committee's reflection on this input and final recommendations.

Public Consultation

Following the presentation of the draft key considerations to Trustees, a ThoughtExchange, survey, public meeting and school council meetings were conducted to share background information on the review, present the key considerations and solicit input from the WCDSB community and East Kitchener school communities about the proposal. Table 1 provides a list of key dates and activities undertaken to share information about the review.

Table 1 - Outline of 7-12 Program Review Public Consultation

When	Who	What
March 1 – April 11, 2021	Program Review Steering Committee	Survey & Thoughtexchange
March 2, 2020	Board Staff	Virtual Meeting with Saint John Paul II CS - School Council
March 16, 2021	Board Staff	Virtual Meeting with Canadian Martyrs CS – School Council Chairs
March 17, 2021	Board Staff	Virtual Public Meeting
March 23, 2021	Board Staff	Virtual Meeting with St. Anne CS - School Council
April 6, 2021	Board Staff	Virtual Meeting with St. Daniel CS – School Council

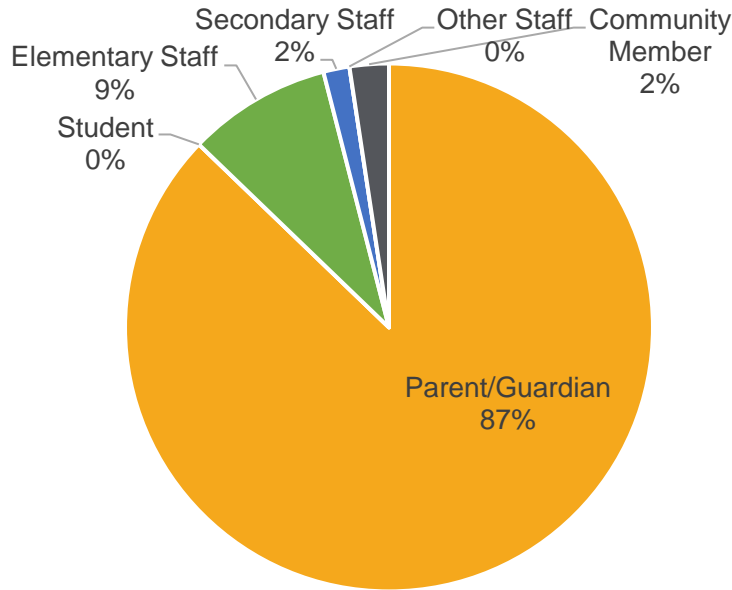
Survey Results

The public was invited to participate in a survey rating agreement with the draft key considerations. The survey garnered 125 responses. The overwhelming majority of respondents identified as parent/guardians (Figure 1).

Respondents could also identify if they were associated with a WCDSB school community. 41.6% of respondents identified association with Saint John Paul II, 12% with Canadian Martyrs, 9.6% with St. Anne (K) and 4% with St. Daniel.



Figure 1 - Survey Participation



The individual key considerations were rated by survey participants on a scale of 1-5 from strongly disagree to strongly agree. The average rating of all considerations was 4.31/5. The minimum average rating was 3.88/5 and the highest average rating was 4.65/5. The lowest average rated, and highest average rated key considerations are highlighted in colour in Table 2, together with the degree of agreement with each of the key considerations.

Table 2 - Key Considerations Survey Response Summary

Key Consideration	Average Survey Response
That a Grade 7-12 school will have a single identity for all students and staff and operate under a single name, uniform, teams, colours, and mission.	3.904
A Grade 7-12 school will be administered by a single Principal, and that a Vice Principal(s) be assigned to the elementary (Grade 7 & 8) students and additional Vice Principals be assigned to the secondary (Grade 9-12) students in accordance with the board's staffing protocol.	4.192
A Grade 7-12 school will be designed to accommodate elementary and secondary students in a single building, while ensuring space for elementary students in a wing or floor(s), and that those areas use materials and finishes to define the space.	3.936
Students attending a Grade 7-12 school will dress in a common uniform which ensures students are distinguished from other persons in the school building.	4.024
Consistent with the board's secondary schools, a Grade 7-12 school will have security cameras throughout the interior and exterior of the building.	4.592
A Grade 7-12 school have a common start and end time to facilitate the efficiency of student transportation to and from school and provide opportunities for intentional coordination of supervised school activities involving both elementary and secondary students.	3.888
A Grade 7-12 school have unique schedules for each panel to limit interaction between Grade 7 & 8 and Grade 9-12 students.	4.392
That Grade 7 & 8 students in a Grade 7-12 school be assigned to a home room teacher and that program be delivered consistently with that offered in elementary schools throughout the board, while recognizing the opportunities of increased access to specialized classrooms.	4.384



Key Consideration	Average Survey Response
That special education programming in a Grade 7-12 school be delivered consistently with elementary and secondary panel programming throughout the board.	4.432
That student success strategies used in elementary and secondary schools throughout the board be consistently delivered for elementary and secondary students in a Grade 7-12 school.	4.448
That Grade 8 to Grade 9 transitions will be managed and coordinated within a Grade 7-12 school.	4.536
That transition planning for Grade 6 students be developed to support the move from Grade 6 to Grade 7, which may include the development of orientation programs, school visits, and hosted events for feeder school students throughout the year.	4.645
That a Grade 7-12 school ensure panel specific opportunities for co-curricular and extra-curricular activities for Grade 7 & 8 and Grade 9-12.	4.653
That Grade 7-12 students will have access to a Chaplain and chapel in the school to support faith life and support positive, supportive relationships between students, staff, families, and community members.	4.309

In general, there was strong agreement with the key considerations. Appendix A contains graphs of the results of each individual survey question. Despite some lower than average rankings of support there was strong endorsement for the draft key considerations.

The Steering Committee did focus further discussion on the lower rated key considerations and ensure that they acknowledged concerns highlighted by the survey results and ThoughtExchange.

ThoughtExchange

The ThoughtExchange launched on March 4, 2021 asked, "What else should the board consider to ensure that introducing a 7-12 school contributes to the success, achievement and wellness of students and staff?". 121 individuals participated in the exchange before it closed on April 11, 2021.

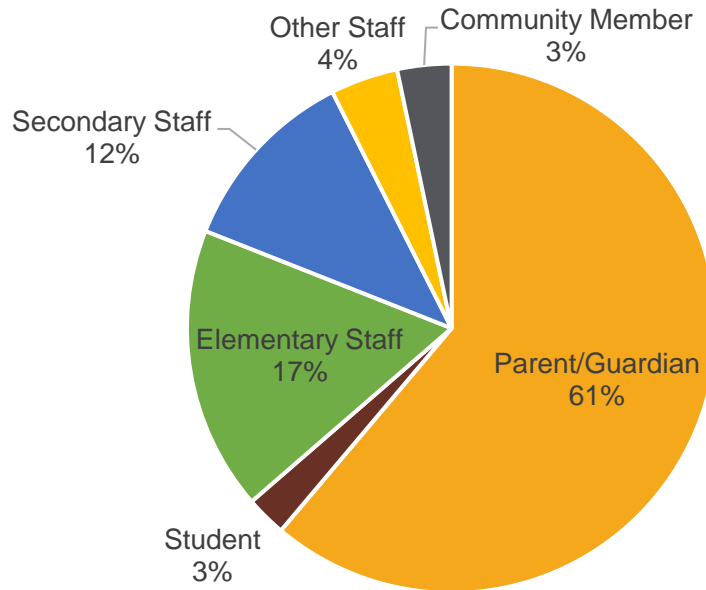
One hundred and one thoughts were shared, and 1,732 star ratings received. Statistics show that 41% of participants shared thoughts, 47% rated thoughts and 62% explored thoughts.

Participants were able to identify with one of six participant groups: parent/guardian, student, elementary staff, secondary staff, other staff, or community member (Figure 2). Most respondents identified as parent/guardian (61%), followed by elementary staff (17%) and secondary staff (12%).

Summary results of the exchange: <https://my.thoughtexchange.com/report/9fc6df156c0d2d8554afe0a3f3b90c15>

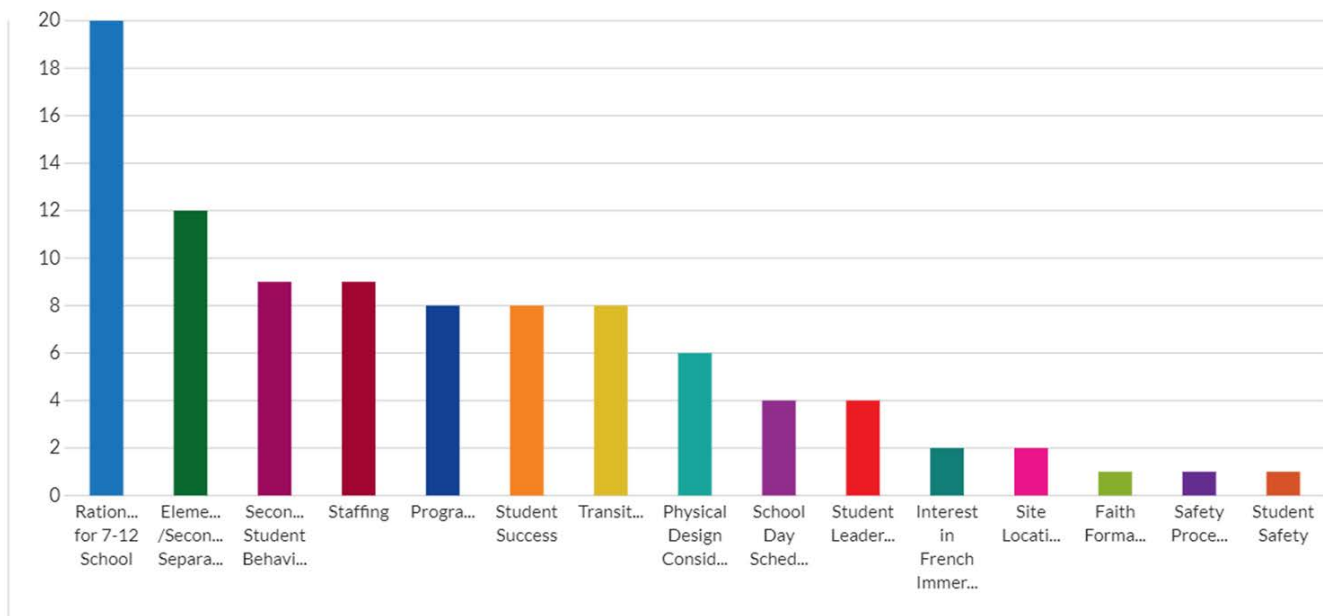


Figure 2 - ThoughtExchange Participation



The frequency of thoughts by assigned themes are illustrated by Figure 3. The most frequent thoughts were focused on the rationale for the board pursuing a 7-12 school, followed by thoughts about the separation of elementary and secondary students, the behaviour of secondary students, staffing, and program.

Figure 3 - Total Number of Thoughts by Theme



At the outset of this review process and throughout the consultation phase it was communicated that the board had applied for and received funding to construct at 7-12 school to address both elementary and secondary enrolment pressure in East Kitchener. As such, the purpose of this review was not to question why or if a 7-12 school should

be built. Rather, the focus has been on how the board should proceed to establish the key operational principles for such a school configuration.

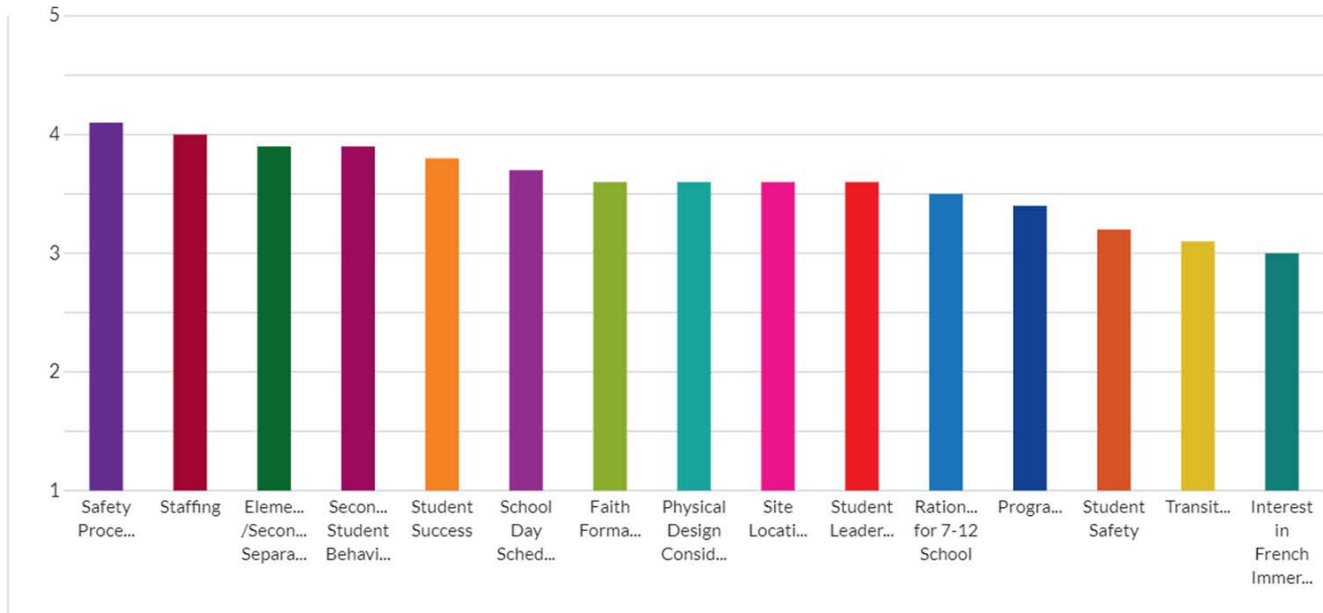
Staff appreciate the and value the thoughts and concerns which parents/guardians have shared about this model, which is new to the Board. However, the focus of the review remains on establishing a set of principles which will guide the successful implementation of the new 7-12 school in East Kitchener.

Despite the prevalence of thoughts focused on the rationale for the 7-12 school, the star ranking of the thoughts demonstrated a greater focus interest in the safety and security matters of the configuration.

When examining the star ratings, thoughts about safety procedures, staffing, elementary and secondary student separation, secondary student behaviour and student success were the 5 top rated categories of thoughts.

It was not unexpected that student safety was a prevalent concern of respondents (Figure 4). The engagement with other boards during Phase 1 of the review identified this concern of parents. At the outset of the Steering Committee's work discussion focused on how to bring the elementary and secondary students together in one location which would address these matters.

Figure 4 - Star Ranking of Thoughts by Theme



The top 3 overall star rated thoughts pertained directly to the desire to see physical separation of elementary and secondary students, ensuring safety is paramount, and addressing the influences of high school students on younger students.

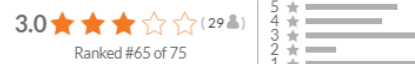
I feel it would be important to have a very evident separation between the 7-8's and the 9-12's areas. There is a very large maturity difference and it would be easy for the younger students to be taken advantage of. **4.3** ★★★★★ (25 👤) Ranked #1 of 75

Student safety The developmental level of a grade 7 vs a grade 12 student is very different. Student safety especially for the younger students is a great concern. **4.2** ★★★★★ (30 👤) Ranked #2 of 75

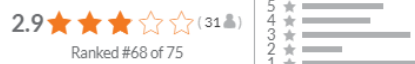
I have concerns about older high schoolers taking advantage of the immature kids (drugs, grooming, etc.) I very vividly remember in St. Mary's grade 9's being taken advantage of by older teens... what chance do impressionable young kids stand? **4.2** ★★★★★ (25 👤) Ranked #3 of 75

It should be noted that there were also thoughts which expressed support for this model. Participants shared their experiences or those of their children attending schools with similar configurations.

My home school (PEI) had K-6, 7-12. I loved the leadership we had in grade 6. The 7-12 school was the intermediate-senior high and provided separation. Grades 10-12 had lots of leadership opportunities with the 7-9. Separate student councils, etc. It was a bit scary as a grade 7 but a great experience. *Parent/Guardian*



My son attends a 7-12 school locally with the francophone board. He has 2 teachers plus planning time and it is a great, gradual transition to gr 9. *Parent/Guardian*



Meetings

Staff met with the school councils or council chairs of each of the four East Kitchener elementary schools between March 2 and April 6, 2021.

At each of the four virtual meetings held with East Kitchener area school councils or representatives there were three frequently asked questions:

- What will the boundary for the new school be, and when will this boundary process be initiated?
- How will the Grade 7&8 students be separated from the Grade 9-12 students at the new East Kitchener Catholic School?
- What will the schedule at the new school look like, and when will parents be given that information?

The public meeting held on March 17, 2021 was attended by 36 members of the public, 2 Trustees, 9 steering committee members, and 4 additional staff members.

In advance of the public meeting a narrated slide deck of the public meeting presentation was posted online and remains online together with a [Frequently Asked Questions](#) document. This FAQ is also replicated in Appendix C.

Final Key Considerations Recommendations

In response to the survey results and ThoughtExchange input, the Steering Committee reflected on the feedback and discussed the draft key considerations and opportunities to augment and enhance the recommendations.

Safety & Security

Staff spent time relating the methods by which student safety and supervision can be addressed in the new East Kitchener CS. In addition to the key considerations, staff reviewed the existing safe schools' policies and practices used by the Board in the operation of its elementary and secondary schools.

Safe schools [guidance for Grade 7-12](#) students is found on the board website. Students may not possess weapons, drugs, or alcohol, physically harm another person or engage in bullying. The following list of board procedures and policies outline the board's expectations and consequences for breaking these rules.

[Code of Conduct – APC018](#)

[Equity and Inclusive Education Policy – APC037](#)

[Suspension and Expulsion – APC012](#)

[Safe Arrival/Safe Departure Program – APH001](#)



The board recognizes the importance of parents, students, educators and our parishes to work together to ensure the safety of our students, respond where problems arise and promote and preserve a safe and secure school environments.

On April 19, 2021, the Board received information on a Safe School Ambassador Program as part of the Wellbeing Update – Safe Schools. The board will be initiating the program, which utilizes the power of students to change the social norms of a school's culture to create schools and communities that are safe, welcoming, and inclusive. Interested students will receive training and schools will receive funding the support the school-led initiative. This is a new initiative which expands and complements the many other activities in our schools designed to promote students' safety, security, and wellbeing.

Boundary Review

Given the interest in understanding which elementary schools will be ultimately affected by the new East Kitchener CS as well as the involvement of St. Mary's HS, it is appropriate that the boundary review be commenced in the fall of the 2021/22 school year.

The boundary review process will allow staff to address the comments and concerns that have arisen out of the current process. Further, the work of this review will support the work of the transition planning committee in advance of the opening of the school.

At this time, the proposed 7-12 school may open as early as September 2023. Ideally, the new school would open with enough students to support robust elementary and secondary programming, provide relief to overcrowding in East Kitchener elementary schools and St. Mary's HS, while ensuring stability for students entering their final years in high school. In February, a tentative grade configuration of the new school was identified. The starting configuration would support these objectives is Grades 7, 8, 9 & 10.

To provide the Board and public an idea of the grades of potentially affected students, the Table 3 is shared to demonstrate the grades of students who may be expected to attend the new 7-12 school.

The determination of feeder school and boundary adjustments which would support this initial and ultimate configuration will be determined through the boundary review process.

Table 3 - Tentative Grades Affected by New 7-12 School

School Year	Grades													
2020/21	JK	SK	1	2	3	4	5	6	7	8	9	10	11	12
2021/22		SK	1	2	3	4	5	6	7	8	9	10	11	12
2022/23			1	2	3	4	5	6	7	8	9	10	11	12
2023/24			1	2	3	4	5	6	7	8	9	10	11	12

Working Group

To address the implementation of a 7-12 configuration, a working group of key staff and labour group representatives is appropriate. The working group will focus on detailed matters related to scheduling, staffing, curricular materials/resources, furniture & equipment, sports and extra curriculars, faith life, school life, transition considerations, school council, school budgets, and transportation.

This work will ensure that the Key Considerations are implemented respecting the board's collective agreements with various labour groups and that school operations are aligned, to the extent possible, with other schools in the district while reflecting the unique nature of the 7-12 environment being created.



The working group's efforts will ultimately also assist with the boundary review transition committee's support of students and their families and staff as they prepare for the school's opening.

Recommended Key Considerations

Based on the public consultation on the draft key considerations and the input received, the following reflect the final recommended elements which should form the operational and organizational principles for the establishment of a 7-12 school:

- a) That a Grade 7-12 school will have a single identity for all students and staff and operate under a single name, uniform, teams, colours, and mission.
- b) That a Grade 7-12 school will be administered by a single Principal, and that a Vice Principal(s) be assigned to the elementary (Grade 7 & 8) students and additional Vice Principals be assigned to the secondary (Grade 9-12) students in accordance with the board's staffing protocol.
- c) That a Grade 7-12 school will be designed to accommodate elementary and secondary students in a single building, while ensuring space for elementary students in a wing or floor(s), and that those areas use materials and finishes to define the space.
- d) That students attending a Grade 7-12 school will dress in a common uniform which ensures students are distinguished from other persons in the school building.
- e) That, consistent with the board's secondary schools, a Grade 7-12 school will have security cameras throughout the interior and exterior of the building.
- f) That a Grade 7-12 school adopt and implement safe schools practices employed in elementary and secondary schools and apply those practices to either or both panels as appropriate.
- g) That a Grade 7-12 school have a common start and end time, if possible, to facilitate the efficiency of student transportation to and from school and provide opportunities for intentional coordination of supervised school activities involving both elementary and secondary students.
- h) That a Grade 7-12 school have unique schedules for each panel to limit interaction between Grade 7 & 8 and Grade 9-12 students.
- i) That Grade 7 & 8 students in a Grade 7-12 school be assigned to a home room teacher and that program be delivered consistently with that offered in elementary schools throughout the board, while recognizing the opportunities of increased access to specialized classrooms.
- j) That special education programming in a Grade 7-12 school be delivered consistently with elementary and secondary panel programming throughout the board.
- k) That student success strategies used in elementary and secondary schools throughout the board be consistently delivered for elementary and secondary students in a Grade 7-12 school.
- l) That Grade 8 to Grade 9 transitions will be managed and coordinated within a Grade 7-12 school.
- m) That transition planning for Grade 6 students be developed to support the move from Grade 6 to Grade 7, which may include the development of orientation programs, school visits, and hosted events for feeder school students throughout the year.
- n) That a Grade 7-12 school ensure panel specific opportunities for co-curricular and extra-curricular activities for Grade 7 & 8 and Grade 9-12.



- o) That Grade 7-12 students will have access to a Chaplain and chapel in the school to support faith life and support positive, supportive relationships between students, staff, families, and community members.

Next Step/Communications

This report has been posted to the 7-12 Program Review webpage for information. Following the Board of Trustee's consideration of this report and its recommendations, information will be distributed to any subscribers to that page advising of the Board's decision on the recommendations and a copy of the final recommendations posted online and shared with the East Kitchener school councils.

Recommendation:

This report is for the information of the Board and will be brought for approval on May 31st, 2021.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manger of Planning

Lewis Morgulis
L&C Planning Consultants

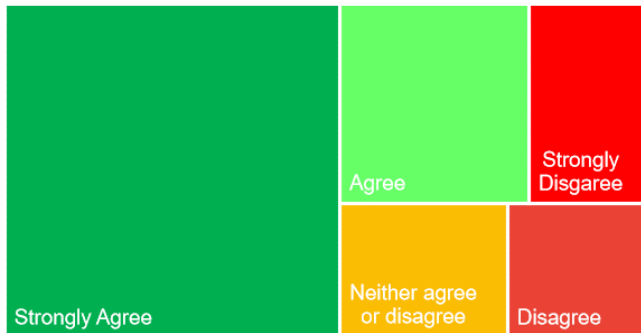
*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes 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."



APPENDIX A

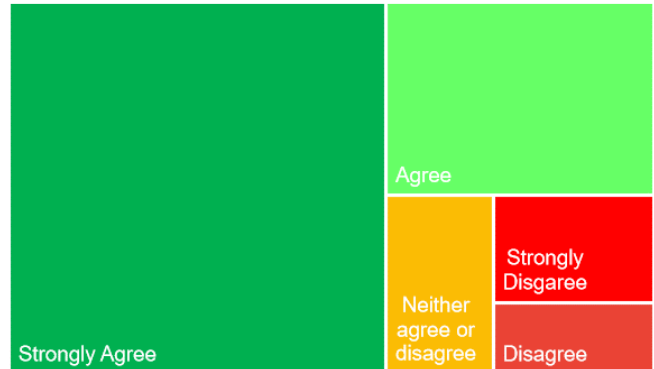
Survey Results

That a Grade 7-12 school will have a single identity for all students and staff and operate under a single name, uniform, teams, colours, and mission.



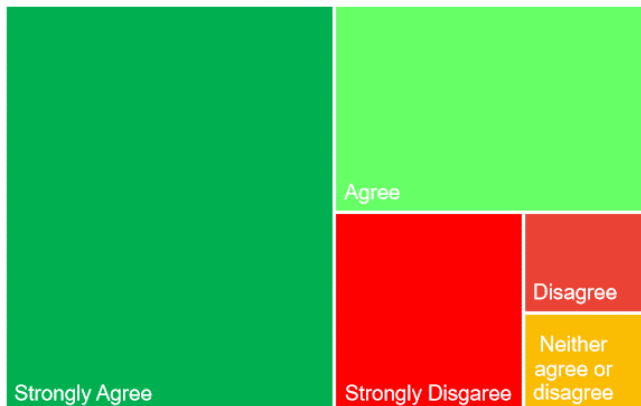
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

A Grade 7-12 school will be administered by a single Principal with Vice Principals assigned by Panel



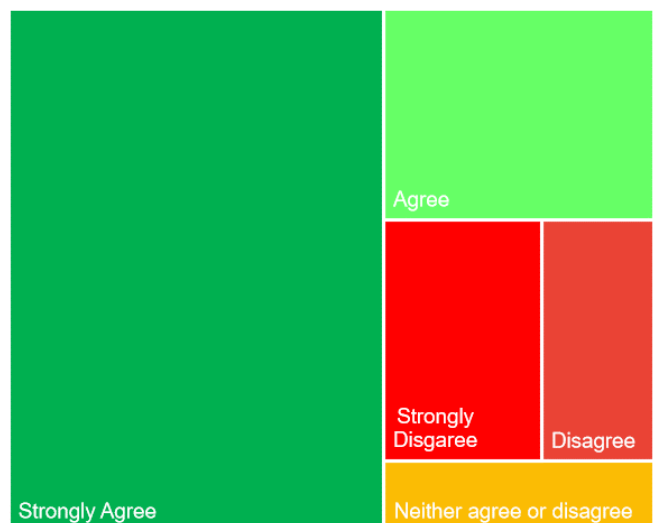
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

The Grade 7-12 school will be designed to accommodate elementary and secondary students while ensuring space for elementary students in a designated wing or floor(s),



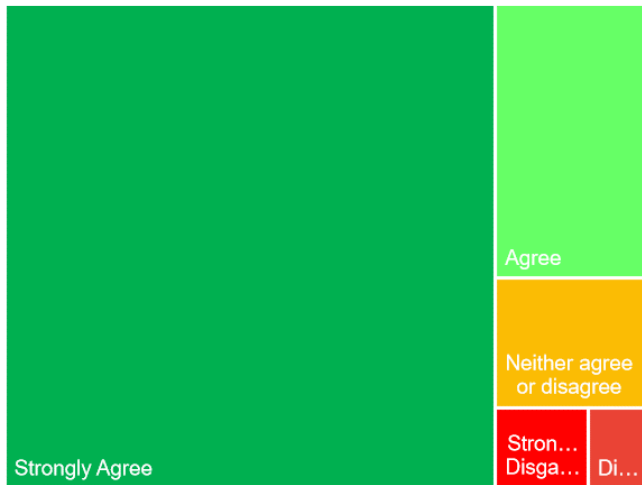
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

Students attending a Grade 7-12 school will dress in a common uniform



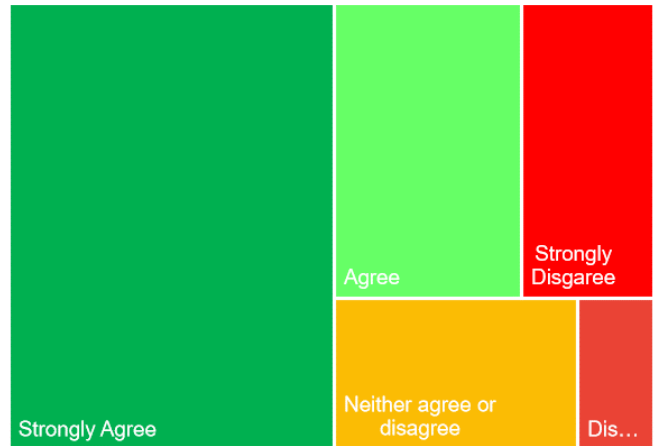
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

A Grade 7-12 school will have security cameras throughout the interior and exterior of the building.



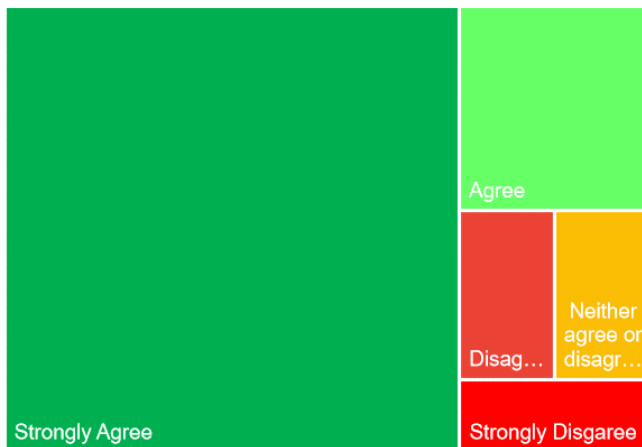
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

A Grade 7-12 school have a common start and end time to facilitate the efficiency of student transportation to and from school



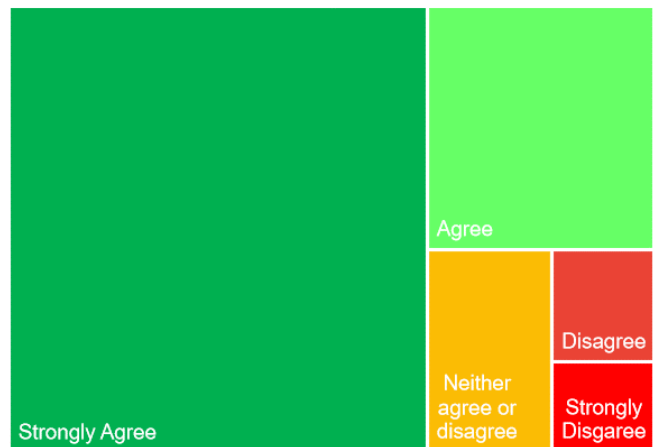
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

A Grade 7-12 school have unique schedules for each panel to limit interaction between Grade 7 & 8 and Grade 9-12 students



■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

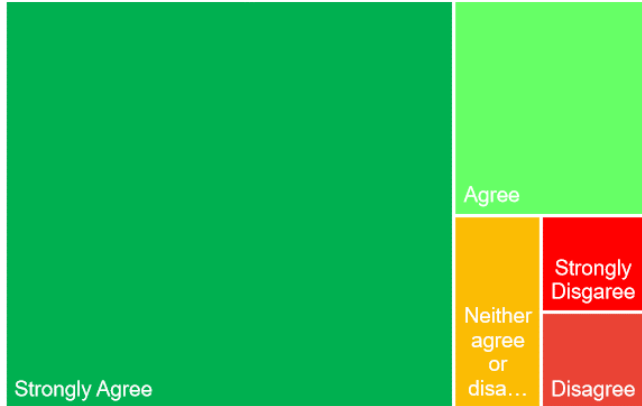
Grade 7 & 8 students will be assigned a home room teacher to deliver program consistently with that offered in elementary schools.



■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

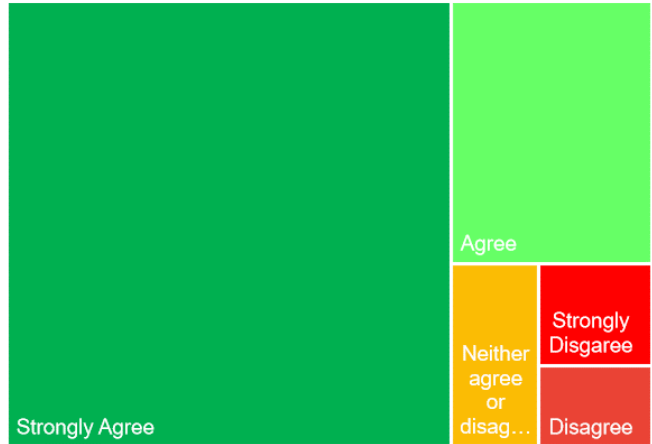


That special education programming in a Grade 7-12 school be delivered consistently with elementary and secondary panel programming throughout the board.



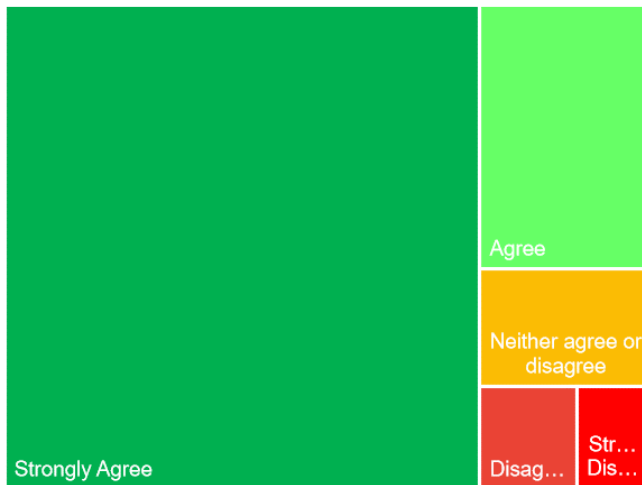
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

Student success strategies in a Grade 7-12 School will be consistent with elementary and secondary schools throughout the board



■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

That Grade 8 to Grade 9 transitions will be managed and coordinated within a Grade 7-12 school.



■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

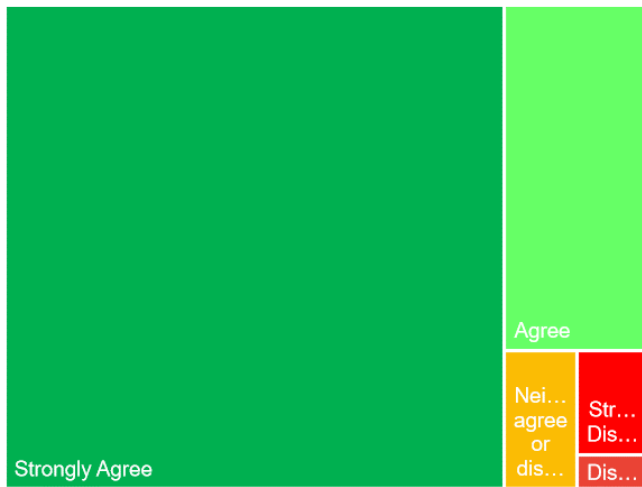
That transition planning for Grade 6 students be developed to support the move from Grade 6 to Grade 7.



■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

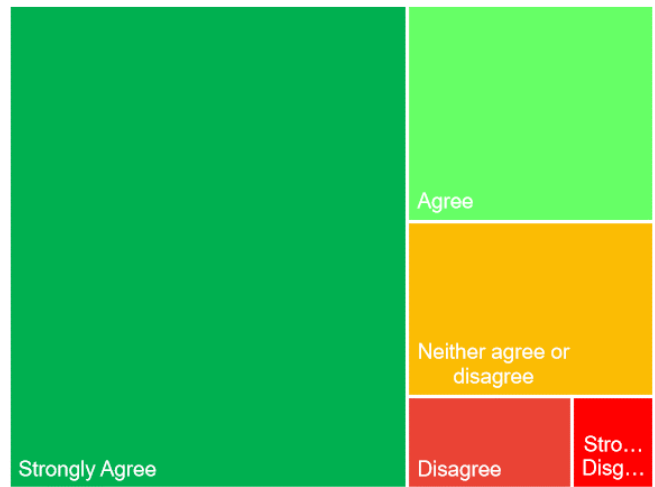


That a Grade 7-12 school ensure panel specific opportunities for co-curricular and extra-curricular activities



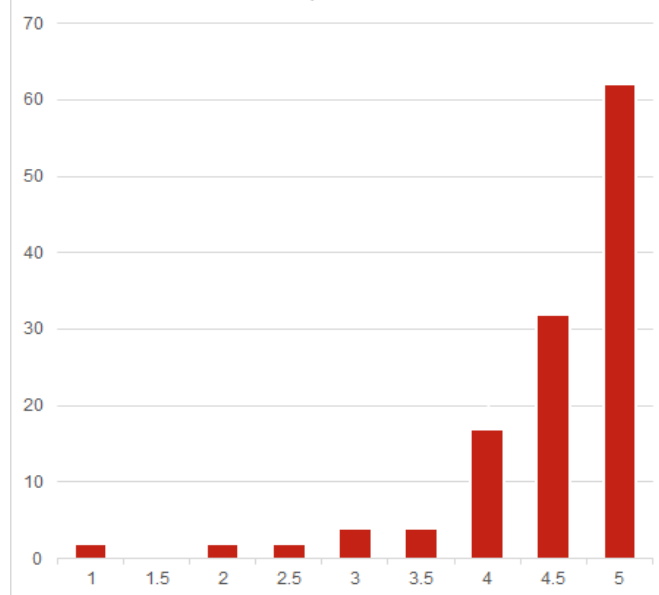
■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

That Grade 7-12 students will have access to a Chaplain and chapel in the school to support faith life



■ Strongly Disagree ■ Disagree
■ Neither agree or disagree ■ Agree
■ Strongly Agree

Average Score for All Answers by Respondents



APPENDIX B

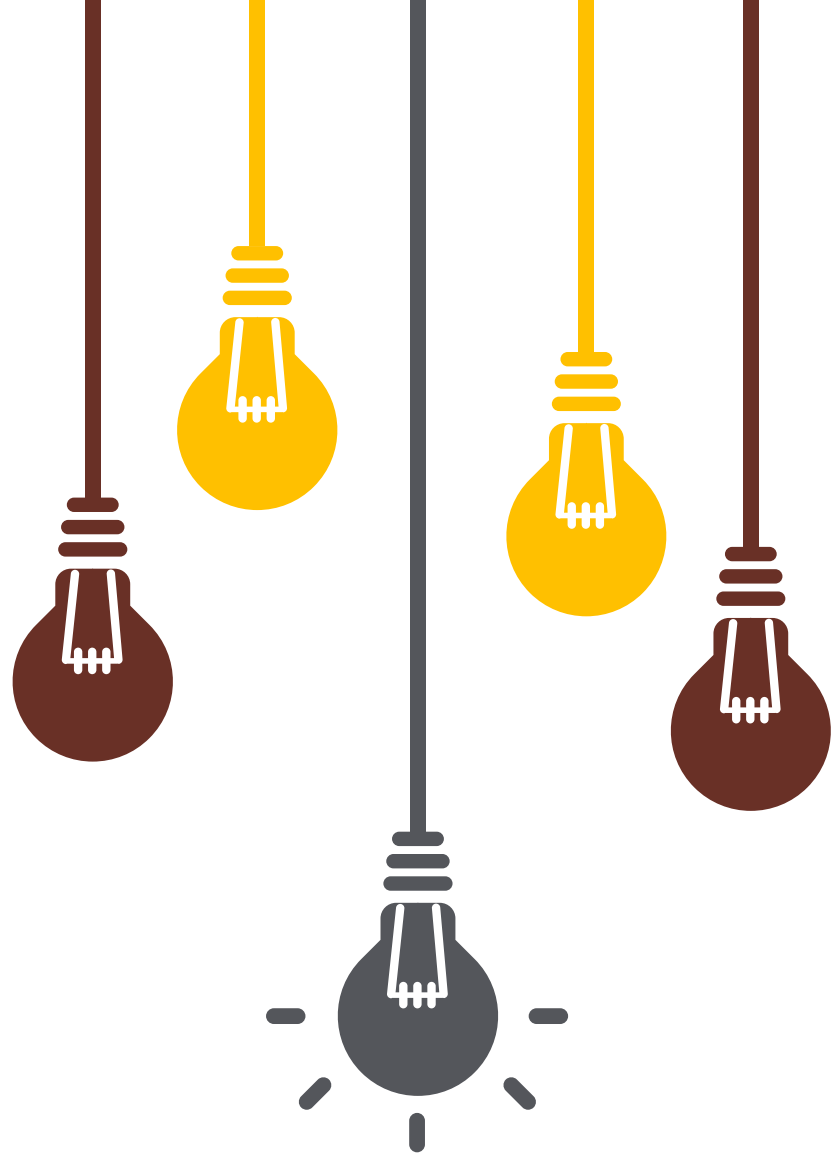
Public Meeting & School Council Presentation Slides



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

7-12 Program Review

Public Meeting
March 17, 2021



Our Beliefs:

All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry and engagement, will become global citizens who transform God's world.

We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities.

In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.



Our Mission:

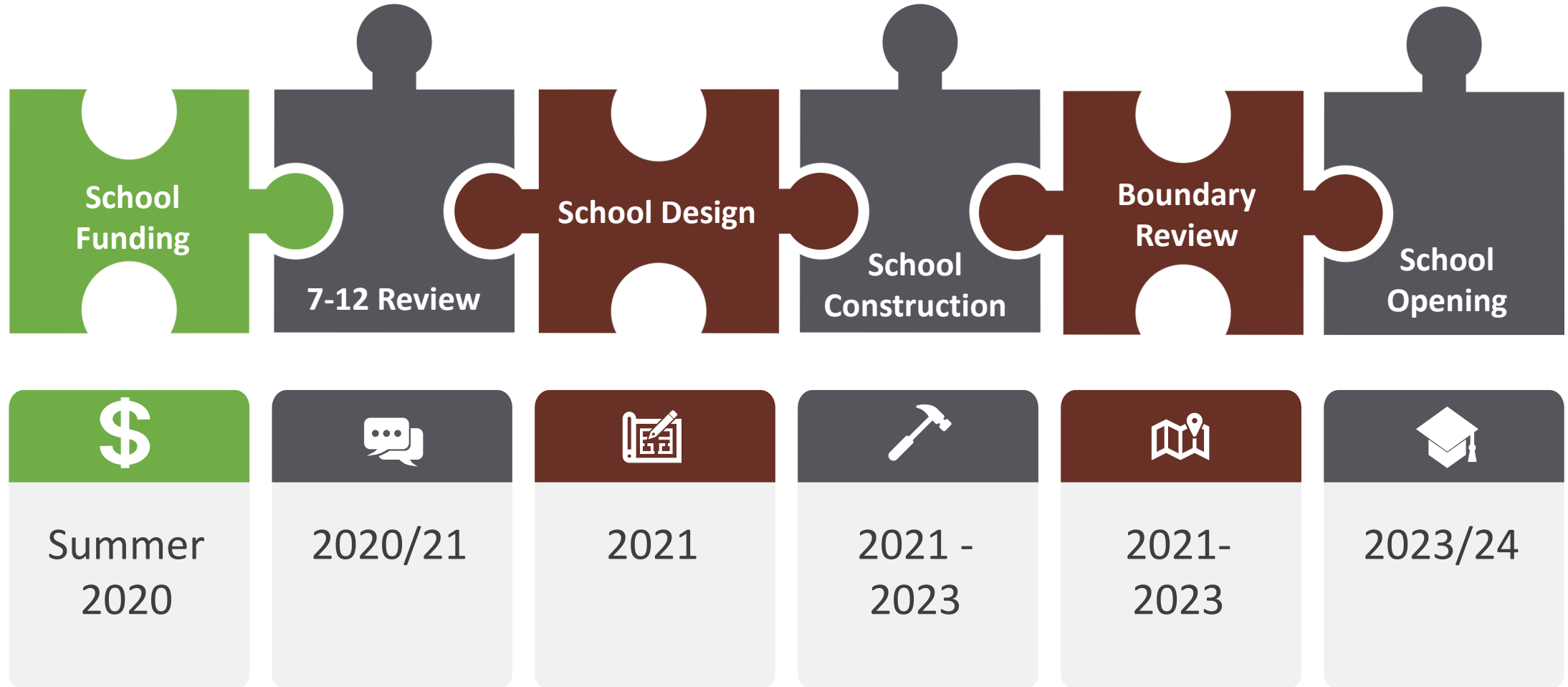
“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world.”



Our Vision:

“Our Catholic Schools: heart of the community — success for each, a place for all.”

New 7-12 School Timeline



7-12 Program Review Timeline

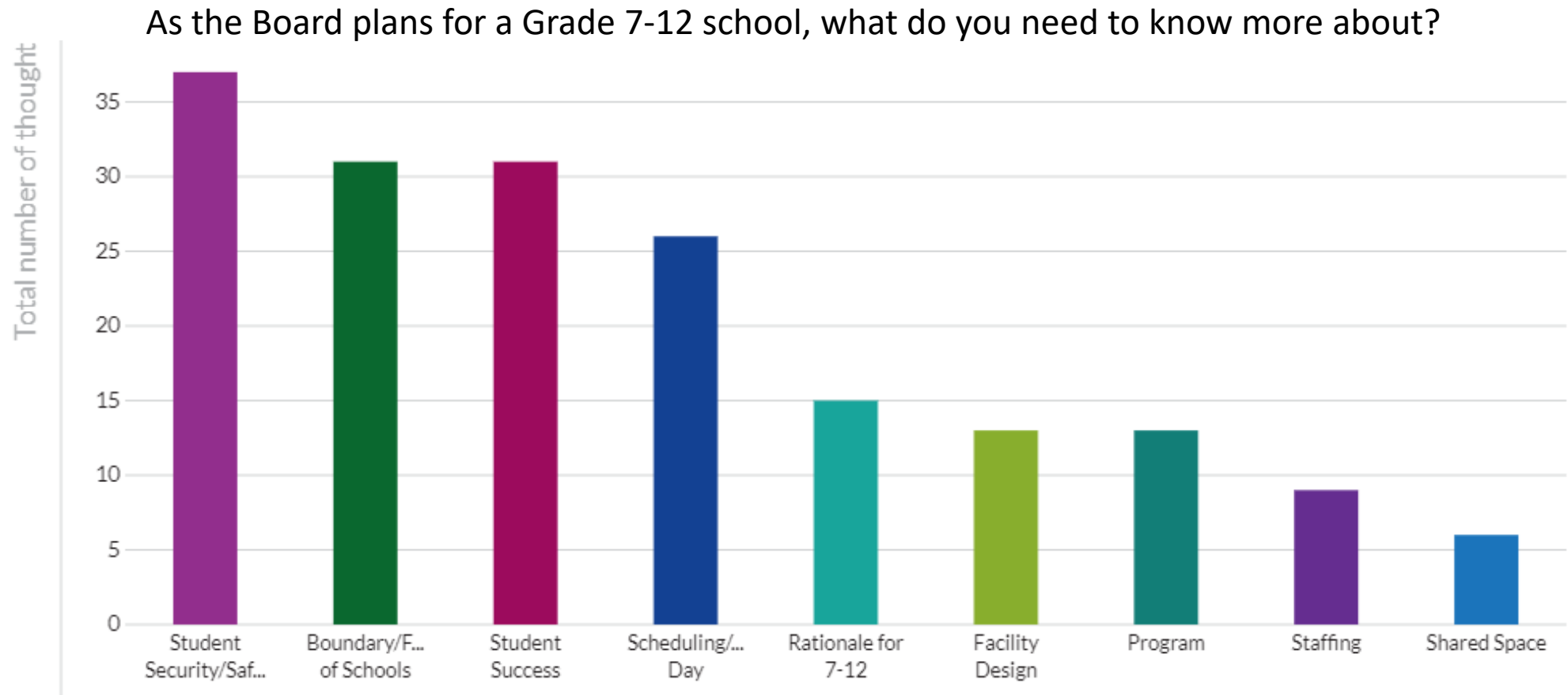


Steering Committee Work

- Review of other boards' experiences:
 - Durham Catholic DSB
 - Ottawa Catholic DSB
 - York Catholic DSB
- Internal stakeholder ThoughtExchange & employee group discussions
- Review of research

Internal Stakeholder ThoughtExchange Results

- Student Safety/Security
- Boundary/Family of Schools
- Student Success
- Scheduling/School
- Rationale for 7-12
- Facility Design
- Program
- Staffing
- Shared Space



Key Program Considerations



Elementary and secondary panels will operate consistent with existing intermediate and high school environments through the district.



Access to some specialized spaces may provide opportunities for intermediate students not available in other JK-8 schools.

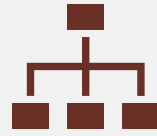
Key Operational Considerations

1. School Identity
2. Administration and Staffing
3. Safety, Security & Shared Spaces
4. Rotary & Specialist Teachers
5. Schedule
6. Special Education
7. Student Success and Transitions
8. Co-Curricular & Extracurricular Activities
9. Faith Formation

Public Consultation and Communication



SCAN ME



Board-wide ThoughtExchange
and survey



East Kitchener school council
engagement



Public Meeting

Final Phase of 7-12 Program Review Workplan



STEERING COMMITTEE REGROUP
ONCE PUBLIC INPUT RECEIVED



REVIEW INPUT AND FORMULATE
FINAL OPERATIONAL APPROACH



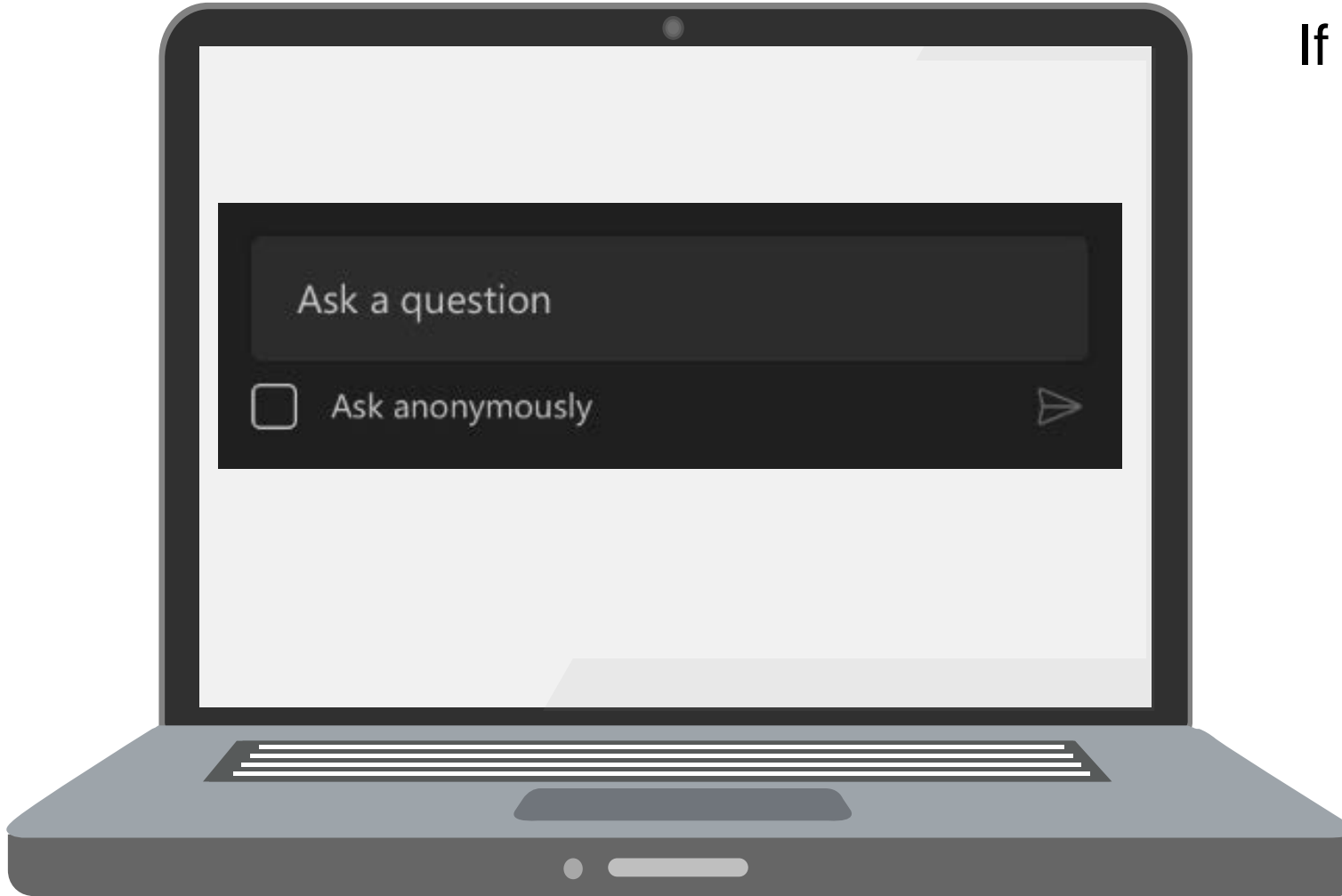
PRESENT FINAL OPERATIONAL
APPROACH TO TRUSTEE



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

Question & Answer Session

Q&A



If you want to ask a question, just:

Select Q&A button on the right side of the screen.

Type your question in the compose box, and then select Send.

If you want to ask your question anonymously, select Ask anonymously.



Quality, Inclusive, Faith Based Education

APPENDIX C

Frequently Asked Questions

WHY IS THE BOARD PROPOSING A 7-12 SCHOOL WHEN ALL OTHERS ARE JK-8 AND 9-12?

The Board's enrolment needs in the east Kitchener area are both for elementary and secondary pupil space. The Board applied for funding for the Grade 7-12 project after applying for and being rejected by the Ministry of Education several times for funding to construct a Grade 9-12 secondary school.

HAVE OTHER BOARDS TRANSITIONED BACK FROM 7-12 OR K-12 TO A JK-8/9-12?

Across the province several Boards have created and implemented new JK-12 and Grade 7-12 schools. The French Language Boards in Ontario are largely organized along a Grade 7-12 model with some schools also configured for JK-12. The Ottawa Catholic Board has 18 out of 19 secondary schools organized as Grade 7-12 while other Boards that the committee reached out to have a portion of the schools organized as Grade 7-12.

In some cases, the Boards have developed these school to address declining enrolment or establish a new program. In other cases, Boards have created new schools where there is an element of elementary and secondary growth best addressed by the 7-12 structure.

To staff's knowledge, no Boards have moved away from the 7-12 structure and there are additional new schools in the planning and construction stage for both JK-12 and Grade 7-12 province wide.

WILL THE NEW SCHOOL OPEN WITH ALL GRADES 7-12?

The Board has looked at how the new school will open and has initially proposed that the school start with students in Grades 7-10 and add a grade each year until the school has a full grade 7-12 program. The details of the opening structure would be reviewed and determined through the Boundary Review process in consultation with affected school communities.

The Steering Committee recognizes the importance of students completing their final two years at their school and attaining the credits in specialized programs and pathways. For students who will be affected by the boundary change, and who would be entering Grade 9 the year before the new East Kitchener Catholic School opens, the school would work to support the transition of students, in a manner as those students in grades 6-8 in the feeder schools who would be moving to the new school.

HOW WILL THE SCHOOL TIMETABLES WORK, THE ELEMENTARY DAY IS LONGER THAN THE SECONDARY SCHOOL DAY?

The intention is to have elementary and secondary school students attend the school on separate timetables but with a similar start and dismissal time. During the school day elementary school students would attend their classes in the time blocks used in JK-8 while the secondary students attend their classes in 75-minute periods.

Each panel would have a separate lunch and the elementary students would have recess during the day. The Board will have to work on the elementary schedule to match the length of the secondary day.

HOW WILL LUNCH HOURS WORK, WILL THE GRADE 7&8 STUDENTS BE EATING IN THE CAFETERIA WITH 9-12 STUDENTS?

At present the Grade 7&8 students in a JK-8 school eat in their classrooms. The schedule that is being developed would have the Grade 7&8 lunch occur at a different time than the Grade 9-12 lunch so it may be possible to have the Grade 7&8 students have access to the cafeteria.

HOW WILL GRADE 7&8 INTRAMURAL PROGRAMS BE IMPACTED?

The school would offer a grade 7&8 school sports and intramural sports program like other Grade JK-8 schools in the district. There may be additional extracurricular sports and program opportunities due to the school's size and

enrolment, however, there may also be similar opportunities at other large elementary schools in the system. The Board will provide additional information as the plans for the new school advance.

DO/WILL THE GRADE 7&8 STUDENTS LEAVE THE CAMPUS AT LUNCH HOUR?

While Grade 7&8 students have been kept on school campuses this year due to Covid-19, in the past students have been leave campus with parent permission. The development of the new school may reflect those policies, or a more stringent approach to managing the Grade 7&8 students may be adopted in consultation with the Principal and school community.

WILL THE NEW SCHOOL HAVE A FRENCH IMMERSION PROGRAM?

There is a separate French Immersion Review process underway. That review will consider location criteria for future elementary and secondary programs. The secondary program will require a location for September 2023.

WILL THERE BE THE OPPORTUNITY FOR ADVANCE PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) PROGRAMS AND HANDS ON TRADES AT THE 7-12 SCHOOL?

We give the opportunity for all our secondary schools, where there is interest, to be provided with these programs. We are looking to provide labs and tech areas in the new school. There will be a full curriculum offered but will initially be a smaller school so the ability to offer a wide variety of programs may not be possible. However, additional program opportunities may develop over time.

WOULD THERE BE CONSIDERATION TO CHANGE OTHER SCHOOLS TO 7-12?

As most of the Board's secondary schools are at capacity, the Board does not foresee other schools making the switch currently. However, the results of this Grade 7-12 Program Review would assist the Board in any future implementation of 7-12 schools.

WILL STUDENTS BE TRANSPORTED ON THE SAME BUSES?

All Grade 7 to 12 students who qualify for student transportation under [Board Procedure APO012 - Transportation](#) will be eligible to be bussed to the new school. Where the Board has transportation eligible students in both panels in the same area, the Steering Committee has proposed combining students on the busses. Combining bussing of 7/8 and 9-12 students reduces the duplication and cost of bus runs, maximize the efficiency of bus runs with other schools and reduces overall congestion on the school site.

WILL THE BOARD LOSE STUDENTS WHO DO NOT WANT TO GO TO THE NEW SCHOOL?

The Board recognizes that students have a choice with respect to secondary school attendance, and the decisions to attend a Catholic secondary school or other secondary school are based on several factors. The Board believes that the construction of the new East Kitchener Catholic School will retain a higher proportion of the graduating elementary students and attract open access students to the school.

WHEN WILL THE BOUNDARY REVIEW TAKE PLACE?

The Board will initiate a boundary process to establish the boundary for the new school following the 7-12 Program Review, in accordance with Board's [Pupil Accommodation Review Process - APF008](#). This process is separate from the Grade 7-12 Program Review now underway.

The Board of Trustees will initiate a boundary review process to establish a boundary for the new East Kitchener Catholic School and amend the boundaries of all feeder schools and secondary schools impacted by the creation of a Grade 7-12 school. The Board will establish a Boundary Review Committee (BRC), as a consultation body and official conduit for information shared between the school board and school communities.



WILL ALL OF THE GRADE 7&8 STUDENTS MOVE TO THE NEW SCHOOL AT THE SAME TIME?

The boundary process will establish the boundaries for the new school and any considerations for implementing the grade structure and the boundaries.

DOES THIS MEAN THAT THE FEEDER SCHOOLS WILL BECOME GRADE JK-6?

Yes, once the boundary changes are completed and the new school opens, the elementary schools that lose their Grade 7&8 students will become Grade JK-6.



From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: News Article re: Pediatric Society Warns of Significant Effects on Students From Pandemic
Date: Monday, April 26, 2021 4:41:46 PM
Attachments: [image003.jpg](#)

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, April 26, 2021 2:20 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: News Article re: Pediatric Society Warns of Significant Effects on Students From Pandemic

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

April 26, 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: Toronto Star Article: Pediatric Society Warns of Significant Effects on Students From Pandemic

Please see attached news article from the Toronto Star, sent to you for your information.



[Plan now for learning gaps, doctors urge : Pediatric Society warns of significant effects on students from pandemic](#)

Toronto Star | Kristin Rushowy Queen's Park Bureau;

April 26, 2021 12:00 AM

Students switching back and forth between in-school and online learning because of COVID-19 are struggling and will need significant supports in place to help close learning gaps, say the country's leading pediatric

experts, who are urging the province to immediately start making plans.

In a letter to Premier Doug Ford, the 3,600-member Canadian Pediatric Society says the province can no longer afford to be "reactive" when dealing with the fallout of the pandemic on kids, academic and otherwise.

"As pediatricians, we have seen the devastating effects the pandemic has had on children and youth," including not just mental health issues but "academic regression, including school leaving and diminished literacy levels; significant decreases in physical activity and increases in screen time; missed or delayed developmental screenings ... (and) widening inequities, particularly among racialized children and youth, and families where parents cannot work from home," says their letter, also sent to Education Minister Stephen Lecce and Health Minister Christine Elliott.

Toronto pediatrician Dr. Eddy Lau, a member of the society's board of directors, said the government's policy decisions have tended to be "reactive" instead of proactive and now it's time for the province to be looking six or 12 months down the road.

"We are urging your government to look ahead at the crisis to come, and engage experts in child and youth health and well-being now to develop targeted policy responses," the letter says.

Lau said the turmoil of the past year is "having such a huge impact on children and I think there comes a time when we are saying we really need to have well-structured and well-thought out advanced planning."

Around the globe, countries turned their attention months ago to children who are falling behind, typically through extra help and tutoring. The Netherlands and the United Kingdom have conducted research showing about one to two months' of learning loss and pledged hundreds of millions of dollars to help close that gap in part through tutoring.

More recently, U.S. President Joe Biden announced \$27 billion (Canadian) for learning gaps, and \$1.5 billion for summer and after-school programming, although several U.S. jurisdictions have had very little in-class time this school year.

British Columbia and Quebec have also started free tutoring-based initiatives.

The Ontario government has so far announced \$62 million for extra supports for reading and math and to help with learning gaps, plus \$52.5 million for special education and mental health supports.

"Last spring, we announced the largest expansion of summer learning in Ontario history - providing more students than the year prior with engaging learning opportunities to mitigate learning loss," said Caitlin Clark, spokesperson for Lecce. "We also launched dynamic learning portals created by educators aligned with Ontario's curriculum, expanded the number of educators available for math tutoring, and enhanced academic supports and mentorship opportunities for at-risk students" and will "build upon our actions to keep students learning, engaged and supportive of positive mental health through this pandemic."

But there is so little Ontario data, and other than plans to boost summer learning, the province is behind, said Kelly Gallagher-Mackay, a professor at Wilfrid Laurier who studies equality in education.

"The province is so overdue to be planning for the fall," said Gallagher-Mackay, adding she had expected to see something in last month's Ontario budget.

Without Ontario-wide data, it's difficult to "pinpoint areas where there may be greater needs. And we haven't heard a public conversation about how do we support, and accelerate learning ... expecting teachers to come in and just fix everything within existing resources is not realistic."

Summer learning opportunities are "great and appropriate, but not enough," she said. High-quality tutoring that is linked to schools would be beneficial.

Lau agreed, touting in-person supports or tutoring, once allowed - and could involve compensating

teachers for extra time for one-on-one help. He also urged the government to vaccinate teachers as soon as possible so it wouldn't need to resort to blanket school closings.

"I have more kids telling me they want to go to school than ever before ... they just want to be in school," he said..

[image]Runnymede Collegiate Institute offers a supportive message for virtual learning, but experts say switching between in-person classes and virtual school is having a major impact on students. Steve RussellToronto Star

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo-ON News Release: Ontario Helps Train More Personal Support Workers
Date: Wednesday, April 28, 2021 2:22:51 PM
Attachments: [image004.jpg](#)

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Wednesday, April 28, 2021 11:06 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo-ON News Release: Ontario Helps Train More Personal Support Workers

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

April 28, 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: ON News Release: Ontario Helps Train More Personal Support Workers

Please see attached Ontario news release, sent to you for your information.



Ontario Logo



NEWS RELEASE

Ontario Helps Train More Personal Support Workers

Financial assistance available for students enrolled at Private Career Colleges and School Boards

April 28, 2021

[Ministry of Colleges and Universities](#)

TORONTO — The Ontario government is providing \$86 million to help train up to 8,000 personal support workers (PSWs) through private career colleges and district school boards. This investment is part of the government's [Long-Term Care Staffing Plan](#) and is yet another way the province is collaborating with key partners to improve the care and quality of life of people living in long-term care.

"Personal support workers are the backbone of long-term care and do vital work every day so that our loved ones receive the care they need and deserve," said Dr. Merrilee Fullerton, Minister of Long-Term Care. "This investment will help us deliver on our government's Canada-leading commitment to ensure residents receive, on average, four hours of direct daily care per day and enable thousands of Ontarians to embark on new careers in the healthcare sector."

Financial support will be available to new students enrolled in a PSW program at one of the participating Ontario Student Assistance Program (OSAP) approved private career colleges. Eligible students in private career colleges can receive up to \$13,235 to cover the costs of tuition, books and other mandatory fees, as well as a stipend for a clinical work placement. To be eligible for financial support, students must start their PSW training at a participating private career college

between May 1 and July 31, 2021.

“Ontario’s private career colleges provide world-class training for our frontline healthcare workers, including PSWs,” said Ross Romano, Minister of Colleges and Universities. “We’re making it easier for more students to access personal support worker programs at private career colleges to prepare them for critical jobs caring for some of the most vulnerable people in Ontario.”

Financial support will also be available to students enrolled in a PSW program at an Ontario district school board. Eligible students could receive up to \$7,735 for equipment, books and other mandatory fees, as well as a stipend for a guaranteed work placement. To be eligible for financial support, students must either be currently enrolled in a PSW program during the 2020-21 school year (as of September 2020) or must begin classes between April 1, 2021 and March 31, 2022.

“Through adult and continuing education programs, we are helping to train additional personal support workers to protect Ontario seniors and their families,” said Stephen Lecce, Minister of Education. “We are creating opportunities and investing more so individuals can concurrently earn their Ontario Secondary School Diploma (OSSD) and a PSW certification.”

Today’s announcement builds on the Province’s [recent investment of \\$115 million](#) to train up to 8,200 PSWs at Ontario’s publicly assisted colleges in partnership with Colleges Ontario. The Ontario government is also investing \$239 million to extend temporary wage enhancements for PSWs and direct support workers in publicly funded home and community care, long-term care, public hospitals, and social services sectors.

Quick Facts

- [Ontario’s Action Plan: Protecting People’s Health and Our Economy](#), outlines measures to defeat COVID-19, fix long-term care and make sure people can access the health care they need.
- Ontario’s historic Long-Term Care Staffing Plan sets out actions to recruit and train tens of thousands of healthcare workers towards fulfilling the province’s commitment to increase direct hands-on care for residents to an average of four hours a day.
- PSW training is the second highest enrolment category at private career colleges in Ontario.
- Through the 2021 Ontario Budget, the government is investing an additional \$650 million in long-term care in 2021–22, including more than \$121 million to accelerate the training of nearly 9,000 personal support workers.
- Twenty-three school boards offer Personal Support Worker (PSW) training programs through their adult and continuing education programs at 41 sites across the province.

Additional Resources

- [Read *A Better Place to Live, A Better Place to Work: Ontario's Long-Term Care Staffing Plan*.](#)
- [Apply to one of Ontario's Private Career Colleges.](#)
- [Find your local school board for more information on availability of school board PSW programs.](#)
- Learn more about the province's [Accelerated Personal Support Worker Training](#) program being offered by all 24 public colleges.

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: RESENT - OCSTA Election Results - 91st AGM
Date: Monday, May 3, 2021 9:12:31 AM
Importance: High

From: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Sent: Monday, May 3, 2021 9:05 AM
To: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Subject: RESENT - OCSTA Election Results - 91st AGM
Importance: High

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NEWS RELEASE – RESENT



Ontario Catholic School Trustees' Association

NEWS RELEASE

Catholic School Trustees Elect Regional Leaders

FOR IMMEDIATE RELEASE

Toronto—May 3, 2021—The Ontario Catholic School Trustees' Association (OCSTA) is pleased to announce the results of its Annual General Meeting election held on May 1st.

"I am pleased to acknowledge with gratitude all the candidates who stepped forward to serve the mission of Catholic education at the provincial level as an OCSTA Regional Director. The newly acclaimed and elected trustees take on a responsibility to serve the best interests of students and the priorities of Ontario's publicly funded Catholic schools. We welcome their commitment and support for the important work we do as part of Ontario's successful education system," said OCSTA President Patrick Daly.

OCSTA Regional Directors – Election Results:

Region 1: Colleen Landers, Northeastern CDSB (Acclaimed)

Region 2: Frank Bastone, Kenora CDSB (Acclaimed)

Region 3 (At Large): Leslie Cassidy-Amadio, Huron Superior CDSB (Acclaimed)

Region 4: Marino Gazzola, Wellington CDSB (Acclaimed)

Region 5: Linda Ward, St. Clair CDSB (Acclaimed)

Region 9: Linda Ainsworth, Peterborough Victoria Northumberland & Clarington CDSB
(Acclaimed)

Region 10: Todd Lalonde, CDSB of Eastern Ontario

Region 11: Rick Petrella, Brant Haldimand Norfolk CDSB

*CDSB – Catholic District School Board

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 educate approximately 550,000 students in Ontario, from Junior Kindergarten to Grade 12.

-30-

For more information, please contact:

Sharon McMillan, Coordinator, Communications and Media Relations

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: 2021 OCSTA Award Winners
Date: Friday, April 30, 2021 11:22:14 AM
Attachments: [image005.jpg](#)

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Friday, April 30, 2021 11:06 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: 2021 OCSTA Award Winners

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Ontario Catholic School Trustees' Association

April 30, 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: 2021 OCSTA Award Winners

We are pleased to announce the recipients of OCSTA's three awards for 2021:

Trustee Award of Merit:

Bruno Iannicca, Trustee, (Dufferin-Peel CDSB)

Special Award:

Bishop Gerard Bergie, Bishop of St. Catharines, Diocese of St. Catharines

Student Trustee Alumni Award:

Nadia Zanatta, Former Student Trustee, Huron-Superior CDSB

The recipients will be recognized at the 2022 Catholic Trustees Seminar in January, details of which will be distributed once they have been finalized.

We extend our sincerest congratulations to the winners and their respective boards, where applicable.

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: ON News Release - Ontario Unveils \$2 Billion Plan to Keep Schools Safe and Support Learning Recovery and Renewal May 4 21
Date: Tuesday, May 4, 2021 2:57:52 PM
Attachments: [image004.png](#)
[Technical Briefing Education - 04May2021 \(EN\).pdf](#)
[image002.jpg](#)

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, May 4, 2021 2:30 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - Ontario Unveils \$2 Billion Plan to Keep Schools Safe and Support Learning Recovery and Renewal May 4 21

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May 4, 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: ON News Release – Ontario Unveils \$2 Billion Plan to Keep Schools Safe and Support Learning Recovery and Renewal

The Ontario news release below and the technical briefing slides attached are being sent to you for your information. OCSTA is working on a media release and analysis of the GSN

funding for the 2021-2022 school year.



NEWS RELEASE

Ontario Unveils \$2 Billion Plan to Keep Schools Safe and Support Learning Recovery and Renewal

Record-level Support for Mental Health and Learning Recovery Included as Part of a Historic Investment in 2021-22 School Year

May 04, 2021

[Ministry of Education](#)

TORONTO — The Ontario government is providing more than \$2 billion in new supports to advance and protect public education for the 2021-22 school year. The support includes more than \$1.6 billion in resources to respond to COVID-19 and an \$85.5 million commitment to support learning recovery and renewal in response to the ongoing pandemic.

It also includes a \$561 million increase to this year's [Grants for Student Needs](#), bringing the 2021-22 total GSN investment to \$25.6 billion.

“Our government is investing more in public education than any government in Ontario history,” said Stephen Lecce, Minister of Education. “As we continue to work with the Chief Medical Officer of Health to evaluate the safe resumption of in-class learning, our number-one priority remains safety in the classroom. To deliver on that priority, our government is making more than \$1.6 billion available to protect school safety while investing in the long-term success of students with

more support for reading, math, mental health, and special education needs.”

While there is important progress being made in the delivery of vaccines, the health and safety of students and staff remains a top priority. In advance of the new school year, the Ontario government is providing a total of more than \$1.6 billion in resources to protect schools against COVID-19. Highlights include:

- \$59 million in continued special education, mental health, well-being and equity supports, the highest ever investment (including an annual \$10 million investment as part of the GSN);
- \$35 million in additional technology funding (including an annual \$15 million to support technology such as devices for students in the GSN and \$20 million in connectivity supports for remote learning technology);
- \$20 million in new funding to support learning recovery and renewal;
- \$29 million for increased costs related to school operations;
- \$66 million for enhanced cleaning protocols and other health and safety measures in student transportation;
- \$86 million for school-focused nurses in public health units and testing;
- \$384 million in temporary COVID-19 staffing supports;
- Up to \$450 million in personal protective equipment (PPE) and critical supplies and equipment, e.g. cleaning supplies provided through the Ministry of Government and Consumer Services and the pandemic stockpile; and
- Up to \$508 million for school boards to access up to 2 per cent of reserves to support COVID-related expenses.

The Ontario government is [supporting learning recovery and renewal](#) by investing an additional \$85.5 million to help students across the province address the effects of learning disruptions as a result of COVID-19. Investments will support reading and math for young learners, student re-engagement, and mental health and well-being supports. These learning recovery and renewal measures will include partnering with [School Mental Health Ontario](#) to support educators and enable timely interventions; additional teaching resources including math leads and coaches; and summer learning and special education supports, among other initiatives. These steps will position Ontario as a leading jurisdiction in unveiling a suite of learning recovery initiatives in advance of the next school year.

With an increase in funding of \$561 million, \$25.6 billion is projected to be provided for the success and well-being of the province’s next generation through the GSN. This historic level of support reflects the third straight year it has increased under the current government, and on a per-student basis is estimated to rise to \$12,686, the highest amount ever.

Complementary to the GSN, Ontario’s Priorities and Partnerships Funding (PPF) enables school boards and third parties to undertake important curricular and extra-curricular initiatives that promote student success, development and leadership skills. For the upcoming school year, the PPF will include over \$288 million to fund approximately 150 initiatives that include a focus on strengthening

math skills, access to mental health supports, anti-racism and support for children with disabilities.

Since the beginning of the COVID-19 pandemic, the government has made unprecedented investments to support student mental health, including over \$80 million projected in 2021-22, which is more than four times the investments made in 2017-18. For the 2021-22 school year, Ontario will also be providing school boards with \$3.2 billion to support students with special education needs through the GSN – the highest investment recorded in Ontario.

“All students deserve the opportunity to succeed. By continuing to fund vital projects like ours that bring evidence-based resources to every classroom, the provincial government is stepping up to provide better support and learning opportunities for students with disabilities,” said Lawrence Barns, President and CEO of the Learning Disabilities Association of Ontario. “By resourcing educators to better meet the needs of all students, Ontario is advancing more accessible, caring, inclusive learning in our education system – especially critical as we respond to the COVID-19 pandemic.”

“We are grateful to the government and to the Ministry of Education for continuing to provide critical funds to support the mental health of youth in Ontario – this is vitally important to students,” said Katherine Hay, President and CEO of Kids Help Phone. “Since the beginning of the pandemic we have had 1.2 million connections with youth in Ontario – more than double the previous year. The government’s funding enables us to provide access to more supports for more young people in their time of need – no issue is too big or too small.”

“We are committed to providing schools with the resources they need for a safe and successful 2021-22 school year, because we know all families in Ontario expect their children to be safe in the classroom. This includes a continued emphasis on increased supports for student mental health and other health and safety priorities,” said Robin Martin, MPP for Eglinton-Lawrence.

“Ontario’s Chief Medical Officer of Health has said that schools have been safe, and with this record investment and continued implementation of the best medical advice, we will keep schools safe as we look ahead to September,” said Minister Lecce. “Our investments can help hire more than 1,000 mental health workers and allow children to have direct access to teacher-led math tutoring.”

The Ministry of Education will continue to work closely with the Ministry of Health and the Chief Medical Officer of Health, in addition to consultations with The Hospital for Sick Children and other pediatric institutes, to confirm this summer the final health and safety strategies required for the upcoming school year. This will include updated guidance on requirements such as masking, hand hygiene and screening, as well as other public health protocols to ensure schools remain safe. The intention is to deliver a learning experience as safe and normal as possible, including planning for physical education and extracurriculars.

Healthy people are essential for a healthy economy. With vaccines being

distributed, hope is on the horizon. Ontario's [Action Plan: Protecting People's Health and Our Economy](#) provides the resources necessary to support the battle against COVID-19, building on the government's record investments to protect health and jobs during the global pandemic.

Quick Facts

- COVID-19 resources will provide school boards with \$1.6 billion for a wide range of supports, such as additional staffing to support remote learning and social distancing through smaller class sizes and support for remote learning technology, including improvements to connectivity within school buildings.
- School boards have been instructed to not require parental decision on in-person or remote learning before June 1, 2021, at the earliest.
- Resources will also be available to support health and safety measures, including personal protective equipment (PPE) and cleaning supplies for school boards; enhanced cleaning protocols of schools and school busses; and additional staffing to support cleaning.
- The 2021-22 COVID-19 supports do not include any federal government investments.
- The Ministry of Education provides operating funding to Ontario's 72 district school boards and 10 school authorities through the annual GSN education funding model. Funding to school boards is provided on a combination of per-student, per-school, and per-board basis.
- In addition to Ontario's annual investment of approximately \$1.4 billion to support the repair and renewal of schools and \$550 million for new schools, additions and major renovations, school boards will have access to \$656 million in combined federal-provincial funding. This funding is being provided to school boards under the [COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program](#).
- The government also allocated \$100 million to school boards during the 2020-21 school year to support immediate measures to optimize air quality and ventilation in schools, which helped ensure over 95 per cent of school boards reported improvements this school year.
- Since the beginning of the pandemic, the Ontario government has stepped up to provide Ontario families with \$1.8 billion in direct financial support. The latest round is \$980 million in direct support as part of the [Ontario COVID-19 Child Benefit](#), where payments will be doubled to \$400 per child and \$500 for a child with special needs to help offset additional learning costs. Applications are now being accepted until May 17, 2021.

Additional Resources

- [Historic Level of Public Education Funding With Additional Supports to Keep Students and Staff Safe](#)
- [Ontario's Learning Recovery and Renewal Plan for Students](#)
- [Education Funding, 2021-22](#)

- [2021 Budget - Ontario's Action Plan: Protecting People's Health and Our Economy](#)
- [Learn at Home, TVO Learn, IDELLO](#)
- [Learn About how the Government is Supporting People, Businesses and Families during COVID-19](#)

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Education Funding: 2021-22 School Year

**Technical Briefing
May 2021**

To provide information about Education Funding and Planning Information for the 2021-22 school year, including:

- COVID-19 Resources
- Learning Recovery and Renewal
- Grants for Student Needs (GSN) Funding
- Priorities and Partnerships Funding (PPF)
- Next School Year's Planning Information

More than \$2 billion in new supports are being provided to advance and protect public education for the 2021-22 school year including:

- Continuing COVID-19 resources
- A commitment to support learning recovery in response to the ongoing pandemic
- An increase of \$561 million through the Grants for Student Needs

To support the continued safe operation of schools in 2021-22, the government will provide for another year of temporary COVID-19 supports totalling more than \$1.6 billion in resources available.

New or enhanced provisions include:

- \$29.4M to support higher operating costs such as those related to ventilation systems and frequent filter replacements
- \$20.0M to support learning recovery and renewal
- \$383.6M for staffing with flexibility to meet local needs
- \$40.0M over two years for connectivity for remote learning technology
- Up to \$507.9M in access to reserves
 - Where school boards access more than a total of two per cent of their reserves over the 2020-21 and 2021-22 school years, the government will provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation.

A number of the 2020-21 funding supports are continued, including the following investments for the 2021-22 school year:

- Up to \$450.0M for personal protective equipment & critical supplies and equipment through MGCS
- \$86.0M for public health nurses in public health units and asymptomatic testing
- \$65.5M for transportation
- \$59.0M for special education, mental health and well-being
- \$15.0M for technology such as renewal or replacement of devices

At this time, school boards are directed to budget for approximately half of the above resources¹ to support the first half of the school year, including access to one per cent from their reserves.

The government will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice.

¹This excludes \$144.6 million in resources which are being allocated in their entirety

Ontario is making available \$85.5 million to support learning recovery and renewal to address the impacts of learning disruptions during the COVID-19 pandemic; with an emphasis on mental health and well-being, early reading and math, and re-engaging students.

- \$62 million for 2021 summer learning
- \$20 million for re-engaging students and early reading assessment supports
- \$3.5 million for a new Learning and Innovation Fund for teachers to share high yield effective practices



Mental Health and Well-Being

More Mental Health Professionals in Schools

Educator Training

Tiered Supports

Collaborating with Community Mental Health Providers



Early Reading and Math

Reading Assessment Supports and Intervention Programs

Guide to Effective Reading Instruction

Math Coaches and Educator Training

Tutoring Programs and Summer Learning

Targeted Resources and Math Intervention Pilot for Students with Special Education Needs



Re-engaging Students

Locally-developed Board Re-engagement Plans
(examples: direct outreach to students and families, culturally-relevant programs to bridge community and school-based learning, pathway planning)

Extracurricular Activities and Sports

Targeted French-language Supports

Mental Health and Well-being

Student mental health and well-being is the foundation for learning recovery and renewal.

School boards will continue to implement a tiered approach to mental health that supports well-being for all students, while offering more targeted evidence-based help for those requiring additional support and working with community partners to provide access to more intensive treatment when this is required.

The government is providing school boards with more than \$80 million in dedicated funding to support student mental health in 2021-22:

- Employing more mental health professionals
- Providing educator professional learning
- Collaborating with community mental health providers for students requiring more intensive supports



Early Reading and Math

Decline in Kindergarten enrolment and disruption to learning, particularly for our youngest learners, require a focus on early reading and math.

- Providing funding for reading assessment supports to identify the needs of early readers.
- Creating a guide for elementary teachers to support early reading instruction.
- Ongoing implementation of the elementary math curriculum, which provides space for teachers to dive deeper into math content and provide additional supports to students who need extra time with concepts.
- Ongoing supports through the 4-year \$200 million Math Strategy that allows boards to access over 200 math coaches and leads.
- Targeted resources and math intervention pilot for Grades 4 to 6 students with special education needs.

Tutoring Supports

- Providing \$8.4 million through the Tutoring Allocation of the Learning Opportunities Grant in the GSN for school boards to design and structure tutoring programs to best fit the needs of their students.
- Supporting one-on-one online math tutoring services through TVO's Mathify for English-language students in Grades 6 to 10 and through TFO's Eureka! for online tutoring in all subjects for French-language students in Grades 1 to 12. To date over 85,000 students have accessed these services annually.



Re-engaging Students

During the pandemic, some students have increasingly disengaged from learning or school for a variety of reasons. School boards are in the best position to know their students and local actions to support student re-engagement supported by the province.



- Funding of \$20 million to school boards for local actions to support student re-engagement plans, including Black students, Indigenous students, and students from low-income households, who have been disproportionately impacted by COVID-19.
- Local actions may include dedicated staff to reach out to individual students and families, working with Indigenous partners and organizations to develop culturally-relevant activities that bridge community and school-based learning, and partnering with community organizations to support pathway planning.
- Ongoing supports through the GSN and PPF for key resources, including Student Success Leads, Equity Leads, Indigenous Education Leads, Indigenous Graduation Coaches and Black Graduation Coaches.
- Targeted supports for French-language students including resources for educators and parents to support French-language skills, Eureka's Virtual Summer Learning Camp with a focus on literacy and mathematic for Grade 1 to 9 students.
- Renewing extracurricular activities and sports as health measures allow.

GSN Funding
for 2021-22

- GSN Funding is projected to be \$25.60 billion
- That is an increase of \$561 million* or 2.2 per cent compared with 2020-21
- The average provincial per-pupil funding is projected to be \$12,686

*relative to 2020-21 revised estimates excluding stabilization funding

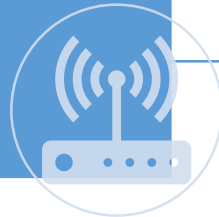
The 2021-22 GSN includes:

- Updates to COVID-19 supports (detailed on the next slide)
- Changes to how online learning classes are funded
- Transfers from PPF
- Enhanced accountability measures
- Ongoing investments to reflect the third year of the labour agreements
- Technical and other routine updates

In 2020, the government announced an investment of \$25 million to support extraordinary costs related to the COVID-19 outbreak in the 2020–21 school year. The government is continuing these allocations within the GSN for 2021-22. Additionally, there will be a further time-limited support through the Language Grant. These supports are also reflected in the total \$1.6 billion in COVID resources presented earlier.

- **\$15 million**, funded through a new Student Technological Devices amount in the Pupil Foundation Grant with a Student Technological Devices Top-Up Allocation within the Geographic Circumstances Grant to ensure every school board receives a minimum amount of \$50,000.

Technology
Resources



- **\$10 million**, integrated through a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant to support student mental health to foster the continued learning and well-being of students.

Mental Health
Supports



- **\$79.6 million**, in time-limited mitigation funding to help school boards continue to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) and the Programme d'appui aux nouveaux arrivants (PANA) programs due to the extraordinary and temporary decline in recent immigrant enrolment.

Recent
Immigrant
Supplement



Ontario's Priorities and Partnerships Funding (PPF) provides funding for high impact initiatives that directly support students. PPF funding is provided to school boards and third parties and is supplemental to the GSN.

For the 2021-22 school year, the PPF will include over \$288 million to support students. This year's PPF will include approximately \$189 million for school boards and \$99 million for third parties.

Some key PPF school board programs the government will continue to fund include:

- Doubling funding for Parent Reaching Out grants
- Expansion of graduation coach programs for Black and Indigenous students
- Continued funding commitment to School Mental Health Ontario

PPF also delivers key supports for students through third parties, such as:

- FIRST Robotics
- Roots of Empathy
- Indigenous organizations
- Big Brothers, Big Sisters
- Geneva Centre for Autism

Key PPF Priorities	Objective
Engaging Parents and Communities	To involve parents and communities in their children's education and in program decision-making. Parents and communities will be vital partners in Ontario's online learning and equity initiatives.
French-Language Education	To provide opportunities, tailored supports, and multimedia resources to students in Ontario's French-Language Education (FLE) system guided by the Aménagement linguistique policy.
Indigenous Education	To support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.
Math	To support Ontario's students in meeting provincial math standards.
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports.
Special Education	To improve support for children and youth with special education needs and their families and educators.
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed. This also includes equity initiatives, and anti-racism and de-streaming supports.
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively, including labour-related commitments, broadband, administrative efficiencies, and teacher professional learning.

The plan for the 2021-22 school year supports the continued health and safety of students and staff, establishes the operational and academic requirements to provide stability for students, families and staff, supports the learning recovery and success of students in the next school year, and continues the government's focus on supporting student mental health and wellbeing.



Ensuring Health and Safety of Students and Staff

Virtual School Offering

Cohorting

Secondary School Delivery

Protection Strategies

Routine Immunization Catch Up



Increasing Flexibility in School Board Operations

Operating Funding

School Year Calendars & Professional Activity Days

Capital

Board Improvement Plans



Supporting Student Success in Academics/Achievement

Online/Remote Learning

Graduation Requirements

EQAO

Learning Recovery and Renewal

Curriculum/Assessment



Supporting Student Mental Health and Wellbeing

Equity plan focused on destreaming, hiring practices and suspensions

Build on existing supports for underserved students

Align with supports for FNMI students

Student Mental Health



Supporting Physical Activity and Healthy Eating

Physical Activity and Outdoor Learning

Healthy Eating

Parent and Student Supports for Healthy Living

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA News Release - OCSTA Welcomes Increases in 2021-22 Education Funding Announcement and Cautions Reliance on School Board Reserves
Date: Tuesday, May 4, 2021 7:05:00 PM

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
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Ontario Catholic School
Trustees' Association

OCSTA Welcomes Increases in 2021-22 Education Funding Announcement and Cautions Reliance on School Board Reserves

FOR IMMEDIATE RELEASE

TORONTO-May 4, 2021--“The increase in education funding announced today recognizes the ongoing need to address the key impacts of the COVID-19 pandemic on student learning, mental health, and overall well-being. Additionally, funding for staffing, technology and building infrastructure will support boards in addressing the health and safety requirements necessary for in-person learning, as required,” explained Patrick Daly, OCSTA President.

“We appreciate the government’s positive response to a number of the priorities we have advanced on behalf of Catholic School Boards. We continue to have significant concern with regard to the reliance on school board reserves.”

“School board reserve funds have a role to play in addressing existing, specific local priorities and the use of these funds as an additional funding source creates inequity among school boards, while limiting the degree of school board flexibility required to make appropriate local decisions for students and staff,” added President Daly.

OCSTA continues to advocate for a concerted and collaborative province-wide effort to provide in-person learning for students, as soon as it is safe to do so. We will carefully analyze

the Grants for Student Needs and consult with our member boards.

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

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THE YEAR IN REVIEW

2020/21

A photograph of four children of diverse backgrounds smiling and waving their hands towards the camera. The background is a soft-focus green, suggesting an outdoor setting. The children are positioned around a central text box.

IGNITING
HOPE



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.



Patrick J. Daly
President



Nick Milanetti
Executive Director

Message from the President

“In an age which seems more fearful of the future, we are directed
to give an account of the hope that is within us.”
This Moment of Promise, 1989

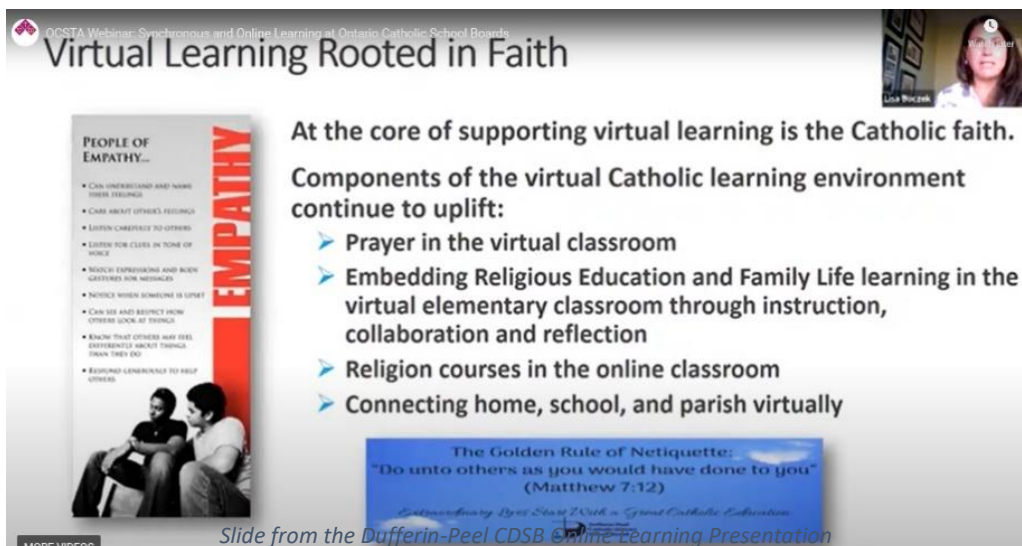
Last March, Catholic schools together with the rest of our Province, experienced the first lockdown as a result of the global pandemic. The onset and rapid spread of the virus was not something that Catholic or other school systems could have adequately prepared for. Despite the great uncertainty and countless complex challenges that have arisen as a result of the pandemic, we have witnessed exceptional goodness and resiliency in response to the pandemic. As encouraged by the Assembly of Catholic Bishops of Ontario in their 1989 Pastoral Letter “*This Moment of Promise*” publicly funded Catholic school systems throughout Ontario have indeed “given an account of the hope that is within us.” As people of faith, we know that this hope flows from and is centred on the person of Jesus Christ.

With each interpretation, description and adjustment, Catholic School Trustees, system and school leaders, teachers and support staff in every position have risen to the challenge. They (you) have worked heroically to place priority on the health and safety and well-being of students and staff and to ensure continuity of quality faith based Catholic education. On behalf of the OCSTA Board of Directors I would like to commend each of you and the staff in your school system for your faith-filled and selfless service. I would as well like to recognize and extend our appreciation to our students, parents and parish communities for their understanding support throughout these unprecedented times.

Over the past year, the OCSTA has maintained close communications with the Minister of Education, the Deputy Minister and Ministry staff to ensure our knowledge of board concerns and priorities were effectively communicated and used to inform the development of provincial policies and provision of funding necessary to support continuity of learning for all of Ontario’s students. These collective efforts have had a positive impact that served to support Catholic school boards in establishing innovative systems to support the delivery of Catholic education to students in various and unique circumstances across Ontario.

OCSTA Webinar: Synchronous and Online Learning at Ontario Catholic School Boards

Virtual Learning Rooted in Faith



At the core of supporting virtual learning is the Catholic faith.

Components of the virtual Catholic learning environment continue to uplift:

- Prayer in the virtual classroom
- Embedding Religious Education and Family Life learning in the virtual elementary classroom through instruction, collaboration and reflection
- Religion courses in the online classroom
- Connecting home, school, and parish virtually

PEOPLE OF EMPATHY...

- CAN UNDERSTAND AND NAME THEIR FEELINGS
- CARE ABOUT OTHERS' FEELINGS
- LISTEN CAREFULLY TO OTHERS
- LISTEN FOR CLUES IN TONE OF VOICE
- NOTICE EXPRESSIONS AND BODY GESTURES FOR MESSAGES
- NOTICE WHEN SOMEONE IS UPSET
- CAN SEE AND RESPECT HOW OTHERS LOOK AT THINGS
- KNOW THAT OTHERS MAY FEEL DIFFERENTLY ABOUT THINGS THAN THEY DO
- RESPOND KINDNESS TO HELP OTHERS

The Golden Rule of Netiquette:
"Do unto others as you would have done to you"
(Matthew 7:12)

Extraordinary Best Starts With a Great Catholic Education

Slide from the Dufferin-Peel CDSB Online Learning Presentation

Advocacy

A significant aspect of OCSTA's advocacy throughout the year was the emphasis on ensuring adequate and flexible funding to address necessary health and safety protocols, and the costs associated with implementing significant program changes. We were pleased to acknowledge that various funding announcements throughout the year directly responded to the priorities put forward by Catholic school boards and the OCSTA. These additional resources assist Catholic school boards to:

- Address the increased demand for mental health and related supports for students and staff;
- Close learning gaps among students;
- Supply of Personal and Protective Equipment (PPE);
- 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 health and safety protocols;
- Support the well-being of students and staff;
- Expand asymptomatic COVID-19 testing in schools, and;
- Improve student transportation services and health and safety protocols on buses.

Professional Development

Throughout this past year we have placed priority on providing timely and helpful professional development and faith formation opportunities for Catholic School Trustees. Last fall we hosted a media spokesperson seminar for Catholic school board Chairs, who typically serve as media spokespersons on behalf of their board.

Established media trainer Irene Bakaric of MediaPrep delivered a session that highlighted best practices for boards to consider when preparing for media interviews and working with the media to raise the profile on board initiatives and to clarify board actions and plans regarding Catholic education. Trustee feedback on this presentation and the resources provided was very positive and many participants appreciated the timeliness and relevance of the presentation.

Launched in celebration of our 90th Anniversary and continuing into 2021 is the OCSTA evening speaker series program. Throughout the year speakers have been selected that can discuss topical issues, provide timely and expert information or lead us in prayer and reflection to deepen our faith. Our sessions to date:

- ***"Isolated but Not Alone: Reflections on Catholic Education and in the Context of the COVID-19 Pandemic"*** presented by author and historian Dr. Mark McGowan
- ***"An Advent Evening of Reflection"*** with His Eminence Thomas Cardinal Collins, Archbishop of Toronto
- ***"Student Mental Health and Well-being During the Pandemic: Considerations for Catholic School Board Leaders"*** presented by:

- **Theresa Kennedy**, Co-Director of School Mental Health Ontario and Supervisory Officer on Secondment from the Algonquin and Lakeshore CDSB;
- **Dr. Susan Sweet**, Clinical Psychologist and former Mental Health Lead from the Dufferin-Peel CDSB, and;
- **Mya**, Durham CDSB student with the THRIVE-School Mental Health Student Reference Group

OCSTA Annual General Meeting and Conference

Last year was historic for many reasons but of particular importance to Catholic education was the 90th Anniversary of OCSTA. Due to pandemic restrictions on gatherings, we were unable to follow through with our planned 90th Annual General Meeting and Conference in Ottawa. The cancellation of that event did not, however, stop us from acknowledging this significant milestone in the advocacy of publicly funded Catholic education in Ontario. The Annual General Meeting was rescheduled and hosted virtually in June.

Using the Zoom videoconferencing platform, we realized almost 100% attendance and took the opportunity to acknowledge the significance of our gathering 90 years after that first hopeful gathering in 1930, when a small group of Catholic Trustees decided to form a provincial organization.

Our predecessors recognized that the unity of Catholic School Trustees and the boards they serve on was crucial to the protection and promotion of publicly funded Catholic education in Ontario. That commitment to co-operation, solidarity and unity remains today and has led to the outstanding Catholic school system we enjoy in Ontario.

Throughout 2020 and into 2021 we have maintained our membership meeting schedule, and while nothing is more effective for advocacy work than meeting in person, we have continued to effectively address the issues before us through virtual presentations and interactive discussions.

Our Catholic faith prepares us well for the joys and the challenges on our journey. As we look back on 2020, our Catholic Education Week theme “Igniting Hope” could not have been more timely or relevant for our Catholic school communities as they sacrificed so much for the students entrusted to their care.

I commend and applaud each of you for generously responding to God’s “call to serve as Catholic School Trustees.” I pray that Our Lord Jesus Christ showers you and the Catholic school systems you serve/lead with all of His blessings.

Yours truly,



Patrick J. Daly
President

Political Advocacy and Partnerships

STRATEGIC PRIORITY: Enhance political advocacy for publicly funded Catholic education in Ontario by building positive new relationships and reinforcing existing ones with provincial and local politicians, government officials, education partners and the media.

*Director of Legislative and Political Affairs:
Stephen Andrews*

As the provincial voice for Catholic education in Ontario, OCSTA advocates on behalf of all 29 Catholic school boards. A key part of this work involves informing senior government officials, MPPs from all political parties, and the broader Catholic community about the contributions, value and priorities of Catholic school boards across Ontario.

Since the election of the Progressive Conservative government in June 2018, OCSTA developed and implemented a comprehensive government relations strategy to articulate and advance Catholic education in Ontario. A key aspect of this strategy is to continue to build trusting relationships with senior government officials, MPPs, cabinet ministers, and leaders of all major political parties while providing policy insights into the needs of Catholic school boards. Throughout 2020 and into 2021, OCSTA staff and President Patrick Daly met with political staff, MPPs, and senior staff in the Ministry of Education, Government and Consumer Services, Finance and Treasury Board.

The Following is a list of some of the MPPs and government leaders who met with OCSTA during the past year:

- Lorne Coe, PC MPP (Whitby-Oshawa)
- Nancy Naylor, Deputy Minister of Education
- Hon. Stephen Lecce, Minister of Education
- Hon. Lisa Thompson, Minister of Government and Consumer Services
- Hon. Peter Bethlenfalvy, President Treasury Board and Minister of Finance
- Sam Oosterhoff, PC MPP, Parliamentary Assistant Ministry of Education
- Stan Cho, Parliamentary Assistant to the Minister of Finance
- Gilles Bisson, NDP MPP House Leader

- Marit Stiles, Education Critic, NDP
- Kathleen Wynne, Education Critic, Liberal Party of Ontario
- Steven Del Duca, Leader, Liberal Party of Ontario
- Andrew Davis, Ministry of Education
- Yael Ginsler, Ministry of Education
- Didem Proulx, Ministry of Education
- Chris Rastrick, Ministry of Education

Through these meetings, OCSTA continues to advance the policy and regulatory issues of concern to our Catholic school boards, which include:

- Funding for COVID-19 health and safety management
- E-Learning policy framework
- Student transportation funding
- Information technology and broadband services
- Special education, student mental health funding and programs for students with autism
- School board autonomy and flexibility
- Capital funding and benchmark costs
- Cybersecurity
- Teacher shortages

At our annual Catholic Trustees Seminar in January 2021, OCSTA hosted the Minister of Education. In his presentation, the Minister signaled his steadfast commitment to publicly funded Catholic education and support during this unprecedented time of COVID-19.

Legislative Advocacy

An important part of the work of OCSTA is to influence the legislation, policies and programs that impact Catholic education. This is achieved by presenting submissions on various government legislative and regulatory initiatives to standing committees of the legislature and consultation processes of government ministries. During 2020-2021 OCSTA submissions to the government of Ontario included:

1. Grants for Student Needs Submission 2021-2022 (Jan 18, 2021)
2. Pre-Budget Submission (Jan. 15, 2021)
3. Partners in Excellence: Stability & Flexibility in Education Funding (Finance Brief, Dec. 10, 2020)

4. Submission to the Minister of Education, Child Care and Early Years Consultation (Nov 2020)
5. 2020 Pre-Budget Consultation (October 2020).
6. Submission on the Right to Read Inquiry of the Ontario Human Rights Commission (May 2020)
7. Submissions to the Student Transportation Working Group on Funding, Procurement and Consortia Governance (2020, 2021)

In addition to these submissions, OCSTA participated in Ontario working groups that provide advice and recommendations on various policy issues impacting school boards. Some of these include:

- Student Transportation Advisory Committee
- Education Accessibility Standards Working Group
- Education Development Charges Working Group

Education Finance – 2020/21 GSN Review

In addition to advocating to the government and other sector stakeholders on the key issues and concerns of Catholic School Boards in respect of key education policies, OCSTA provides provincial insight and analysis on education finance to boards.

With the combination of protracted collective agreement discussions and the onset of the pandemic, the GSNs were delayed in release to June of 2020. Total 2020-21 GSN Funding was projected to be \$25.52 billion / \$12,525 per pupil, an increase of approximately 2% over 2019-20.

The Grant for Student Needs (GSN) announcement included recognition of collective agreement settlements in the sector which included:

- 1% increase in Compensation
- Increase in Benefit Funding
- Additional funding for Sick Leave
- Secondary Average Class Size @ 23:1
- Funding for E-Learning
- Education Worker Protection Funds
- Supports for Student Funds/Investment in System Priorities

Pandemic funding support included in the initial GSN release totaled \$25 million.

As with virtually all aspects of education in 2020-21, subsequent government announcements regarding managing the pandemic and related funding changes were issued throughout the year. The fall of 2020

brought on a host of ministry announcements related directly to safety for students and staff and provision of resources. As a result, COVID related (time limited) funding to the education sector is estimated at \$1.573B. Additionally, the ministry permitted boards to drawdown their accumulated surplus available for compliance by up to the equivalent of 2% of operating grants (\$484 Million provincially) to offset pandemic related costs. Based on boards' 2020-21 revised estimate submissions, English Catholic boards are reporting \$133.8 Million draw on accumulated surplus (\$247.89 per pupil) or over 26% of total accumulated surplus. This drawdown on surplus is significantly higher both on a per pupil basis and as a percentage of total accumulated surplus than the three other publicly funded systems.

Labour

STRATEGIC PRIORITY: Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all Ontario's English Catholic School Boards.

*Interim Director of Labour Relations:
Ron McNamara*

Highlights 2020/21

The OCSTA Labour Relations Committee, under the leadership of Chair Michael Bellmore, provides important oversight and strategic direction with regard to provincial labour relations and collective bargaining matters. As in previous years, under the outstanding leadership of Sharon Duffy, the Labour Relations department staff continue to ensure that OCSTA fulfills its obligations under the School Boards Collective Bargaining Act and related workplace law statutes in the negotiation and administration of collective agreements, and the defence of Catholic school board interests in employment related litigation and Crown advocacy.

OCSTA is grateful for the leadership and dedication of Sharon Duffy in building and managing the Association's Labour Relations Department. On August 1st Sharon resigned from OCSTA to assume a new position and we wish her much success and God's blessings on this next journey.

We thank Senior Labour Relations Advisor, Percy Toop for stepping in on a temporary basis to lead the Labour Relations department until the end of 2020.

At the beginning of 2021, Labour Relations Advisor Ron McNamara assumed the role of Interim Director of Labour Relations.

We thank all of the Labour Relations Staff for going above and beyond during this transition.

Litigation

In defending the interests of its members in litigation, OCSTA participated as a party in a wide variety of proceedings which included arbitrations, tribunal hearings, and court proceedings in 2020/21. The litigation included matters related to ongoing judicial review, unfair labour practices arising from the current round of bargaining, Charter challenges in respect of Crown regulations, arbitrations on central matters, and assistance to local school boards on local grievances having a sector wide impact.

Working Committees

The work of the ongoing Provincial Working Group on Health and Safety was suspended for the duration of bargaining; meetings are anticipated to resume later this year with a full agenda.

A new Wellness and Attendance Review Committee was agreed to by OCSTA and OECTA, with a mandate to explore issues relating to wellness, attendance, absenteeism, and return to work issues. It is anticipated that other committee obligations will arise with the finalization of collective agreements with remaining education worker central tables.

Collective Bargaining

OCSTA and its trustee association partners entered into a challenging round of central bargaining, with sector collective agreements expiring August 31, 2019. Preparations included extensive pre-bargaining discussions with both OECTA and the Crown. Provincial wage restraint legislation and new regulations respecting class size informed difficult discussions. Negotiations were characterized by unprecedented union work to rule and full withdrawal of service measures. Moreover, bargaining itself was overtaken by the current COVID-19 crisis, requiring creative new protocols of distance bargaining.

OCSTA's efforts nevertheless culminated in successful collective agreements with OECTA and education worker unions. OCSTA is proceeding with appropriate implementation and ratification procedures.

Consultation and Advocacy

OCSTA continues, along with other public stakeholders, to participate in ongoing Government of Ontario consultations on education sector issues. During the course of challenging central bargaining, OCSTA has made every effort to put forward the concerns of school boards in the formulation of bargaining positions. OCSTA continues to remain engaged with the Crown in addressing matters arising from current school closures, including interim learning initiatives.

Benefits Trust

OCSTA along with the other parties to the Employee Life Health Benefit Trust (CUPE, OECTA, OSSTF-EW, ETFO-EW, One-T) continue to discuss and resolve operational matters of joint interest that arise. Outstanding matters yet to be resolved include the transition of eligible post-retirement benefit retirees to various trusts, letters of permission, teacher benefits and methodology, and distribution of benefit reserves (if any) to the appropriate ELHTs. OCSTA along with partner Trustee Associations, participates as an employer representative on the OCEW and EWAO benefits committee in respect of these benefit programs.

Labour Relations Resolutions

OCSTA's Labour Relations Committee continues to support local school boards by providing a forum for receiving, reviewing and, where appropriate, acting on their labour relations-related resolutions. Within existing structures, OCSTA engages in advocacy, communicates concerns and positions to the Crown in bargaining and bargaining preparation, and protects the interests of Catholic school boards in litigation.

The Labour Relations Committee wishes to recognize and thank OCSTA's 29 Member Catholic Boards for your confidence and strong support throughout this past year.

Trustee Enrichment & Communications

PRIORITY: Engage trustees in an enriched capacity building program by assessing current needs and developing related services and resources to meet those needs.

Director of Communications: Sharon McMillan



2020 OCSTA AGM

Though hosted “virtually”, OCSTA’s 2020 Annual General Meeting was a historic event as it marked the 90th Anniversary of OCSTA’s annual gathering of its membership.

A virtual AGM was certainly not envisioned for this milestone anniversary. Due to the global pandemic, OCSTA was forced to cancel the conference and the celebratory event planned. While the conference portion of the 2020 AGM could not be held, the Association’s 90th Anniversary was commemorated online in a special section on the OCSTA website and can be viewed at the following URL location:

www.ocsta.on.ca/events-2/90-years-of-advocacy-and-service/

Elections: OCSTA was able to continue with the process of elections for the executive positions on the OCSTA Board of Directors. Ballot distribution and voting was conducted virtually.

2020 OCSTA AGM Election Results:

President:

Patrick J. Daly, Hamilton-Wentworth CDSB

Vice President: *Michael Bellmore, Sudbury CDSB*

CCSTA Representative: *Leanne Prince, Niagara CDSB*

Serving as Past President on the board is *Beverley Eckensweiler, Bruce-Grey CDSB.*

2020 OCSTA Awards

The Ontario Catholic School Trustees’ Association (OCSTA) Awards Program recognizes Catholic Trustees, Student Trustees and other leaders in Catholic education who have demonstrated outstanding commitment and service to others while exemplifying the values that are at the core of Catholic education. The Association announced the recipients of the OCSTA 2020 Awards at the 2021 Catholic Trustees Seminar.

Trustee Award of Merit



*Bob Schreader
Trustee & Board Chair
Renfrew County CDSB*

The 2020 Trustee Award of Merit was presented to Bob Schreader, who has served as Catholic Trustee for more than 31 years.

In addition to his involvement in every aspect of the work of board governance, including serving as Board chair, and vice-chair, Bob has chaired various committees over the years. In 1997, as Chair of the Board, Bob successfully

led a campaign that altered the province's plan to merge school boards. Bob's steadfast commitment to ensuring the highest quality of education for Renfrew County pupils is well-known.

Special Award



*Dr. Robert McGowan
Professor and Principal
Emeritus, University of
St. Michael's College*

The 2020 Special Award was presented to Dr. Mark McGowan in recognition of his outstanding contribution to the documentation of the history of Catholic education in Ontario.

A former trustee for the Durham Catholic District School Board and Professor and Principal

Emeritus at the University of St. Michael's College, Dr. McGowan is a recipient of the University of Toronto Dean's Award of Excellence and the author of numerous books including: *It's Our Turn: Carrying on the Work of the Pioneers of Catholic Education in Ontario*.

OCSTA Student Trustee Alumni Award



*Dr. Robert Murray
President and CEO, Grande
Prairie Regional College*

The 2020 Student Trustee Alumni award was presented to Dr. Robert Murray.

A graduate of the Niagara Catholic District School Board, Dr. Robert Murray achieved very early in his career several academic and career milestones that reflected his dedication to

serving others as an advocate and education leader.

Among the key management roles that Dr. Murray has filled in cities across Canada is the pivotal role of Director of Legislative and Political Affairs at OCSTA where he demonstrated once again his commitment and dedication to publicly funded Catholic education. Dr. Murray's most recent role was that of President and CEO of Grande Prairie Regional College.

Past President Recognition



*Beverley Eckensweiler
Past President*

When an OCSTA president's term comes to an end, that president's service is traditionally recognized during the annual conference of that year. Our Past President, Beverley Eckensweiler concluded her 2-year

term in the spring of 2020 and as the spring conference was cancelled due to the pandemic, we were pleased to recognize her service during the January 2021 Catholic Trustees Virtual Seminar.

Past President Eckensweiler provided strong leadership during her tenure as president. Her focus on maintaining a unified system during labour negotiations contributed towards a stable and constructive negotiations process.

Past President Eckensweiler was particularly focused on supporting the CCSTA Toonies for Tuition initiative which provides funding to assist families seeking access to Catholic schools in jurisdictions where Catholic education is not publicly funded.

To help boost fundraising at Catholic school boards across Ontario, Past President Eckensweiler launched the Ontario Campaign. That effort led to OCSTA's most successful Toonies for Tuition campaign to date.

2020 Fall Virtual Regional Meetings

Several times a year, the Association provides an opportunity for members to meet as local/regional groups of trustees for a discussion and examination of current issues from a local perspective. The president and senior staff attend these meetings to share information, highlight timely topics and best practices and facilitate discussions that help to inform the work of the Association.

Given the restrictions brought about by the pandemic during this past year, regional meetings were held during the fall in a virtual meeting format.

Fall Regional Meeting Program

The 2020 OCSTA Regional Program consisted of:

- **President Patrick Daly's Report to Members** which included overview of:
 - The discussions and meetings held with the Minister of Education, senior government officials and union representatives to determine and coordinate protocols and structures to support the safe reopening of schools in the fall.
 - OCSTA's Advocacy Strategy: In addition to the reopening of schools, OCSTA's President and staff continued to meet with MPPs throughout the fall to discuss Bill 197 and the changes to the Education Act that affect, among other matters, Director Qualifications, suspensions and an expanded mandate for TVO with respect to online learning.
 - Minister Lecce's Meeting with OCSTA Directors: OCSTA welcomed the Minister of Education to the fall Board of Directors' meeting to discuss priority matters for Catholic school boards with respect to the added costs and pressures associated with managing schools during the pandemic while ensuring the highest degree of safety for all.
 - OCSTA's Faith Based Resources for Trustees: In the fall President Daly announced the Called to Serve Project that invited CDSB Chairs from across the province to prepare 2-3 minute videos discussing from their perspective the essence of what it means to answer that call to serve the Church and the community as a Catholic school trustee.

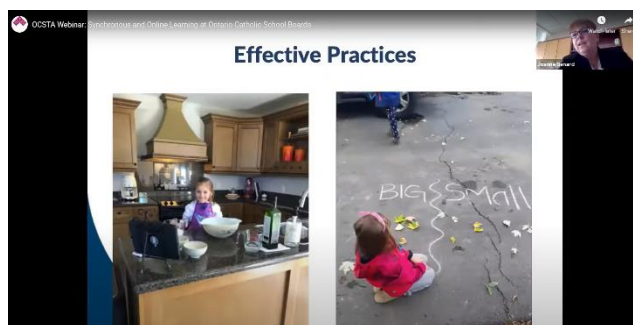
These videos have been shared via the OCSTA website and our social media platforms - Twitter and Facebook.

- OCSTA's 90th Anniversary Speaker Series: As 2020 was OCSTA's 90th Anniversary year, a special Speaker Series was launched featuring topical and inspirational presentations designed specifically to support the distinctive work of Catholic school trustees. (*Further details in this section of report*).

- **Overview of the 2020 Catholic Education Week theme "Igniting Hope"**: OCSTA Director of Catholic Education, Anne O'Brien discussed the resources and activities planned for the annual Catholic Education Week event (*see Catholic Education Week overview later in this report*).
- **Facilitated Group Discussion**: A very popular and constructive segment of every regional meeting is the facilitated discussion session where trustees prepare in advance to discuss a number of predetermined topics which in 2020 included: school reopening challenges; collective bargaining; e-learning, and; locally determined questions.

OCSTA appreciates the support of all participants in these local events and especially CDSB hosts for each of the 2020 Fall Regional Meeting sessions including: the Halton CDSB (Central Region); the St. Clair CDSB (West Region); the Simcoe-Muskoka CDSB (East Region); the Thunder Bay CDSB (Northwest Region) and the Nipissing-Parry Sound CDSB (Northeast Region).

Current Practices in Synchronous Online Learning - Webinar



Catholic school board staff and educators dedicated tremendous effort into establishing synchronous online learning systems following the initial temporary closure of schools in 2020.

This provincial directive, established to allow the continuity of learning, required significant dedication and the hard work of staff and students. The result served to highlight the exceptional capabilities within our Catholic District School Boards.

To support constructive sharing of current practices and experiences in this area, OCSTA hosted a

webinar featuring a panel of CDSB representatives discussing their strategies and the impact on student learning.

Featured Panelists:

Sudbury CDSB: Michael Bellmore, Chair; Joanne Bénard, Director of Education; and Rosario Nero, Student Trustee.

Ottawa CSB: Shelly Montgomery, Superintendent of Student Success, and; Ben Vallati, Superintendent of Continuing and Community Education.

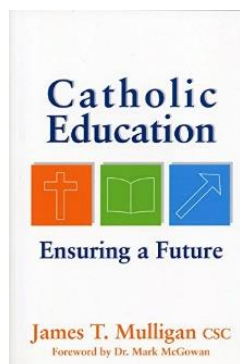
London DCSB: Linda Staudt, Director of Education, and; Ana Paula Fernandes, Superintendent of Education.

Dufferin-Peel CDSB: Dr. Marianne Mazzorato, Director of Education; Lisa Buczek, Teacher, and; Jodie Williams, Former Dept. Head, Alternative Education and Indigenous Education.



2021 Catholic Trustees Seminar

The first ever virtual Catholic Trustees Seminar was held on January 16, 2021. Approximately 200 members attended this event to discuss current issues in education and explore aspects of Catholic school board governance with leading legal and subject matter experts.



Veteran educator, author and faith leader, Fr. James Mulligan, opened this event with a presentation that effectively set the tone for the Seminar's theme "Forward in Faith & Unity" with his opening address "Catholic Education: Reviewing and

Responding to the Challenges of a Changing Culture and a Changing Church."

Fr. Mulligan discussed the role of Catholic schools in the faith formation of youth and the influence of trustees and educators in ensuring that the environment supports strong faith formation. For the Catholic community to move forward in faith and unity this immersion in our faith and development of the "Catholic imagination" at the earliest stages of development is what Fr. Mulligan explained would contribute most to a strong Catholic community.

In preparation for this session, OCSTA provided each Seminar delegate with a hard copy of Fr. Mulligan's book – *Catholic Education: Ensuring a Future* which provided a good foundation for the opening address. Trustees were also encouraged to secure Fr. Mulligan's newest book *A Pastor's Journal: Catholic Parishes and Schools Working Together*.

In keeping with the Association's tradition of providing an opportunity for trustees to engage with government leaders on the current key issues in education, OCSTA was pleased to welcome the Minister of Education, the Hon. Stephen Lecce to this virtual gathering.

The Minister expressed his government's strong support for publicly funded Catholic education and how impressed he continues to be with the Catholic school board leadership across the province with respect to managing so much change amidst current challenges all while demonstrating positive collaboration with their respective coterminous boards.

The Minister referenced his knowledge of Catholic school board priorities and needs arising out of the pressures brought about by the pandemic and acknowledged that he is focused on providing funding and support to begin addressing those needs which range from capital priorities to mental health resources, and technology infrastructure to digital learning equipment.



Minister Lecce at the OCSTA Catholic Trustees Seminar

Seminar Highlights

There were many engaging and memorable presentations throughout the 2021 Catholic Trustees Seminar and we encourage all members to visit our OCSTA Members Centre on the website where speakers' presentations and audio recordings of plenary sessions can be downloaded. Login information is needed to access this information at the link below: (contact Ashlee Cabral at OCSTA for more information – acabral@ocsta.on.ca): <https://www.ocsta.on.ca/members-centre/>

Seminar Sessions

- School Board Capital Decisions: Strategic Considerations, Challenges & Opportunities*
Presenters: Sharon Hobin, OCSTA Director and Chair, Dufferin-Peel CDSB; Daniel Del Bianco, Superintendent of Planning & Operations, Dufferin-Peel CDSB; Michael Bellmore, OCSTA Vice President and Chair, Sudbury CDSB
- Considerations, Policies & Procedures Regarding Performance Appraisals for Directors of Education*
Presenters: Ted Doherty, Executive Director, OESC; Bill Conway, Chair, Waterloo CDSB, and; Loretta Notten, Director of Education, Waterloo CDSB. Moderator - Nick Milanetti, Executive Director, OCSTA.
- Supporting Staff & Student Well-Being Through a Trauma-Informed Lens*
Presenters: Diane Mullane, Mental Health Lead, Durham CDSB; Jennifer Angelo, Mental Health Lead, Peterborough Victoria Northumberland & Clarington CDSB.

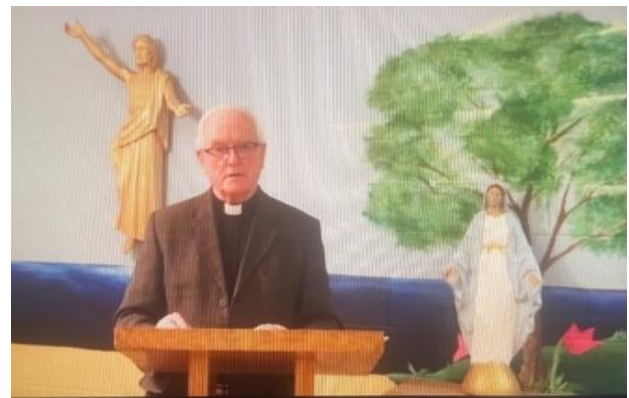
- Environmental Learning & Action with EcoSchools Canada*
Presenters: Lindsay Bunce, Executive Director, EcoSchools Canada; Sierra Frank, Program Coordinator, EcoSchools Canada; Camillo Cipriano, Director of Education, Niagara CDSB; Clark Euale, Controller of Facilities Services, Niagara CDSB; Elizabeth Davies, EcoSchools Coordinator, Niagara CDSB, and; Dr. Marianne Mazzorato, Director of Education, Dufferin-Peel CDSB. Moderator: Anne O'Brien, Director of Catholic Education, OCSTA.



HOME, SCHOOL, PARISH

Patrick Murphy, Chair, Halton CDSB
Pat Daly, Director of Education, Halton CDSB
Linda Steel, Chair, London DCSB
Linda Staudt, Director of Education, London DCSB
David Sharp, Chair, Northwest CDSB
Brendan Hyatt, Director of Education, Northwest CDSB
David Bernier, Chair, Peterborough Victoria Northumberland & Clarington CDSB
Michael Nasello, Former Director of Education, Peterborough Victoria Northumberland & Clarington CDSB
Joe Zerdin, Chair, Simcoe Muskoka CDSB
Frances Bagley, Director of Education, Simcoe Muskoka CDSB
Moderator: Anne O'Brien, Director of Catholic Education, OCSTA

- Home School Parish Presentation*
Presenters: Pat Daly, Director of Education and Patrick Murphy, Chair – Halton CDSB; Linda Staudt, Director of Education and Linda Steel, Chair – London DCSB; Brendan Hyatt, Director of Education and David Sharp, Chair – Northwest CDSB; Michael Nasello, Former Director of Education and David Bernier, Chair – Peterborough Victoria Northumberland and Clarington CDSB, and; Frances Bagley, Director of Education and Joe Zerdin, Chair, Simcoe Muskoka CDSB. Moderator: Anne O'Brien, OCSTA.



OCSTA Chaplain, Father Patrick Fitzpatrick set the tone for the entire seminar with a moving opening liturgy of faith and community in Catholic Education

Media Training Seminar for Chairs

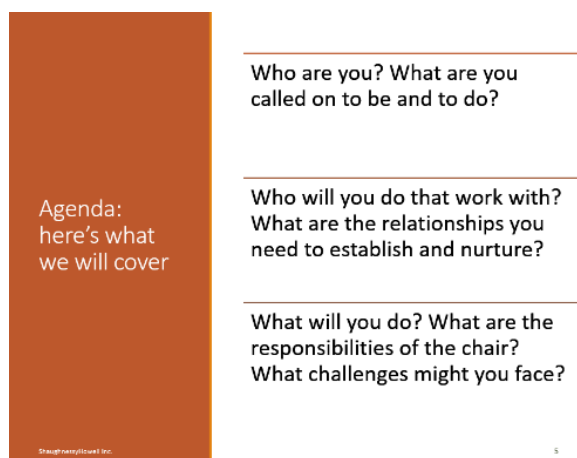
To assist Catholic school board Chairs in their important role as spokespersons on behalf of their respective school systems, OCSTA hosted a fall media training session. This session was designed to specifically assist board spokespersons in communicating and connecting with media and external audiences.

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

The session consisted of a two-hour interactive presentation that highlighted best practices in media relations and particular strategies for those in the Catholic school board setting.

Follow-up “coaching” is strongly recommended and the trainer offered attendees the option of booking subsequent private or small group virtual media coaching sessions.

Chairs & Vice Chairs Seminar



On January 28, 2021, OCSTA hosted a special seminar for Chairs and Vice Chairs. This event brought back a long-standing tradition of providing a seminar to support Chairs and Vice Chairs in the distinctive leadership role they fulfill in Catholic education.

Seminar Sessions and Presenters:

Catholic School Board Governance

Marion Thomson Howell, Consultant and former Catholic Board Chair

Conflict of Interest

Eric M. Roher, National Leader, Education Law, Borden Ladner Gervais LLP

Insights of Catholic School Board Leadership

Patrick J. Daly, OCSTA President

A recording of this seminar along with the slides shared is available to all members in the Members' Centre section of the OCSTA website.

OCSTA Evening Speaker Series

In 2020, OCSTA reached a significant landmark – 90 years of advocacy on behalf of Ontario's Catholic School Boards. As events planned for this milestone had to be cancelled due to the pandemic, the Association devised alternate means of keeping members connected and informed, which included the launch of a virtual 90th Anniversary “Evening Speaker Series.”

This “Speaker Series” enabled members to participate at no cost in topical evening discussions, with engaging presenters, all from the comfort of home.

2020-21 OCSTA Evening Speaker Series – Live Webinar Presentations:

1. ***Isolated but Not Alone: Reflections on Catholic Education and in the Context of the Covid-19 Pandemic – Presented by Dr. Mark McGowan – September 30, 2020:***
University of St. Michael's College Principal Emeritus and Historian, Dr. Mark McGowan discussed the challenges of Catholic education leadership within the context of the current pandemic and provided historical context that was both instructive and inspiring.
2. ***An Advent Evening of Reflection with His Eminence Thomas Cardinal Collins, Archbishop of Toronto – December 9, 2020:***
His Eminence Cardinal Collins kindly provided an evening of prayer, reflection and exploration

of Scripture to strengthen and encourage OCSTA members and other Catholic school board leaders during the deeply contemplative and spiritual season of Advent.

3. *Student Mental Health and Well-being During the Pandemic: Consideration for Catholic School Board Leaders – March 24, 2021:*



School Mental Health Action Plan



- Students at the centre
- Attention to evidence, equity, engagement, and **leadership**
- There are leaders at all levels of the system
- At this challenging time, we need to amplify leadership, and equip the helpers

OCSTA was pleased to welcome representatives from School Mental Health Ontario for this highly relevant and timely discussion on mental health concerns and resources in education today. Session panelists:

- Theresa Kennedy, Co-Director of School Mental Health Ontario and Supervisory Officer on Secondment from the Algonquin and Lakeshore CDSB
- Dr. Susan Sweet, Clinical Psychologist and former Mental Health Lead from the Dufferin-Peel CDSB
- Mya, Durham Catholic DSB student with the THRIVE-School Mental Health Student Reference Group

Membership feedback was extremely positive for all three sessions. Following is a sampling of member responses:

“An enjoyable evening event. Thank you OCSTA for the time given to assist us in our understanding of mental health issues impacting Catholic students.”

“Thank you for an excellent presentation and for including the student voice as a partner in promoting mental health and well-being.”

“Dr. Mark McGowan’s easy-going presentation style is always a delight. The Webinar format was ideal for his talk to be supplemented by some wonderful photos, illustrations and key points.”

“Reassuring to know that we have been through difficult times before and how important it is to stay the course.”

“Dr. McGowan’s presentation was wonderful. It was so relevant and on point. I hope that his presentation was recorded so that Trustees that could not join us are able to view it.”

NOTE - this presentation and all other sessions in the series were recorded and can be viewed in the members’ centre of the OCSTA website:

<https://www.ocsta.on.ca/members-centre/>

--user name and password required – contact Ashlee Cabral at acabral@ocsta.on.ca for login information assistance, if needed.

Human Rights Seminar

The Ministry of Education invited trustee association groups to co-develop a special informational seminar for their respective memberships on the subject of Human Rights.

OCSTA’s president and staff were involved in helping to shape the agenda for Catholic school trustees which resulted in a very informative session that included an engaging opening presentation on the topic of Human Rights by His Eminence, Cardinal Thomas Collins, and presentations by Catholic students/student trustees.

Program Details:

- Welcome: Patrick J. Daly, OCSTA President
- Opening Prayer and address: His Eminence, Thomas Cardinal Collins
- Part A: Perspectives on students’ experiences of discrimination and systemic inequities
- Part B: Catholic Board Council, Ontario Student Trustees’ Association presentation
- Speaker: Njeri Sojourner-Campbell, Hicks Morley Hamilton Stewart Storie LLP
"Principled Leadership: School Board

Leaders, Anti-Black Racism, and the Ontario Human Rights Code"

- Speaker: Marie Elena O'Donnell – "Debwewin/Truth Human Rights and Reconciliation in Our Schools"
- Case studies – discussion in facilitated small groups

Catholic Education Initiatives

Director of Catholic Education: Anne O'Brien

Our Chaplain

Fr. Patrick Fitzpatrick

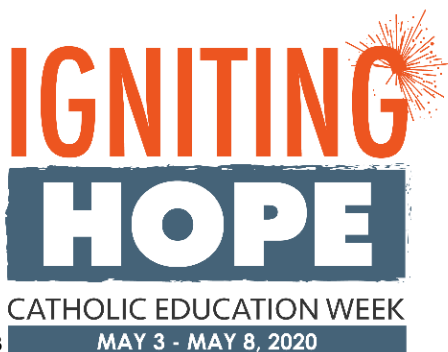


OCSTA appreciates the ongoing and steadfast support to trustees and staff of our Chaplain, Fr. Patrick Fitzpatrick. Although the COVID 19 pandemic emerged and was all around us, he regularly kept us

grounded in our mandate, inspired by the Gospel and guided by our mission to provide the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Fr. Pat led us in prayer at weekly staff meetings, Advent and Lent celebrations, membership seminars, conferences and various OCSTA committee meetings. We will always be grateful for his ardent support and unwavering faith leadership while accompanying us through this complex time in our history.

Catholic Education Week



During the week of May 3-May 8, 2020 Ontario Catholic District School Boards celebrated the significant contributions that Catholic Education has made to the community, the province and to Canada.

The biblical quote from Romans 15:13 was a central focus for the week:

"May the God of hope fill you with all joy and peace in believing, so that you may abound in hope by the Holy Spirit."

Our Catholic Graduate Expectations were highlighted, challenging students to articulate in society those fundamental values that underpin Catholic education.

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

The theme for Catholic Education Week 2020 was inspired by three sources:

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

Our week of *Igniting Hope* was aimed at helping staff and students reflect more fully on what igniting Hope means to them. This focus was captured in five sub-themes, one for each day of Catholic Education Week.

Day 1: Our Hope in Christ /

Notre espérance, c'est le Christ

Day 2: The Hope Within Us / L'espérance en nous

Day 3: The Hope Among Us /

L'espérance au milieu de nous

Day 4: Hope for the World /

L'espérance pour le monde

Day 5: A Future Full of Hope /

Un avenir rempli d'espérance

Catholic Education Week was marked by special activities in all grade levels, including prayer celebrations.

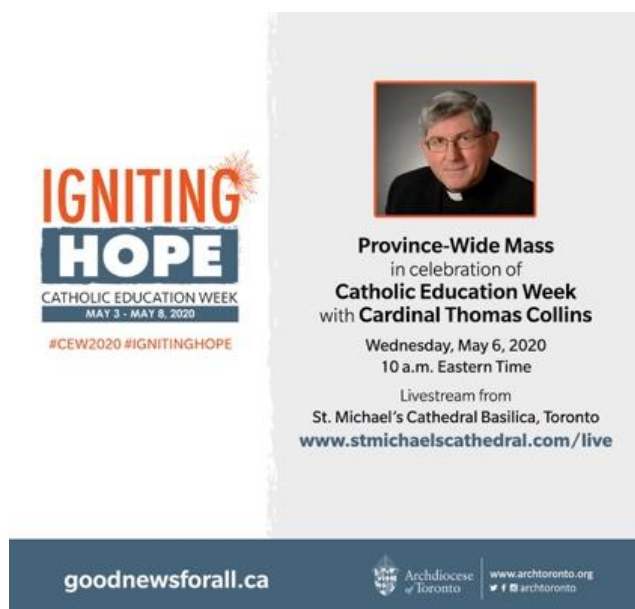
Student Trustee Voice - CEW

During Catholic Education Week, the **Catholic Board Council** of the Ontario Student Trustees' Association shared their message of "Igniting Hope" and inspired students to have hope in the face of the pandemic and closed schools with a unique video. The video was shared on social media, reaching communities across the province.



Video link: <https://youtu.be/KZQNdX98S88>

Catholic Education Week Mass



During Catholic Education Week we were pleased to host a Provincial Mass celebrated by His Eminence, Cardinal Thomas Collins. Students, staff, parents and the broader Catholic community across the province tuned in for this Catholic Education Mass centred on the theme "Inspiring Hope".

Student Conversations with Cardinal Collins - CEW

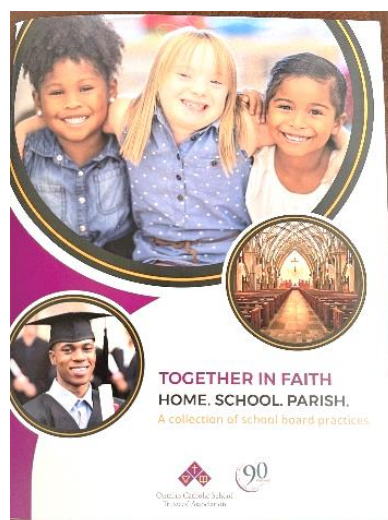


During Catholic Education Week, our student trustees and others in the province were invited to a conversation with Cardinal Collins. His Eminence led a highly engaging conversation with students on the topic of "Inspiring Hope" during the emergence of a global pandemic.

Cardinal Collins called upon scripture and recounted stories that highlighted the essence of Hope and addressed fear during a time of uncertainty. His Eminence answered students' questions and was very generous with his time. We deeply appreciate Cardinal Collins' pastoral guidance and for being available to meet with our Ontario Catholic students.

Together in Faith: Home School Parish

A Collection of School Board Practices



To support effective and healthy relationships amongst our homes, parishes and schools — open dialogue and conversation are essential and key to the success of our Catholic school systems.

The Together in Faith: Home School Parish collection is a summary of promising practices that are taking place across our 29 Catholic School Boards in the Province of Ontario. These practices all support the call in *Renewing the Promise* for our children to encounter Jesus each and every day in our Catholic Schools. It is hoped that in providing these promising practices,

schools and districts can work in partnership with parishes and families to reflect on effective ways to continue to work in collaboration with each other and celebrate faith with our students and families.

THE HOME is the place where the love of Christ should be revealed and nurtured. The parent, as the first teacher of the child has the primary role of loving their child. Parents are also the ones who will initiate ways for their children to connect with their faith, through seeking out sacraments, participation in the parish, and the decision to attend Catholic Schools. Finally, parents are role models for their children, and witnesses to their faith.

THE SCHOOL provides the rich environment for children to make connections to their faith and to make faith accessible in everyday life, through opportunities to witness and to deepen faith. The primary task of the school is to assist the home in educating the child. Catholic schools share the prophetic mission of the Church to bring about a just and loving society. Our schools are places where we have the opportunity to witness, celebrate and proclaim the Good News and bring Christ to our students each day.

THE PARISH provides opportunities for children to grow in their faith life in both a sacramental way and a spiritual way. The parish builds upon and extends the work of both home and school in the development of faith.

The *Together in Faith: Home School Parish* resource is divided into System Practices and School Based Practices. They are listed in ways that schools and systems: **Collaborate and Engage, Communicate and Connect and Celebrate and Pray.**

Indigenous Advisory Committee



During the 2021 meeting of the Indigenous Advisory Committee, Anne Jamieson, Executive Director, Institute for Catholic Education (ICE), shared information on current ICE initiatives that relate to

First Nation and Indigenous education. Some of these initiatives/resources include:

- **Listening to Indigenous Voices:** Explores Indigenous Worldviews, examines the history of colonization and concludes with sessions on righting relationships, decolonization, and indigenization. Each session includes questions to guide sharing circles as well as curriculum ideas for use in secondary and post-secondary educational settings. This resource will soon be available through Novalis publishers and will be offered in both English and French languages.
- **Exploring Ethical Professional Practice - Ecological Consciousness & Eco Justice:** This resource is created by the Ontario College of Teachers and includes a series of 9 “placemats” which feature First Nation authors and illustrations with reflective inquiries relating to First Nation education.
- **EOCCC “Culture Inspires Art”:** In this resource, Indigenous art is revealed through the generosity of four artists who have shared their culture, story, and their process, so that others can be inspired by their work.
- **Walking Forward Together - Truth, Reconciliation and Hope Indigenous Education Resource Library:** a database to assist Catholic educators responding to the Calls to Action within the Truth & Reconciliation Commission report, and to current and emerging initiatives of the Ministry of Education, with respect to Indigenous education. This Resource Library is available on the ICE website - <https://iceont.ca/>.

Susan Perry, Department Head, Professional Development at the OECTA Provincial Office delivered a presentation on OECTA’s Indigenous education program for its members.



Susan leads the Association’s collaborations with the teaching community, including the Ministry of Education, faculties of education, other teacher affiliates across the country, and the Canadian Teachers’ Federation.

Susan discussed various Indigenous learning initiatives available to teachers in the province of Ontario. She further dialogued with the OCSTA Indigenous Advisory Committee about:

- The OECTA Indigenous Education Committee: a group comprised of self-identified Indigenous teachers who review and curate Indigenous materials for Ontario teachers and also attend the National Indigenous Education and Reconciliation Network.
- Diversity Board: this newly established committee now has a broader mandate to address equity issues within OECTA and make recommendations to the Provincial Executive.
- Indigenous Education Website: ongoing updates consisting of relevant and engaging resources for Ontario teachers including access to the Aboriginal Peoples Television Network, Aboriginal Perspectives: A Guide to the Teacher's Toolkit; Assembly of first Nation Materials, Native Women's Association of Canada and Library and Archives Canada.
- WEBexperience: an online interactive tool for teachers including: An Introduction to Indigenous Worldviews and History; Understanding Indigenous Histories: A History Not Taught; Understanding Indigenous Histories: Digging Deeper and Gwaayaksichikweyan – Making Things Right.
- Office Hours Live: Opportunity for teachers to call and speak to individuals providing real-time support regarding instruction and resources for students.
- Mini Courses for teachers on various topics, including Indigenous Education.
- Facing History and Ourselves: a 6-week mini course for teachers on the resource: "Stolen Lives: The Indigenous Peoples of Canada and Indian Residential Schools."



Annette Hutton, Manager of Indigenous Education, Ontario Ministry of Education, shared a presentation on the Ministry of Education's role regarding Indigenous Education in Ontario.

Topics discussed include:

- Why are Indigenous students unique? (fastest growing population, barriers to education, fees to access public education, unrecognized histories and contributions)
- Indigenous education achievement gap
- Policy direction: supporting Indigenous student success
- A renewed Indigenous education framework for boards and student success teams
- Indigenous Teacher Program Pilot
- Supports for Indigenous Students
- Recognizing First Nation schools
- Indigenous mental health and well-being
- Using data to measure progress
- Key performance indicators for Indigenous education (graduation rates/credit accumulation)
- Supporting school boards (GSNs)
- The Indigenous Education Lead in Ontario school boards: key roles and responsibilities
- Indigenous Education Advisory Councils
- Board Action Plans on Indigenous Education

TOONIES FOR TUITION

Toonies for Tuition allows us to share the gift of Catholic education by helping a child attend a Catholic school in provinces with limited or no public funding. To date, the Canadian Catholic School Trustees' Association (CCSTA) has provided over half a million dollars in tuition assistance. These Catholic families have sacrificed much in an effort to ensure their children have every opportunity to hear the Gospel and grow up in the Catholic faith. It is the heartfelt desire of CCSTA and OCSTA that the Toonies for Tuition campaign will be able to ensure that no Catholic family who wants to send their child to a Catholic school will be turned away.

We would like to thank everyone who has made a contribution to Toonies for Tuition in the past. Congratulations and thank you to all our school boards and all the trustees, staff and students of Ontario for their generous donations.

Last year the Ontario campaign raised \$57,734.60 for Toonies for Tuition. The Hamilton-Wentworth Catholic District School Board was our top fundraising board, contributing more than \$28,000.00. We look forward to continuing to grow this initiative each year.

Communications

STRATEGIC PRIORITY: OCSTA communicates important issues in education to members, primarily through memos that are sent to Chairs and Directors of Education.

OCSTA recognizes that as democratically elected representatives of Catholic school boards, Catholic trustees interact with parents, board staff, parishioners, politicians and even the media, especially if serving as the Board Chair or spokesperson. To support the needs of trustees to be informed and prepared for these roles, OCSTA provides communication resources and tools through various means:

OCSTA Memos

Day to day legislative, operational, political and faith related news and updates are typically contained in Association memos that are sent directly to CDSB Chairs and Directors of Education for dissemination to all trustees, depending on the confidentiality level of the memo.

OCSTA Newswire

The Association's semi-monthly e-newsletter – OCSTA Newswire – is sent directly to the inbox of every Catholic trustee. This newsletter provides education sector news highlights, legislative updates, details on OCSTA conferences and events and other news highlights within the Catholic education community.

Called to Serve Initiative



Click image above to view video: Sharon Hobin, Chair Dufferin-Peel CDSB

During the 2020-21 academic year, launching the “Called to Serve” project for trustees in Catholic education was a key faith goal for the Association.

Catholic Trustees have such a distinct and critical role in the education sector, that it is important to celebrate and proclaim this vocation. The leading medium for sharing this distinctive perspective and unique experience for each trustee is video. Videos are rich in content and so personally engaging, that it is the most prevalent means of sending messages in the media today. For this reason, the “Called to Serve” initiative was established as a video project directed at Catholic District School Board Chairs (or other board trustees) from across Ontario.

Each Chair was invited to create a 1-2-minute video explaining the experience of their calling and the perspective of what it means to be a Catholic school trustee today.

We received a number of videos that we invite you to view in the “Called to Serve” section of the website: <https://www.ocsta.on.ca/resources/faith-development/called-to-serve/>.

Together in Faith Campaign



The Together In Faith campaign provides an opportunity for OCSTA to share and promote information and initiatives that celebrate publicly funded Catholic education and the core partnerships that are the foundation of our system. Joining OCSTA as founding partners in this initiative is the Ontario English Catholic Teachers' Association and the Assembly of Catholic Bishops of Ontario.

This year the focus of our campaign is the theme “Nurturing Hope” which is aligned with the 2021 Catholic Education Week theme.

Nurturing Hope



Racism Ends With Us Video Wins Award for Huron-Perth CDSB



RISE Committee Provides Important Support During Time of Remote Learning



Dufferin-Peel Students Create Boxes of Bravery

Stories and examples of how students and staff are nurturing hope during this global pandemic are published on the Together in Faith website and shared via social media with the hashtag #NurturingHope2021.

Stories can be viewed at:

<https://www.togetherinfaith.ca/nurturing-hope/>

Media Relations

OCSTA's efforts to raise the profile of Catholic education in social and traditional media also includes responding to published stories that inaccurately describe aspects of Catholic education in Ontario.

This was the case when, on March 18, 2021, Toronto Star columnist Bob Hepburn wrote an opinion piece entitled "Is it Time to End Catholic School Funding?"

OCSTA President, Patrick Daly responded strongly to that piece with the following letter that was published in the *Toronto Star* on March 21, 2021:

TORONTO STAR

Publicly funded Catholic schools play key role in Ontario's education system

Sun., March 21, 2021 | 1 min. read

Is it time to end Catholic school funding?, Hepburn, March 18

Rather than consider old and tired suggestions that only serve to increase costs and distract, now is a time to work together to strengthen our province as we move with hope to a post-pandemic world.

Publicly funded Catholic schools in Ontario are one of four pillars upon which the outstanding structure of education in our province has been built. The four publicly funded school systems work very well together out of a shared commitment to the cognitive, social, physical and spiritual well-being of the students entrusted to their care.

Throughout the COVID-19 pandemic, thousands of teachers, school and system leaders and education workers have worked heroically to support continuity of learning for students and stability for families. Like our colleagues in other school systems, Catholic school board trustees have placed priority on the health, safety and well-being of the 550,000 students and thousands of staff in Catholic schools.

Student enrolment is the most significant factor impacting school boards' revenues and expenditures. The history of amalgamation in this province has not been successful and parents and the people of Ontario know that in each case/experience of amalgamation, costs have increased dramatically.

Other than causing massive disruption and chaos, moving students from one system to another would increase cost and limit parental choice.

Patrick Daly, president, Ontario Catholic School Trustees' Association

Benefits of Membership

“One unified provincial voice for Ontario’s English Catholic school boards...”

Throughout the history of Catholic education in Ontario, our system’s strength has been our ability to organize our school trustees under the guiding principles of the Gospel to advance our shared goals for the promotion and protection of Catholic education in Ontario. We achieve those objectives through our ongoing lobbying efforts, our membership development services and the following key activities that directly benefit our members.

OCSTA:

1. Represents Catholic school boards on all provincial consultations and work groups.
2. Provides advice to boards on significant policy issues.
3. Provides an extensive array of classroom and community resources for Catholic Education Week. Information is located online at <http://www.goodnewsforall.ca>.

These resources resonate strongly with students, parents and parishes, and boards have expressed their appreciation for the materials and information that are generated and shared.

4. Lobbies the government on all funding issues most of which are identified by our member boards.
5. Represents Catholic boards on significant legal issues as they arise.
6. Develops provincial messaging and platforms on key issues and developments in education affecting Catholic schools and shares such strategic resources with boards.

To further support effective school board communications and community relations, OCSTA hosts an annual professional development session for school board communications staff.

7. Provides enrichment opportunities for Catholic school board trustees and staff, including the delivery of 23 enrichment modules on various topics related to the role and responsibilities of Catholic trustees.

Annual trustee development events include the January Catholic Trustees Seminar, the Business Seminar, Labour Relations sessions (as needed) and the Annual General Meeting and Conference.

8. Protects the interests of Catholic school boards by monitoring activity in the Legislature, including draft legislation, as well as the release of new Regulations to identify impact on Catholic boards and propose amendments as necessary.
9. Maintains a provincial network, at both the political and staff levels, to position OCSTA to respond quickly to any issue of relevance to Catholic schools.
10. Serves as the designated bargaining agent for Ontario’s 29 Catholic District School Boards.

This list is not exhaustive.

In addition, OCSTA partners with the other three trustee associations and the Council of Directors of Education (CODE) to provide many services, most with direct financial benefits only to those boards that are members of their respective provincial association. For a comprehensive understanding, please go to the Ontario Education Services Corporation website at <http://oesc-cseo.org/English/services.html>.

Examples of the services provided through OESC include:

- ❖ Serving as the intervenor at the Ontario Energy Board to keep energy costs down for school boards. An estimate of savings over the past year of approximately \$8M for Catholic boards. This translates into a savings of \$15 per pupil which greatly exceeds the cost of OCSTA membership.
- ❖ Provision of Behaviour Management Systems. This training is required for certain staff and is offered at a rate that saves all school boards, public and Catholic, approximately \$2M annually.
- ❖ Supporting the trustee election process by providing an array of resources located at <http://elections.ontarioschooltrustees.org> that are designed to:
 - Raise the profile of trustee candidates and the municipal election process
 - Educate the public on the role of trustees and school boards
- ❖ Representation and co-ordination of initiatives pertaining to the Ontarians with Disabilities Act. This is ongoing and is meant to assist and guide boards through the various stages of implementation of the legislation and regulations. This service is a major savings for member boards that would otherwise be required to develop materials locally at significant expense.
- ❖ Development of resources on topics such as equity and inclusion, thereby saving each board the cost of developing such materials locally.



Association Governance 2020-2021

Patrick J. Daly, President, Hamilton-Wentworth CDSB
Michael Bellmore, Vice President, Sudbury CDSB
Beverley Eckensweiler, Past President,
 Bruce-Grey CDSB

Nick Milanetti, Executive Director
Bishop John Boissonneau, ACBO Liaison to the
 OCSTA Board of Directors
Father Patrick Fitzpatrick, Chaplain

REGION	BOARDS	OCSTA DIRECTOR	TERM END DATE (Immediately following AGM)
Region 1	Huron-Superior CDSB Nipissing-Parry Sound CDSB Northeastern CDSB Sudbury CDSB	Colleen Landers <i>Northeastern CDSB</i>	2021
Region 2	Kenora CDSB Northwest CDSB Superior North CDSB Thunder Bay CDSB	Frank Bastone <i>Kenora CDSB</i>	2021
Region 3 (at large)	Northern Regions No. 1 & 2	Leslie Cassidy-Amadio <i>Huron-Superior CDSB</i>	2021
Region 4	Bruce-Grey CDSB Huron-Perth CDSB Waterloo CDSB Wellington CDSB	Marino Gazzola <i>Wellington CDSB</i>	2021
Region 5	London DCSB St. Clair CDSB Windsor-Essex CDSB	Linda Ward <i>St. Clair CDSB</i>	2021
Region 6	Toronto CDSB	Nancy Crawford Garry Tanuan	2022
Region 7	Dufferin-Peel CDSB	Luz del Rosario Sharon Hobin	2022
Region 8	York CDSB	Carol Cotton	2022
Region 9	Durham CDSB Peterborough, Victoria, Northumberland & Clarington CDSB Simcoe-Muskoka CDSB	Linda Ainsworth <i>Peterborough, Victoria, Northumberland & Clarington CDSB</i>	2021
Region 10	Algonquin & Lakeshore CDSB CDSB of Eastern Ontario Renfrew County CDSB	Todd Lalonde <i>CDSB of Eastern Ontario</i>	2021
Region 11	Brant Haldimand Norfolk CDSB Hamilton-Wentworth CDSB Niagara CDSB	Kathy Burtnik <i>Niagara CDSB</i> Clifford Casey <i>Brant Haldimand Norfolk CDSB</i>	2021
Region 12	Ottawa CSB	Mark Mullan	2022
Region 13	Halton CDSB	Vincent Iantomasi	2022

Staff

Executive

Executive Director, Nick Milanetti

Executive Assistant, Connie Araujo-De Melo

Legislation, Political Affairs, Finance

- Legislative analysis, government submissions, advocacy, finance

Director of Legislative and Political Affairs, Stephen Andrews

Policy Advisor-Finance, Dan Duszczyzyn

Labour Relations

- OCSTA is the designated employer bargaining agent for Ontario's English Catholic school boards

Interim Director of Labour Relations, Ron McNamara

Senior Labour Relations Professional, Percy Toop

Labour Relations Co-ordinator, Michael McPhee

Labour Relations Advisor, Jim LoPresti

Communications

- Media relations, membership communications, conference and Seminar program development, community relations, website management, publications

Director of Communications, Sharon McMillan

Catholic Education

- Curriculum, faith enrichment programming, Catholic Education Week

Director of Catholic Education, Anne O'Brien

Administrative Services

- Event coordination, office management, accounting

Director of Administrative Services, Margaret Binns

Accountant, June Johnson

Administrative Support

Ashlee Cabral, Communications and Catholic Education

Pam DeNobrega, Labour Relations

Marie Palombi, Administrative Services and Legislative & Political Affairs, Finance

Ontario Catholic District School Boards

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Tom Dall, Chairperson
David DeSantis, Director of Education

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Email: rpetrella@bhncdsb.ca
Rick Petrella, Chairperson
Mike McDonald, Director of Education

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Lori DiCatri, Chairperson
Gary O'Donnell, Director of Education

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Todd Lalonde, Chairperson
John Cameron, Director of Education

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Sharon Hobin, Chairperson
Dr. Marianne Mazzorato, Director of Education

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Morgan Ste. Marie, Chairperson
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