



## Board of Trustees' Board Meeting

Date: Monday, May 31, 2021

Time: 6:00 p.m.

*\* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: Virtual

**Attendees:**

**Board of Trustees:**

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

**Student Representatives:**

Abby Barbosa, Kate Morrison

**Senior Administration:**

Loretta Notten, Jason Connolly, G. Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
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	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
1.5.1 In-camera meeting of May 10 <sup>th</sup> , 2021 regarding HRS matters and Private, Private, Private meeting of May 10 <sup>th</sup> , 2021 regarding HRS matters.	Board of Trustees	--	Approval
<b>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)</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board Meeting Minutes of April 26, 2021 3.1.2 EDC Charges Policy Review Minutes of April 19, 2021 3.1.3 EDC Background Study Minutes of April 19, 2021 3.1.4 EDC Joint Special Meeting Minutes of May 10, 2021 3.2 SEAC Minutes of April 7, 2021 3.3 CPIC Minutes of April 20, 2021 3.4 HRS Staffing Report Update 3.5 Governance Minutes of May 3, 2021	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.5-8 pp.9-10 pp.11-12 pp.13-15 pp.16-22 pp.23-26 sent pp.27-29	Approval Approval Approval Approval Information Information Information Approval
<b>4. Delegations/Presentation</b>			
<b>5. Advice from the CEO</b>			
5.1 Director's Update 5.2 Energy Conservation Plan 5.3 Multi-Year Capital Renewal Plan 5.4 French Immersion Review 5.5 Long Term Accommodation Plan 5.6 Special Education Update/Plan 5.7 2020-2021 School Year Calendar 5.8 Huron Brigadoon Boundary Review – Clarification Report 5.9 Update on WCDSB COVID Education Delivery Plan	L. Notten S. Maharaj/ E. Weber-Kraljevska S. Maharaj/J. Passy/T. Pickett J. Klein/J. Passy/J. Kruithof S. Maharaj/J. Passy G. Foran/ E. Lemak J. Klein S. Maharaj L. Notten	pp.30-32 pp.33-61 pp.62-67 pp.68-101 pp.102-113 pp.114-124 pp.125-128 pp.129-130 pp.131-134	Information Information Information Approval Approval Information Approval Information Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Update	A. Barbosa, K. Morrison	pp.135-136	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.137-138 pp.139-204	Information Information
<b>9. Policy Discussion</b>			
9.1 Governance Report	J. Gravelle	pp.205-210	Approval
<b>10. Assurance of Successful Board Performance</b>			
<b>10.1 Board Policy Review</b> 10.1.1 Board Policy II 011 Student Representation on the Board Is there a need to review the Policy?  10.1.2 Board Policy II 012 Student Trustee Role Description Is there a need to review the Policy?  10.1.3 Board Policy III 001 Global Governance-Management Connection Is there a need to review the Policy?	B. Conway   M. da Silva  Chair	pp.211-212   pp.213-214  pp.215	Approval   Approval  Approval
<b>10.2 2020-2021 Board/Committee of the Whole Meeting Dates</b>	Chair	pp.216-217	Approval

ITEM	Who	Agenda Section	Method & Outcome
<b>10.3 Student Trustee Feedback – 2020/2021 Results</b>	Chair	pp.218-221	Discussion
<b>10.4 Compiled results of Board of Trustees Self-Evaluation for 2020/2021 School Year</b>	Chair	pp.222-231	Discussion
<b>11. Assurance of Successful Director of Education Performance</b>			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 Treatment of Staff – Monitoring Report IV – 004		pp.232-236	Approval
11.1.2 Asset Protection – Monitoring Report IV – 009		pp.237-245	Approval
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
12.1 Future Online Learning Concerns	J. Gravelle	--	Discussion
<b>13. Announcements</b>			
<b>13.1</b> Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Jun 2: SEAC •CCSTA June 3-4 •Jun 7: Board of Trustees' Meeting (Budget) •Jun 9: Audit •Jun 14: Board of Trustees' Meeting	Chair		Information
<b>13.2</b> Pending Items: <b>13.3</b> Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
Budget Presentation & SRO Review (June 7, 2021)  Board (June 14, 2021) Interim Financial Reports MYSP Report Monthly COVID Update Linkages Report Pastoral Report Governance Report Work of the Board Report Financial Planning/Budgeting – Monitoring Report IV – 007 General Exec Limitations - Monitoring Report IV – 001 General Governance Commitment Board Committee Principles Board Committee Structure Student Trustee Recognition Committee assignments			

ITEM	Who	Agenda Section	Method & Outcome
<b>15. Adjournment</b> <b>Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decision made tonight	Recording Secretary	--	Information
15.2 Move into Private, Private, Private	Board of Trustees	--	Approval
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	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





## **Board of Trustees' Board Meeting**

A public meeting of the Board of Trustees was held Virtually via Teams on Monday, April 26, 2021.

**Trustees Present:**

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

**Student Trustees Present:**

Abby Barbosa & Kate Morrison

**Administrative Officials Present:**

Loretta Notten, Jason Connolly, Gerald Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

**Special Resources For The Meeting:**

**Regrets:**

**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 of the Board called the meeting to order at 6:00 p.m.

#### **1.1 Opening Prayer & Memorials**

The meeting opened with prayer by Trustee Price.

#### **1.2 Territorial Acknowledgment**

The Territorial Acknowledgement was declared by Chair Van Alphen.

#### **1.3 Approval of Agenda**

**2021-60-- It was moved by Trustee Schmalz seconded by Trustee Price:**

**THAT the agenda for Monday, April 26, 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

### **1.5 Items for Action:**

Noted that items should state 2021, not 2020.

**2021-61-- It was moved by Trustee Conway seconded by Trustee Dupuis:**

**That the Items for Action of the In-camera meeting of April 19th, 2021 regarding Board Awards matters be now approved. --- Carried by consensus**

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

## **3 Consent Agenda: Board of Trustees (Minutes of meetings)**

### **Approval of Minutes of Regular and Special Meetings**

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board Meeting Minutes of March 22, 2021

3.2 2021-2022 Estimates Budget Update

3.3 Interim Financial Report #2

3.4 2019-2020 Trustee Expense Audit Report

3.5 CPIC Minutes of February 9, 2021

**2021-62- It was moved by Trustee Reitzel and seconded by Trustee Price:**

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

Trustees asked questions with respect 3.3 Financial Report and noted concerns on budget. Superintendent Maharaj provided clarification.

## **4 Delegations**

## **5 Advice from the CEO**

### **5.1 Director's Update**

Director Notten informed Trustees of highlights of meetings attended locally and provincially and celebrated Waterloo Catholic's achievement on the Terry Fox campaign.

### **5.2 Multi-Year ITS Plan and 21st C/Global Learning Update**

Superintendent Merkel, Chris Demers, Chief Information Officer and Suzanne Smart, Student Achievement Consultant - Learning Innovation presented to the Board of Trustees with respect to Learning Innovation and IT Report. Presentation included connections to strategic directions, various programs, PD provided, data and trends and next steps.

### **5.3 2021 Capital Priorities Submission**

Superintendent Maharaj along with Manager of Planning, Jennifer Passy presented Trustees with a Capital Priorities submission identifying projects that they recommend the Board apply for to the Ministry of Education.

Trustees asked clarifying questions and provided feedback.

**2021-63- It was moved by Trustee Weiler and seconded by Trustee Dupuis:**

**That the Board of Trustees approve the submission of the following 2021-22 capital priorities to the Ministry of Education: New Rosenberg Catholic Elementary School; St. Boniface Catholic Elementary School addition; St. Gregory Catholic Elementary School addition; New St. Patrick Catholic Elementary School.**

**--- Carried by consensus**

### **5.4 Equity/Census Update**

Superintendent Olson provided the Board of Trustees with an update on Equity and Census initiatives and timelines and the plan to fly the Pride flag at school and board sites for the month of June.

Majority of Trustees voiced support for upcoming initiative to fly the Pride flag for the months of June. Trustee Reitzel and Dupuis voices concerns of flying the flag in the Catholic community

#### 5.5 Update on WCDSB COVID Education Delivery Plan

Director Notten provide an update on face-to-face learning along with challenges and celebrations. Updated included vaccination initiative with Region during April break, current provincial plan and virtual learning soft survey results for 2021-22 school year.

### **6. Board Education (at the request of the Board)**

### **7. Reports From Board Committees/Task Forces**

#### **7.1 Student Trustee Update**

Student Trustees provided an update on activities hosted by schools and Student Trustee initiatives.

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

#### **8.1 Chair's Report**

Chair Van Alphen provided recap on events attended during the month of April included update on PSW advocacy.

#### **8.2 OCSTA/CCSTA Communications**

Chair Van Alphen briefly discussed communications.

### **9 Policy Discussion**

### **10 Assurance of Successful Board Performance**

#### **10.1 Board Policy Review**

##### **10.1.1 Board Policy II 015 Ownership Linkage**

Chair Van Alphen confirmed that she reviewed Board Policy II 015 Ownership Linkage and notes that the policy in compliance.

**2021-64 -- It was moved by Trustee Van Alphen and seconded by Trustee Gravelle:**

**THAT the Board of Trustees reviewed Board Policy II 015 Ownership Linkage and find that the Board is in compliance. --- Carried by consensus**

Is there a need to review the Policy? No

### **11 Assurance of Successful Director of Education Performance**

#### **11.1 Monitoring Reports & Vote on Compliance**

##### **11.1.1 Legal Responsibilities – Monitoring Report IV – 006**

Superintendent Maharaj provided a report demonstrating that the Board is in compliance with IV-006 Legal Responsibilities.

**2021-65 -- It was moved by Trustee Schmalz and seconded by Trustee da Silva**

**That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2020-21 school year.**

**--- Carried by consensus**

##### **11.1.2 Financial Conditions IV-008**

Superintendent Maharaj provided a report demonstrating that the Board is in compliance with Board Policy IV-008 Financial Conditions.

**2021-66 -- It was moved by Trustee Reitzel and seconded by Trustee Dupuis**

**That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2020-21 school year.**

**--- Carried by consensus**

### **11.1.3 Communication & Support to Board – Monitoring Report IV-012**

Director Notten provided a report demonstrating that the Board is in compliance with Board Policy IV-012 Communication & Support to Board.

**2021-67 -- It was moved by Trustee Conway and seconded by Trustee Price**

**That the Board accept this report indicating compliance with Policy IV 012 Communication and Support to Board.**

**--- Carried by consensus**

## **12 Potential Agenda Items**

### **12.1 Trustee Inquiry Report from the CEO**

#### **12.1 Advocacy for Stop Arm Cameras on School Buses**

Chair Van Alphen noted that Trustee Price and Conway brought forth an inquiry for discussion amongst Trustees with respect to advocacy for Stop Arm Cameras on Schools Buses. Superintendent Maharaj provided update on current status. Trustees discussed advocacy and whether they should write letter to Region noting concerns and support for installation.

Chair Van Alphen canvassed Trustees for motion to support letter.

**2021-68 -- It was moved by Trustee Gravelle and seconded by Trustee Weile:**

**That the Chair of the board write a letter to Regional Council to add support and advocacy regarding Stop Arm Cameras on school buses. --- Carried by consensus**

## **13 Announcements**

### **13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):**

Discussed upcoming events.

It was noted that the May 5 SEAC meeting was cancelled and differed to May 19<sup>th</sup> as budget information was not available.

### **13.2 Pending Items:**

### **13.3 Pending Items for OCSTA Consideration**

## **14 Items for the Next Meeting Agenda**

Discussed upcoming items for next agenda.

## **15 Adjournment – Confirm decisions made tonight.**

15.1 The Recording Secretary confirmed the meeting decisions.

## **16 Closing Prayer**

## **17 Motion to Adjourn**

**2021-69 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva :**

**THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:57 p.m.**

---

Chair of the Board

---

Secretary



## Education Development Charges Policy Review Meeting

**Date:** April 19, 2021

**Time:** 7:30 p.m.

**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, G. Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

**Special Resource:**

**Recording Secretary:**  
Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
<b>1. Call to Order 732</b> 1.1 Introduction of Individual Trustees 1.2 Opening Prayer & Memorials – Trustee Price 1.3 Approval of Agenda  <b>2021-01 -- It was moved by Trustee schmalz and seconded by Trustee Price: THAT the agenda for Monday, April 19, 2021 be now approved. --- Carried by consensus.</b>  1.4 Declaration of Pecuniary Interest	<b>Board Chair</b> Board Chair Board Pastoral Team  Board of Trustees  Individual Trustees		Approval
<b>2. Opening Remarks and New Business</b> 2.1 Education Development Charges Policy Document	Board of Trustees	Received	Information
<b>3. Reports from Consultants, Legal Counsel</b> 3.1 Consultant Presentation	Jack Ammendolia of Watson & Associates		Information
Consultant Jack Ammendolia discussed the purpose of EDC, policy review and received questions.			

ITEM	Who	Agenda Section	Method & Outcome
<b>4. Questions by Trustees</b>			
No questions by Trustees.			
<b>5. Delegations/Public Question Period</b>			
No delegations came forward.			
<b>6. Closing Remarks</b>			
Chair Van Alphen provided closing remarks.			
<b>7. Confirm decisions made tonight</b>			
7.1 Confirm Decisions	Recording Secretary		Information
<b>8. Closing Prayer</b>			
<b>9. Motion to Adjourn</b>	Board of Trustees	Motion	Approval
<b>2021-02-- It was moved by Trustee Weiler and seconded by Trustee Price: THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:52 p.m.</b>			

### **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



## Education Development Charges Background Study Meeting

**Date:** April 19, 2021

**Time:** 8:00 p.m.

**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, G. Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
<b>1. Call to Order 800 pm</b>	<b>Board Chair</b>		
1.1 Approval of Agenda	Board of Trustees		Approval
<b>2021-03 -- It was moved by Trustee Dupuis and seconded by Trustee Gravelle: THAT the agenda for Monday, April 19, 2021 be now approved. --- Carried by consensus.</b>			
1.2 Declaration of Conflict of Interest	Individual Trustees		
<b>2. Opening Remarks and New Business</b>			
<b>3. Reports from Consultants, Legal Counsel</b>			

ITEM	Who	Agenda Section	Method & Outcome
<p>3.1 Consultant Presentation</p> <p>Education Development Charges Background Study and Review of Education Development Charges Policies for: WRDSB &amp; WCDSB (previously distributed)  <a href="https://www.wcdsb.ca/wp-content/uploads/sites/36/2021/03/WRDSB-WCDSB-FINAL-EDC-BACKGROUND-STUDY-2021.03.18.pdf">https://www.wcdsb.ca/wp-content/uploads/sites/36/2021/03/WRDSB-WCDSB-FINAL-EDC-BACKGROUND-STUDY-2021.03.18.pdf</a></p> <p>Draft Education Development Charges Successor By-law  <a href="https://www.wcdsb.ca/wp-content/uploads/sites/36/2021/03/Draft-WCDSB-EDC-By-law-2021-2021.03.26.pdf">https://www.wcdsb.ca/wp-content/uploads/sites/36/2021/03/Draft-WCDSB-EDC-By-law-2021-2021.03.26.pdf</a></p>	Jack Ammendolia of Watson & Associates	--	Information
Consultant Jack Ammendolia provided a presentation on proposed new charges and how they are applied.			
<b>4. Questions by Trustees</b>			
<b>Re: Consultant Presentation</b>			
Trustees asked questions regarding correspondence received from developers and evaluations charges surrounding direct comparative rates. Consultant Jack Ammendolia provided explanation along with advantages and disadvantages.			
<b>5. Reports from Consultants, Legal Counsel</b>			
5.1 Legal Counsel Presentation Jim Easto, legal council presented on the proposed By-law changes.	Jim Easto, Keel Cottrelle LLP		Information
<b>6. Questions by Trustees</b>			
<b>Re: Legal Counsel Presentation</b>			
No questions from Trustees.			
<b>7. Delegations/Public Question Period</b>			
<b>8. Closing Remarks</b>			
<b>9. Confirm decisions made tonight</b>			
9.1 Confirm Decisions	Recording Secretary		Information
<b>10. Closing Prayer</b>			
<b>11. Motion to Adjourn</b>	Board of Trustees	Motion	Approval
<p><b>2021-05-- It was <i>moved</i> by Trustee Weiler and <i>seconded</i> by Trustee da Silva:</b>  <b><i>THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:57 p.m.</i></b></p>			





## Joint Special Public Meeting: Education Development Charges By-law

**Date:** May 10, 2021

**Time:** 7:30 p.m.

**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, G. Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
<b>Call to Order</b>			
1. Call to Order	Board Chair	--	
<b>7:30 pm</b>			
1.2 Opening Prayer/Memorials – Trustee Price	Pastoral Team	--	
1.3 Approval of Agenda (Waiver of Normal Delegations Requirements if required)	Board of Trustees	--	Approval
<b>2021-06 -- It was moved by Trustee Weiler and seconded by Trustee Dupuis: THAT the agenda for Monday, May 10, 2021 be now approved. --- Carried by consensus.</b>			
1.4 Declaration of Conflict of Interest - None	Individual Trustees	--	
<b>2. Opening Remarks &amp; Declaration that Meeting Duly Constituted</b>			
2.1 Opening Remarks	Board Chair	--	
2.2 Declaration that Meeting Duly Constituted	Board Chair	--	
<b>3 Reports</b>			
3.1 2021 Education Development Charges Adoption Jennifer Passy, Manager of Planning co-presented on the 2021 Education Development Charges Adoption and requested approval.	S. Maharaj/J. Passy  Board of Trustees	pp.  --	Approval


ITEM	Who	Agenda Section	Method & Outcome																		
3.2 Trustee Question Period No Questions from Trustees.																					
<p><b>2021-07 -- It was moved by Trustee Price and seconded by Trustee Dupuis:</b> <b>1. That the Board of Trustees determines pursuant to Section 257.63 of the Education Act that no further public meeting concerning the proposed Education Development Charge By-Law (2021) is necessary.</b> <b>--- Carried by consensus.</b></p> <p><b>2021-08 -- It was moved by Trustee Reitzel and seconded by Trustee Gravelle:</b> <b>2. That the Board of Trustees approves the implementation of an Education Development Charge incorporating both a residential and non-residential component with the percentage of growth-related net education land cost that is to be funded by residential development calculated at 80% and on non-residential development at 20%.</b> <b>--- Carried by consensus.</b></p> <p><b>2021-09 -- It was moved by Trustee Conway and seconded by Trustee Price:</b> <b>3. That the Board of Trustees make no changes to the existing Education Development Charge By-law policies as they relate to jurisdiction-wide vs area-specific charges, differentiated charges, additional residential or non-residential exemptions, demolition or conversion credits or term of the by-law (5 years).</b> <b>--- Carried by consensus.</b></p> <p><b>2021-10 -- It was moved by Trustee Gravelle and seconded by Trustee Weiler:</b> <b>4. That the Board of Trustees direct staff to annually review land values and provide a report to the Board if land values support an amendment to the Education Development Charge By-law (2021) to increase residential and non-residential charges.</b> <b>--- Carried by consensus.</b></p> <p><b>2021-11 -- It was moved by Trustee Conway and seconded by Trustee Price:</b> <b>5. That the Board of Trustees approve the Education Development Charge By-law (2021) for a term of 5 years with an effective date of June 1, 2021 in the form attached with the date of Ministerial approval to be inserted and with the phase in of rates as follows:</b></p> <table><tr><th></th><th>Year 1 June 1/21 – May 31/22</th><th>Year 2 June 1/22 – May 31/23</th><th>Year 3<sup>*</sup> June 1/23 – May 31/24</th><th>Year 4 June 1/24 – May 31/25</th><th>Year 5 June 1/25 – May 31/26</th></tr><tr><td><b>Residential</b></td><td>\$953</td><td>\$1,049</td><td>\$1,049</td><td>\$1,049</td><td>\$1,049</td></tr><tr><td><b>Non-Residential</b></td><td>\$0.42</td><td>\$0.43</td><td>\$0.43</td><td>\$0.43</td><td>\$0.43</td></tr></table> <p><b>--- Carried by consensus.</b></p>					Year 1 June 1/21 – May 31/22	Year 2 June 1/22 – May 31/23	Year 3 <sup>*</sup> June 1/23 – May 31/24	Year 4 June 1/24 – May 31/25	Year 5 June 1/25 – May 31/26	<b>Residential</b>	\$953	\$1,049	\$1,049	\$1,049	\$1,049	<b>Non-Residential</b>	\$0.42	\$0.43	\$0.43	\$0.43	\$0.43
	Year 1 June 1/21 – May 31/22	Year 2 June 1/22 – May 31/23	Year 3 <sup>*</sup> June 1/23 – May 31/24	Year 4 June 1/24 – May 31/25	Year 5 June 1/25 – May 31/26																
<b>Residential</b>	\$953	\$1,049	\$1,049	\$1,049	\$1,049																
<b>Non-Residential</b>	\$0.42	\$0.43	\$0.43	\$0.43	\$0.43																
<b>4. Delegations/Public Question Period</b>																					
No Delegations		pp.	Approval																		
<b>5. Other Business (Joint Presentation)</b>																					
5.1 School Travel Planning Annual Report Leslie Maxwell of Student Transportation Services of Waterloo Region provided both boards an in-depth presentation on the STP Annual report for 2019-20 school year.  Trustees asked clarifying questions and provided feedback.	L. Maxwell, STSWR	pp.	Information																		

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
<b>6. Confirm decisions made tonight</b>			
10.1 Confirm Decisions	Recording Secretary		Information
<b>11. Closing Prayer</b>			
<b>12. Motion to Adjourn</b>	Board of Trustees	Motion	Approval
<b>2021-12-- It was moved by Trustee Price and seconded by Trustee Conway:            THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:40 p.m.</b>			



## SEAC Committee Meeting Minutes

<b>Date&amp; Time:</b>	April 7, 2021 at 6:00 p.m.
<b>Location:</b>	Teams Meeting
<b>Next Meeting:</b>	May 5, 2021
<b>Committee Members:</b> Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
<b>Administrative Officials:</b> Gerald Foran, Erin Lemak	

<b>1. Opening Prayer</b>  <b>Welcome</b>	G. Foran
<b>2. Approval of Agenda</b>  Motion by: Karen Kovats Seconded: Kim Murphy	
<b>3. Declared Pecuniary Interest: N/A</b>	
<b>4. Approval of the March 3<sup>rd</sup> Minutes</b>  Motion by: Sue Simpson Seconded: Kim Murphy	
<b>5. School System Operational Business</b>  <b>5.1. WRFN and Experiences of an Exceptional Parent.</b>  <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 20px;">   <b>About WRFN</b>            Sue Simpson            Executive Director         </div> <div style="background-color: #009688; color: white; padding: 10px; border-radius: 5px;"> <ul style="list-style-type: none"> <li>Peer-driven &amp; peer-developed network</li> <li>Supporting families and individuals with exceptional needs since 2009</li> <li>Built for families, by families</li> </ul> </div> </div>	S. Simpson/Cristina Stanger  G. Foran

## Guiding principles

- No diagnosis or criteria for eligibility
- Support families and individuals through all life stages
- Provide connections to vital resources & to each other



## Overarching purpose

- To support the family to support the child
- To identify gaps in our community & work toward creative solutions



## Ask A Self-Advocate Program

Cristina Stanger  
Self-Advocacy Liaison

- Open ended, client-centred
- Looking at experiences through a different lens
- Forward momentum, hopeful



## Experiences as an Exceptional Parent

---

### Ideas that brought us here...



- *Initially, I felt:* the education system is not about me, it's all about my child
- *I've learned:* collaboration between parents and schools is very important
- I observed parents with visible exceptionalities and I wondered what resources are available to them
- A positive experience with a virtual open house for our daycare gave me the idea that my parent-experience could be improved
- **Question:** As an exceptional parent, where is the framework to express my own needs or to request support?




### Challenges I have faced...



- The first month of JK: forms, new routines, unanticipated events, new relationships = overload
- Unknowns around communication/interactions with teachers
- Field trip involvement out of reach
- Volunteer expectations were for typical person, problematic when exceptional
- Overwhelm at school functions
- Confusion over protocol that are not explicitly stated eg. drop -off,
- Facial recognition with masks
- Demands on executive function to navigate remote learning



## Some suggestions for your consideration...

- **Investigate further.** Eg. Parent survey to gauge areas needing support
- **Create frameworks for inclusion.** Eg. Consider a tick-box on the child's registration form to highlight "I am a parent with special needs" 
- **Provide advance notice.** Eg. Share dates and details about school events allowing families time to consider and request accommodations
- **Re-evaluate** certain processes and events. Eg. mass interviews in gym
- **Open channels to communicate** the needs of the whole family. Eg. have an appointed staff ambassador to support exceptional families



## Other things to think about...

- I am just one parent, other parents will have other insights and ideas
- It is hard to communicate the importance of a request without providing context for a family's needs
- Those who acquire a condition, or just a diagnosis, later in life will not have the same advocacy skills as someone who received accommodations in school
- Relying on parent networking for help is not always an easy or accessible option for some families



## Take away points...

1. Barriers exist for parents with exceptionalities to fully participate in their children's education process.
2. Children (and parents) could be negatively impacted when there is the expectation that a parent can advocate for them in typical ways or if processes do not include options for accommodations or alternatives.
3. There are ways the education system could become more welcoming and inclusive to exceptional parents which will benefit the whole family and school community.



## IMPROVEMENT IDEAS AND SUGGESTIONS

- Identify if you are an exceptional parent when student is registered for school
- Equitable experience and inclusivity for exceptional parents
- Bringing the presentation to Student Councils
- Contacting WCDSB Equity Committee and System workflow analyst to inform about SEAC Committee proposals and inquiring about the process that would turn these ideas into action.

### 5.2. Policy & Procedures for Special Education in Ontario

- [Special Education in Ontario K-gr 12 document](#)

PPM Number	Title	Year
1	<a href="#">Ontario Schools for the Blind and Deaf as Resource Centres</a>	1986
8	<a href="#">Identification of and Program Planning for Students with Learning Disabilities</a>	2014
11	<a href="#">Early Identification of Children's Learning Needs</a>	1982
59	<a href="#">Psychological Testing and Assessment of Pupils</a>	1982
76C	<a href="#">Alternative Educational Programs and Services for Deaf, Blind, and Deaf-Blind Exceptional Pupils</a>	1991
81	<a href="#">Provision of Health Support Services in School Settings</a>	1984
89	<a href="#">The Residential Demonstration Schools for Students with Learning Disabilities: General Information and Details of the Referral Process</a>	1990
119	<a href="#">Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</a>	2013
138	<a href="#">Daily Physical Activity in Elementary Schools, Grades 1-8</a>	2005
140	<a href="#">Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)</a>	2007
141	<a href="#">School Board Programs for Students on Long-Term Suspension</a>	2012
142	<a href="#">School Board Programs for Expelled Students</a>	2012
144	<a href="#">Bullying Prevention and Intervention</a>	2012
145	<a href="#">Progressive Discipline and Promoting Positive Student Behaviour</a>	2012
149	<a href="#">Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals</a>	2009
151	<a href="#">Professional Activity Days Devoted to Provincial Education Priorities</a>	2011
153	<a href="#">Applications for Temporary Letters of Approval</a>	2010
155	<a href="#">Diagnostic Assessment in Support of Student Learning</a>	2013
156	<a href="#">Supporting Transitions for Students with Special Education Needs</a>	2013



159	<a href="#">Collaborative Professionalism</a>	2016	
160	<a href="#">Protected Time for Daily Mathematics Instruction, Grades 1 to 8</a>	2016	
Q&A			
<b>6. Ministry Updates (10 min)</b> 6.1. HPEDSC letter to the Medical Health Officer of Health <ul style="list-style-type: none"> <li>Hasting and Prince Edward SEAC committee requesting prioritizing vaccination of both students and staff working with students with high needs.</li> </ul> 6.2. Public health announcement <ul style="list-style-type: none"> <li>Public health announcement that staff working with students with high needs will be vaccinated as the priority group.</li> </ul>			G. Foran
<b>7. SEAC Committee Functions</b> <ul style="list-style-type: none"> <li>Follow up email invitation to community organizations</li> </ul>			
<b>8. Policy Advice to the Board</b>  N/A			
<b>9. Updates (20 minutes)</b>  <b>9.1. Association Updates</b> <ul style="list-style-type: none"> <li><b>WWDSS</b></li> </ul> <b><u>WWDSS Evening Speaker Series Presents: Executive Functioning</u></b>  PRESENTERS: Hina Mahmood, M.OT, Senior Registered Occupational Therapist and Arianna Coles, M.OT, Registered Occupational Therapist DATE: Tuesday, April 20th, 2021 TIME: 7:00 pm – 9:00 pm WHERE: on ZOOM (a zoom link and password will be sent to those who register) COST: Members \$5 each, Non-Members \$15 each  Executive functioning is a collection of abilities that allow us to take in, process and use information. Hina and Arianna will discuss the components of executive functioning and how they relate to learning and success in everyday tasks. We'll discuss how you can use supports and strategies to improve an individual's performance in planning, self-monitoring, and carrying-out tasks related to functional independence. Given the current shift to virtual learning in many settings, we will also discuss executive functioning as it relates to virtual learning, and strategies to support learners/facilitate learning in this context.  <b><u>Online Social Skills Group</u></b>  WWDSS is pleased to partner with McLennan Speech & Language Services to offer online social skills groups for members with Down syndrome. Group sessions goals will include responding to questions, initiating questions and communicating together with friends.  More details on our website: <a href="http://www.wwdss.ca">http://www.wwdss.ca</a>  <ul style="list-style-type: none"> <li><b>WRFN</b></li> </ul>			

# Evening of Elegance @home

IN SUPPORT OF WATERLOO REGION FAMILY NETWORK

Join us for this family-  
friendly cooking event  
in partnership with  
The Culinary Studio

Your ticket includes

- Menu: Schwarma Marinated Chicken, Spiced 'Sharia' Rice, NYC White Sauce, Hot Pink Pickled Cabbage & Chocolate loaf
- a basket of fresh ingredients delivered to your door (Feeds family of 4)
- a bottle of wine
- an interactive, step-by-step cooking class

Saturday,  
May 29, 2021  
5-8pm

For Dietary restrictions to be  
honoured, please email Leah at  
leah.bowman@wrfn.info by May 1.

**Tickets \$200/household**

**Tickets available at**

**<https://bit.ly/3rCL5wm>**

Ticket sales end May 1



All proceeds remain local and go directly to supporting exceptional families to help them thrive.

[Click to purchase tickets](#)

## 9.2. Trustee Updates

[WCDSB Board Meeting](#)

## 10. Pending Items

## 11. Adjournment

Motion by: Kim Murphy  
Seconded: John Gilbert

## 12. Action Items Place Holder



## Catholic Parent Involvement Committee - MINUTES

Date:	Tuesday, April 20, 2021																																								
Time:	6:00 pm - 7:30 pm																																								
Location:	Virtual – Microsoft Teams Meeting																																								
Committee Members	<p><b>Attendees:</b></p> <table> <tr> <td>Bree Almeida</td><td>Elementary - St. Benedict FOS</td></tr> <tr> <td>Marchelina Andrea</td><td>Elementary - St. Mary's FOS</td></tr> <tr> <td>Monica Czagan</td><td>Member-at-Large</td></tr> <tr> <td>Shana McTurk</td><td>Member-at-Large</td></tr> <tr> <td>Denise Porter</td><td>Secondary – Waterloo</td></tr> <tr> <td>Kimberley Snage</td><td>Chair &amp; Member-at-Large</td></tr> <tr> <td>Andrea Visneskie</td><td>Elementary - St. David FOS</td></tr> <tr> <td>Sharon Adie</td><td>Principal Rep – Elementary</td></tr> <tr> <td>Margaret Ingoldsby</td><td>Principal Rep – Secondary</td></tr> <tr> <td>Judy Merkel</td><td>Superintendent</td></tr> <tr> <td>Wendy Price</td><td>Trustee</td></tr> <tr> <td>Loretta Notten</td><td>Director of Education, WCDSB</td></tr> </table> <p><b>Regrets:</b></p> <table> <tr> <td>Alice Figueiredo</td><td>Elementary - Monsignor Doyle FOS</td></tr> <tr> <td>David Perlaky</td><td>Secondary – Cambridge</td></tr> <tr> <td>Fr. Joseph de Viveiros</td><td>Diocesan Rep</td></tr> <tr> <td>Manuel da Silva</td><td>Trustee</td></tr> <tr> <td>Brian Schmalz</td><td>Trustee (alternate)</td></tr> </table> <p><b>Absent:</b></p> <table> <tr> <td>Wilma Laku</td><td>Member-at-Large</td></tr> <tr> <td>Patrycja Wiecek</td><td>Secondary – Kitchener</td></tr> </table> <p><b>Recorder:</b></p> <table> <tr> <td>Lisa Legault</td><td>Executive Admin Assistant</td></tr> </table> <p>Action Items      <b>Noted in Green</b></p>	Bree Almeida	Elementary - St. Benedict FOS	Marchelina Andrea	Elementary - St. Mary's FOS	Monica Czagan	Member-at-Large	Shana McTurk	Member-at-Large	Denise Porter	Secondary – Waterloo	Kimberley Snage	Chair & Member-at-Large	Andrea Visneskie	Elementary - St. David FOS	Sharon Adie	Principal Rep – Elementary	Margaret Ingoldsby	Principal Rep – Secondary	Judy Merkel	Superintendent	Wendy Price	Trustee	Loretta Notten	Director of Education, WCDSB	Alice Figueiredo	Elementary - Monsignor Doyle FOS	David Perlaky	Secondary – Cambridge	Fr. Joseph de Viveiros	Diocesan Rep	Manuel da Silva	Trustee	Brian Schmalz	Trustee (alternate)	Wilma Laku	Member-at-Large	Patrycja Wiecek	Secondary – Kitchener	Lisa Legault	Executive Admin Assistant
Bree Almeida	Elementary - St. Benedict FOS																																								
Marchelina Andrea	Elementary - St. Mary's FOS																																								
Monica Czagan	Member-at-Large																																								
Shana McTurk	Member-at-Large																																								
Denise Porter	Secondary – Waterloo																																								
Kimberley Snage	Chair & Member-at-Large																																								
Andrea Visneskie	Elementary - St. David FOS																																								
Sharon Adie	Principal Rep – Elementary																																								
Margaret Ingoldsby	Principal Rep – Secondary																																								
Judy Merkel	Superintendent																																								
Wendy Price	Trustee																																								
Loretta Notten	Director of Education, WCDSB																																								
Alice Figueiredo	Elementary - Monsignor Doyle FOS																																								
David Perlaky	Secondary – Cambridge																																								
Fr. Joseph de Viveiros	Diocesan Rep																																								
Manuel da Silva	Trustee																																								
Brian Schmalz	Trustee (alternate)																																								
Wilma Laku	Member-at-Large																																								
Patrycja Wiecek	Secondary – Kitchener																																								
Lisa Legault	Executive Admin Assistant																																								



TOPIC	Presenter	Time
<b>1. Opening Prayer &amp; Welcome, Territorial Acknowledgement, Added Agenda items</b> <i>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.</i>	Judy	5 mins
<b>2. Approval of Agenda</b> Monica moved that the agenda be accepted. Shana seconded the motion. CARRIED	Chair	5 mins
<b>3. Approval of the Previous Minutes</b> Denise moved that the February 9, 2021 Minutes be accepted as presented; Bree seconded the motion. CARRIED	Chair	5 mins
<b>4. Update on Status of Current/Vacant seats:</b> <ul style="list-style-type: none"> <li>Shana McTurk is the new CPIC rep for OAPCE (<a href="#">Ontario Association of Parents in Catholic Education</a>). Shana will share any updates from the upcoming Board of Directors meeting on April 24.</li> <li>Alice Figueiredo is the new CPIC rep for <a href="#">WCDSB School Year Calendar</a>. Judy shared that the Board has not yet finalized the 2021-2022 School Year Calendar.</li> <li>David Perlaky is the returning CPIC rep for the WCDSB Budget Committee. Judy shared that the Board has reached out to all stakeholders about the 2021-2022 budget. The Board has not yet received the GSN for next year.</li> </ul> <b>Note:</b> the CPIC position of Elementary – Resurrection Family of School is currently vacant.	Judy	5 mins
<b>5. Superintendent Update</b> Judy noted that the Board has focused its support on following PPM164, a provincial directive which mandates the amount of time students should be online face to face (synchronous) learning with their teachers, due to the recent Ministry-mandated shift to virtual learning. The Board is in the process of planning for summer school. The Board has hired an Equity Officer, Lynn Garrioch. The SRO (School Resource Officer) program was present in all our secondary schools; it was also available to elementary schools. The program is now being reviewed with input from students, parents, and the community. The final report will be presented to the Trustees at the end of May.	Judy	15 mins
<b>6. Goals and PRO Grants</b> <b>a) Review of Status Against Defined Goals</b> Kim reviewed the CPIC goals. She began by thanking everyone who collaborated and supported these goals. The goals were developed by surveying CSAC and identifying their priorities. Four core themes were developed, and the events were planned to support these objectives. The events began with the Lenten Liftoff. February and March events have already occurred; participant surveys were distributed after each event and feedback has been reviewed. The April, May, and June events are being planned and advertised.	Chair/All	15 mins

Monthly summary of past and planned PRO grant events (free for parents):



Denise suggested that CPIC re-engage CSAC chairs to facilitate communication. All events are sent to CSAC chairs and they are asked to inform their communities about these opportunities for parents. Sharon suggested that the schools may wish to promote these events on their newswire. Recent event survey results are shown below:

EVENT FEEDBACK – CPIC AND THE BOARD		EVENT FEEDBACK – HIGHLY SATISFIED/SATISFIED	
• My knowledge of CPIC and the school board remains the same	38%	• Lenten Lift-off	86%
• I know more about CPIC and the school board	63%	• WPL	100%
• More comfortable in the Board environment	56%	• Idea Exchange	100%
• No change in comfort level with the Board/school environment	44%	• Yoga	100%
		• Cooking	66%
		• Mindfulness Mama (2 sessions)	100%

## 7. Trustee Update

Wendy provided the summary from the Board of Trustees. Highlights included a number of reports including Early Years, Student Transportation of Waterloo Region, the ongoing development project on Dundas Street in Cambridge, updated Covid protocols and procedures, Covid testing for staff and students, renovations at St. Francis Kitchener campus, welcoming Lisa MacKay, the new principal at St. Louis, the Student Success Report, and an update on the 2021-2022 virtual learning survey for parents. For a full listing of all the Minutes of the Trustee meetings, visit the [WCDSB website](https://www.wcdsb.ca/).

Wendy

15 mins

## 8. Discussion Items/ Updates:

- Committee Updates** – n/a
- Finance and Audit – Budget Update** – refer to Item 4
- CSAC Coffee Chat Updates**  
The February coffee chat was well attended. The next Coffee Chat is on Monday, May 3 at 6:30 p.m. Judy and Kim will host it.  
**All CPIC members are encouraged to attend the May 3 CSAC coffee chat. A Teams calendar invitation has already been sent to everyone.**

Chair /  
Judy

15 mins



<p>Kim shared her screen and discussed the following items:</p> <ul style="list-style-type: none"> <li>- Coffee chats are intended to foster additional communication between CSAC's and CPIC with our shared mandate</li> <li>- CPIC members will be able to more closely engage with their family of schools to understand concerns in the community that can be brought forward to future CPIC meetings</li> <li>- To this end, coffee chat discussion items will be documented and posted for future reference, lesson learned, etc.</li> </ul> <p>The ideas that were brought forward at the February coffee chat were discussed. Kim has developed a MS Teams site to encourage engagement and share ideas with all CSAC parents.</p> <p>d) <b>Support Areas</b> Kim thanked everyone who supported the PRO grant parent events. <i>She encouraged all CPIC parents to attend the upcoming events. Interested parents can contact Kim for the signup links.</i></p> <p>e) <b>Next Steps</b> The next CPIC meeting is taking place on Tuesday, May 11 at 6:00 p.m. The PRO grant events will be discussed, CPIC members will be asked to confirm their involvement in CPIC for the next school year, and strategies will be explored to move our mandate forward next year by leveraging the skills and expertise of the current CPIC members.</p>		
<p><b>9. Gratitude and Closing Prayer</b></p>	<p><b>Judy</b></p>	<p><b>5 mins</b></p>
<p><b>10. Adjournment</b> at 7:10 p.m.</p>	<p><b>Chair</b></p>	





## **Governance Committee Meeting**

<b>Date:</b>	May 3, 2021
<b>Time:</b>	5:00 p.m.
<b>Location:</b>	Virtual
<b>Next Meeting Date(s):</b>	Monday, May 25, 2021
<b>Attendees:</b>  <b>Committee Members:</b> Jeanne Gravelle (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen  <b>Administrative Officials:</b> Loretta Notten  <b>Regrets:</b>	

### 1. Welcome and Opening Prayer

Intentions for CEW, Mothers and Ms. Brooke (Alia's dance teacher)

### 2. Approval of Agenda

**Moved by: Melanie Van Alphen**

**Second: Brian Schmalz**

### 3. Declared Pecuniary Interest

NIL

### 4. Approval of the Minutes (Approved during Jan 25, 2021 Board Meeting)

### 5. Discussion Items

#### **5.1 Ends Statement Review**

Chair Gravelle provided some context, dating back to January 2021.

Jeanne also noted strain on system – in the context of stakeholder engagement.

Trustee Reitzel agreed now is not good time for consultation but not lose sight of it. Also suggesting revising date on Ends policy.

Trustee Van Alphen indicated MYSP may or may not be well placed in Ends policy. If not there – then separate policy.

Chair Gravelle suggested October might be good timing to revisit.

Place as a pending item on Board agenda.

Discussion regarding timing, December versus June; pros and cons of each discussed. Or whether the reference to a date should just be removed. Argument made that a date should be maintained.

**Motion: Governance recommends to full Board of Trustees keeping Ends Policy in the pending items on Board agendas, but change final statement of the policy to reflect that “monitoring will happen throughout the year, but more formally in December of each year.”**

**Moved by: Melanie Van Alphen**

**Seconded: Brian Schmalz**

**Carried by Consensus**



## **5.2 Monitoring Reports**

Chair Gravelle reviewed history of Monitoring reports and how requested changes have been incorporated so far this year.

Comments on PD: Trustee Van Alphen observed things moving in right direction and are coming along well. Trustees affirmed that things seem clearer now. One request was reference to previous data or reports – sometimes helpful to link back. Director Notten offered one caution that in some cases might be recreating whole years' worth of reports and data.

**Case Study:** Looked at Monitoring report IV 004 on Treatment of Staff initiated by Superintendent Connolly.

Some discussion of whether “inequitable” was appropriately covered in definition. Trustees did not agree it was strong enough. “Fair” was a suggestion. Decisions are “equitable” was another. “Diverse and inclusive practices that lead to an equitable outcome” another. “Unjust” was a final suggestion.

Suggestion: Unsafe – no critical injuries; healthy – mentally healthy. Break wording down even further.

Evidence was also reviewed – generally acceptable. Suggestion - Is there any other feedback from staff? (Loretta suggested MOL challenges) Liked the notion of including data metrics. Like seeing outcomes. Discussion and debate regarding outcomes and targets and their role in a monitoring report (of Section IV policy). Decision to table item until evidence comes forward. (what are we evaluating against?) Will review at next Governance meeting.

Want further evidence for item #3 – not discriminating against non-disruptive expression of dissent. Could phrase that dissenting views are welcome. Maybe words of feedback are received. (No suggestion for how to track) No complaints of staff coming forward for being reprimanded for dissent. List of staff who came forward for dissent. (In Camera) Simple interpretation – all staff should be able to express dissent in a constructive, non-disruptive way and they will not be discriminated against.

Discussion of when the right time is to clarify interpretations... governance in advance of...; alternatively could look at policies at the COWB after it has come to Board, (or in the fall before it comes to Board). Chair Van Alphen will follow-up/action in the fall.

## **5.3 Consent Agenda**

What appropriately belongs in “Consent Agenda”

- Financials in Section 5 from now on.
- Suggestion - IT / Innovation in consent agenda
- Informational only reports...consent agenda –
- MYSP reports – consent?
- Chair can consult on which reports they want to see in section 5 and those wish to see in consent. Can be a discussion at COWB





**5.4 Review of Board Policy IV 010 Facilities Accommodations**

<https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/07/IV-010-Facilities-Accommodations.pdf>

**Motion: Governance recommends to Board that Policy IV 010 be revised to strike the words from clause 3: “finance options and”**

**Moved by: Greg Reitzel**

**Seconded: Brian Schmaltz**

**Carried by Consensus**

**6. Pending Items**

NA

**7. Recommendations to the Board**

**Motion: Governance recommends to full Board of Trustees keeping Ends Policy in the pending items on Board agendas, but change final statement of the policy to reflect that “monitoring will happen throughout the year, but more formally in December of each year.”**

**Move by: Melanie VanAlphen**

**Second: Brian Schmaltz**

**Carried by Consensus**

**Motion: Governance recommends to Board that Policy IV 010 be revised to strike the words from clause 3: “finance options and”**

**Move by: Greg Reitzel**

**Seconded: Brian Schmaltz**

**Carried by Consensus**

**8. Adjournment**

**Moved by: Melanie Van Alphen**

**Seconded: Brian Schmalz**

**Carried by Consensus**

**Adjournment: 7:17 p.m.**



**Date:** May 31<sup>st</sup>, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** May Director's 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 012**
- ☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

**Strategic Priority:** Student Engagement, Achievement and Innovation

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

**Background/Comments:**

The Month of May provided an opportunity for a great many developments, but it was also a long month in remote and online learning, with the pandemic causing challenges province wide. May was a month characterized with activity that had us both managing the day to day scenarios of this school year as well as looking heavily into our planning for the coming school year. As seems to be the pattern throughout this year, school delivery continued to evolve in order to keep our school learning experience safe and healthy. That said – as always, the resilience of staff and students to endeavour to make the best of current circumstances and challenges is more than admirable. Everyone is centered on the core purpose of meeting the needs of our students, and focused on ensuring that the best learning conditions are brought to fulfilment in our schools.

As mentioned previously, this year is also evolving in a manner that is different for the Director and Senior team as well. Visits to schools and special events are much fewer as we endeavour to minimize contacts in various schools, compounded by the fact that there are a myriad of new and different meetings that have evolved as additions to the calendar and draws on staff time. Nonetheless, I am happy to provide a number of highlights from the past month.



Some of the meetings that continued to be commonplace into February included:

- Lengthy senior team meetings – Monday and Thursday; Mondays as Executive Council and Thursdays as an Academic Council meeting.
- CODE mtg with DM – Thursday Mornings (now bi-weekly)
- CODE Continuity of Learning sub-group – once a week (Tuesday mornings)
- CODE Continuity of Learning mtg with DM (sub-group) – Thursday afternoons (now bi-weekly)
- Chairs and Directors of Ed with Minister of Education – Monday afternoons
- Administrator meetings, where myself and senior staff take admin through operational, public health and educational updates – bi-weekly on Wednesdays
- Invited in a variety of provincial dialogues as Chair of CODE
- Continue to chair ECCODE meetings – Now monthly on Monday mornings.
- Currently sit as ECCODE's rep on a committee being convened by the Ministry of Health, in partnership with Ministry of Education —The table will include reps from local public health units, Public Health Ontario, the childcare sector and the education sector (4 Directors from each of the affiliates).

A few other quick highlights from the past few weeks include:

- Completed a number of interviews with media on items related to pandemic management and relevant decisions from WCDSB
- Hosted a meeting with the Deanery in relation to the WCDSB decision to fly the Rainbow Flag
- Chaired the FACE Steering Committee meeting
- Attended a CODE Legal PD webinar session featuring legal counsel from Miller Thomson discussing pandemic related legal issues
- Attended the OCSTA AGM
- Participated in several meetings related to the SRO report – featuring discussions with our consultant as well as with WCDSB staff
- Participated in 3 days of interviews for Elementary Vice Principal
- Participated in 2 days of interviews for Secondary Principal
- Participated in the second day of Supervisory Officer Interviews
- Assisted in initial meetings with our new supervisory officer candidates and managed the creation of new org chart with S.O responsibilities
- Met with SOQP candidate as his adjudicator
- Chair Provincial CODE Executive meeting and subsequent meeting of CODE Executive and Ministry Staff (DM and ADMs)
- Met with our WCDSB equity officer to assist in establishing priorities and to debrief issues as she further transitions into the role now that she is full time at WCDSB
- Attended OCSOA Board of Directors' Meeting and provided an ECCODE update; subsequently attended the OCSOA AGM and provided the Annual ECCODE report to the OCSOA membership.

- Participated in monthly CCFOWR Board meeting –
- Attended a PD session with Michael Fullan and Andy Hargraves
- Participated in various meetings with Chair Van Alphen, and also with Vice Chair Gravelle
- Chaired a meeting with ECCODE Directors
- Hosted WCDSB Staff Recognition evening and brought congratulatory remarks
- Attended 2 ½ day sessions on Intensive Human Rights Program Training for Senior Leaders (sponsored by York U Osgoode Law School and Ministry of Education)
- Participated in various meetings with WR Public Health and WRDSB to confirm our understanding about and our approach to vaccination – particularly as it applies to 12 – 17 year olds
- Participated in meetings with WRDSB to discuss planning and delivery models for the 2021-2022 school year.
- Participated in CODE planning meeting for next meeting with Minister
- Sent out various system communications in relation to our pandemic management action items for this year and next; as well as in relation to other WCDSB decisions.

### Recommendation:

This report is for the information of the Board.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

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





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Energy Conservation and Sustainability Update

**Type of Report:**

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

**Type of Information:**

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

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

Annually a report is provided to Trustees on the status of energy conservation plans in the system as well as a summary of engagement with students and staff on sustainability initiatives.

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

Executive Limitation IV 010, "Facilities/Accommodations"

*"...the CEO shall not...*

*5. Fail to address the impact of facilities on the environmental footprint."*

**Alignment to the MYSP:**

Strategic Priority: Nurturing our Catholic Community

Strategic Direction: Bear witness to our faith through joyful discipleship and our relationships with and in Christ

Goal: Promote stewardship of the earth and its resources

**Background/Comments:**



# ENERGY CONSERVATION AND DEMAND MANAGEMENT PLAN



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

## Advisory Committee

Elena Weber-Kraljevska  
Energy Conservation Officer

Terri Pickett  
Senior Manager of Facility Services

Shesh Maharaj  
Executive Superintendent of Corporate Services

## Sustainable Development Committee

Aislinn Clancy  
School Social Worker

Brenda Ciesarik  
Human Resource Services Officer

Brigitte Webster  
Healthy Active Living Consultant

Chris Demers  
Chief Information Officer

Denise Francis  
Safety Specialist

Elena Weber-Kraljevska  
Energy Conservation Officer

John Shewchuk  
Chief Managing Officer

John Murphy  
Religion & Family Life Consultant

Jordan Neale  
Planning Technician

Kevin Hinsperger  
Administrator

Kathy Doherty-Masters  
Educator

Michael Sullivan  
Student Achievement Consultant

Stephen Butterworth  
Purchasing Officer

Philip Bruni  
Administrator

Paul Cox  
Administrator

## TABLE OF CONTENTS

List of Tables and Figures.....	4
INTRODUCTION.....	5
GUIDING PRINCIPLES .....	6
GOALS AND OBJECTIVES.....	7
LEGISLATIVE REQUIREMENTS .....	8
Ministry Reporting Requirements.....	8
Energy Conservation and Demand Management Requirements .....	9
EDUCATION SECTOR BACKGROUND .....	9
Funding and Energy Management Planning.....	9
Building Profile of the Board.....	9
Asset Portfolios and Energy Management Planning.....	10
ENERGY MANAGEMENT AT WCDSB .....	11
WCDSB Energy Management Framework .....	11
Energy Consumption Data.....	12
Weather Normalised Energy Consumption Data .....	12
Review of Current and Future Energy Conservation Targets and Achievements .....	13
Energy Management Strategies .....	16
Environmental Programs and Community Engagement .....	19
REFERENCES AND SUPPORTING DOCUMENTS.....	21
APPENDICES .....	26
APPENDIX A: PROFILE OF WCDSB BUILDINGS .....	26
APPENDIX C1: Planned Investments in Energy Efficiency FY2019-23 – Design, Construction, and Retrofit .....	26
APPENDIX C2: Planned Investments in Energy Efficiency FY2019-23 – Operations and Maintenance ...	27
APPENDIX C3: Planned Investments in Energy Efficiency FY2019-23 – Occupant Behaviour Strategies	27
APPENDIX C4: Planned Investments in Energy Efficiency FY2019-23 –Total Investments by Fiscal Year .....	28



## LIST OF TABLES AND FIGURES

Table 1: Change in Asset Portfolio Metrics that Impact Energy Consumption .....	10
Table 2: Energy Profile (raw data).....	12
Table 3: Heating Degree Days and Cooling Degree Days in Ontario 2018 to 2020.....	12
Table 4: Energy Intensity Reduction Forecasts .....	14
Figure 1: WCDSB Building Stock .....	10
Figure 2: Four Pillars of Energy Management .....	11
Figure 3: Energy Profile (weather normalized data to FY2018) .....	13
Figure 4: Energy Intensity and Reduction Progress (weather normalized to FY2018) .....	14
Figure 5: Total CO2e (tonnes) / students .....	15
Figure 6: WCDSB Achievements .....	18

## INTRODUCTION

The Waterloo Catholic District School Board (WCDSB) has a long history of environmental protection and awareness, and of innovative action toward sustainable operations. The Board's collective dedication for creating a better future for its students, staff, and community members stems from a deep appreciation of God's world.

WCDSB conservation measures to date are a broad sweep of inspirational ideas. The way in which these initiatives have been adopted and supported across the Board is a direct result of the Board's successful history and optimism for the future. While these strategies have provided excellent resources for staff, if we are to truly "live our mission" then green thinking must be woven throughout all future planning and day-to-day operations. An action-based, goal-oriented Energy and Environmental Plan is needed.

The WCDSB Energy Conservation and Demand Management Report is written to satisfy legislative requirements as they relate to energy conservation, local commitments made to reduce greenhouse gas emissions (GHG), a need to address budget pressures and the current state of our environment, supporting the creation of a sustainable future for younger generations, and in the context of the requirements contained in the [Multi-Year Strategic Plan](#).

WCDSB is actively addressing long-term sustainability in the following key areas: Energy & Water; Purchasing & Waste; Buildings & Grounds; Food & Drink; Inclusion & Participation; and Local Well-Being. This is in keeping with the guidance of Pope Francis in his historic encyclical, [Laudato Si' – On Care for our Common Home](#) as well as WCDSB's own mission and vision.

## GUIDING PRINCIPLES

### Vision

"Our Catholic Schools: heart of the community -- success for each, a place for all."

### Mission

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

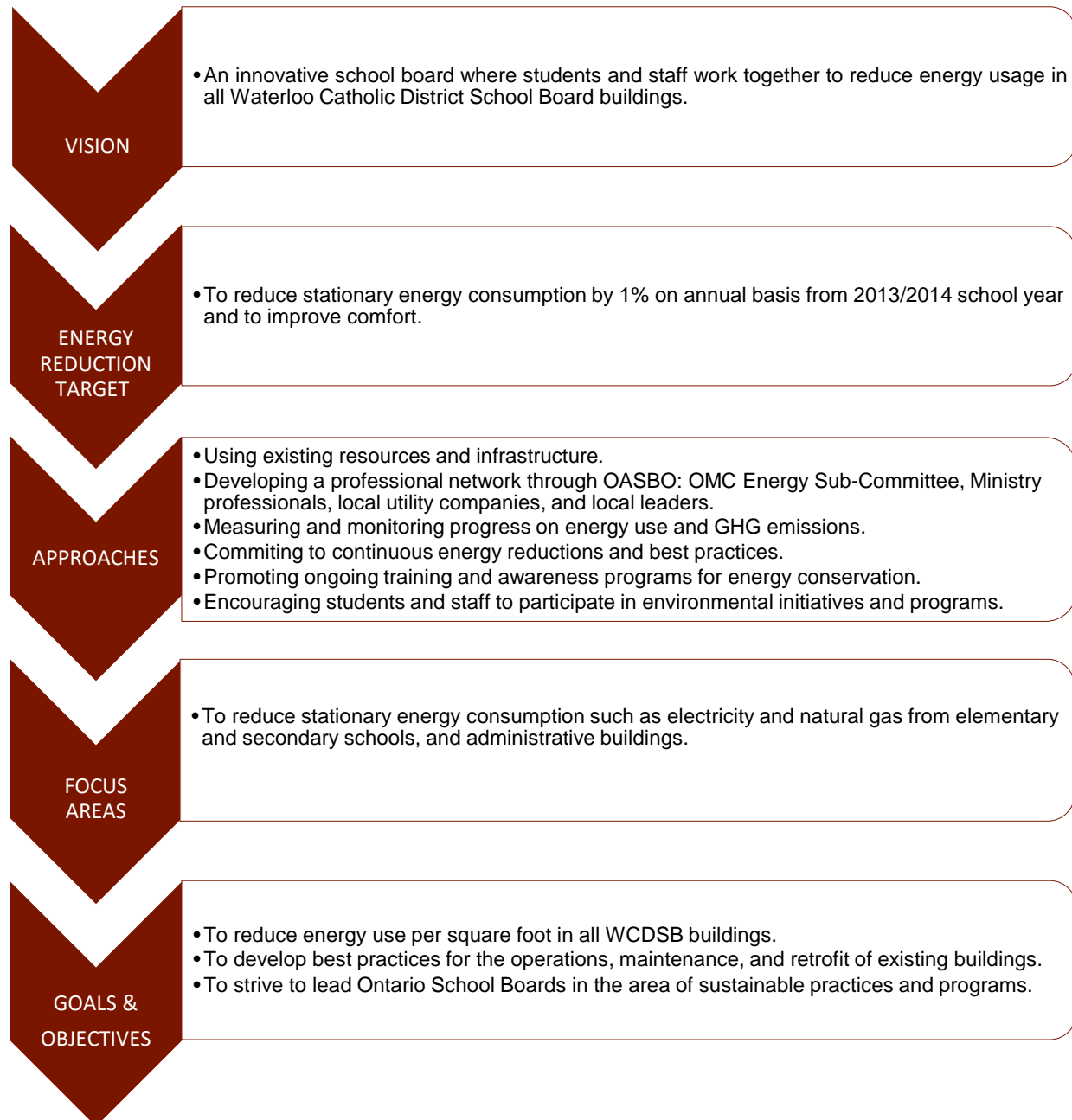
### Our Beliefs

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 21<sup>st</sup> century learners who give witness to their faith.

## GOALS AND OBJECTIVES

The goal of the Waterloo Catholic District School Board Energy Conservation and Demand Management Plan is to guide students and staff to understand the impacts of greenhouse gas (GHG) emissions and to take actions to reduce energy consumption. To meet this goal, an action plan was created using achievable energy conservation targets. These goals and objectives were influenced by and are in alignment with Board plans, policies, principles, and Catholic teachings.



## LEGISLATIVE REQUIREMENTS

### Ministry Reporting Requirements

The Provincial Government has committed to help public agencies better understand and manage their energy consumption. As part of this commitment, Regulation 397/11 under the Green Energy Act, 2009 requires certain public agencies — Municipalities, Municipal Service Boards, Schools Boards, Universities, Colleges and Hospitals — to report on their energy consumption and greenhouse gas (GHG) emissions annually beginning in 2013, and to develop and implement five-year energy conservation and demand management (ECDM) plans starting in 2014. In 2019, public institutions were required to provide an updated version of the ECDM that will also include a future energy plan for the 2019 – 2023 period. WCDSB has been updating its ECDM annually, so this legislated update is not an onerous task.

Public agencies consume a large amount of energy. As an example, for year 2018-2019, Ontario school boards spent approximately \$447.9 million on utilities: \$308.1 million on electricity, \$82.3 million on natural gas, \$3.3 million on fuel oil, \$1.9 million on other heating sources, and \$52.3 million on water and sewage costs. Centralized energy reporting helps organizations understand the use of energy at their sites. More specifically, energy reporting helps:

- Drive participation in conservation and demand management programs;
- Encourage activities to reduce energy consumption, which can free up funding for core activities;
- Allow organizations to benchmark and compare the energy consumed at similar facilities across the province; and
- Support the preparation of 5-year conservation and demand management plan as required under regulation.

In their long-term energy plan, the Ontario Ministry of Energy has set “a demand savings target of 7,100 MW and an energy savings target of 28TWh by 2030” (Ontario Ministry of Energy, 2013, p. 4). In their Made-in-Ontario Environment Plan, the Ontario Ministry of the Environment, Conservation and Parks has stated that “Ontario will reduce its [Greenhouse Gas] Emissions by 30% below 2005 levels by 2030” (Ontario Ministry of the Environment, Conservation and Parks, 2019, p. 21). Canada has also committed to achieve a net-zero emissions economy by 2050 and to meet this goal, in 2020, the Government of Canada introduced Canadian Net-Zero Emissions Accountability Act (Government of Canada, 2021).

The institutional and commercial sectors play an important role at reducing energy consumption and related GHG emissions.

## Energy Conservation and Demand Management Requirements

To meet provincial energy reduction targets, the Ministry of Energy has developed the following requirements:

- (1) A public agency shall prepare, publish, make available to the public and implement energy conservation and demand management plans or joint plans in accordance with sections 6 and 7 of the Act and with this Regulation 507/18, s. (1).
- (2) An energy conservation and demand management plan is composed of two parts as follows:
  - a) A summary of the public agency's annual energy consumption and greenhouse gas emissions for its operations.
  - b) A description of previous, current and proposed measures for conserving and otherwise reducing the amount of energy consumed by the public agency's operations and for managing the public agency's demand for energy, including a forecast of the expected results of current and proposed measures. O. Reg. 507/18, s. 4 (2).

## EDUCATION SECTOR BACKGROUND

### Funding and Energy Management Planning

The WCDSB receives 75% of its funding from the Province of Ontario (Province), 21% from Municipalities, and 4% from other sources. The Province announces each board's funding allocation in the spring for the next fiscal year which runs from September 1<sup>st</sup> to August 31<sup>st</sup>. The Province does not provide boards with multi-year funding allocations. As a result, while a Board may have a five-year energy management strategy, the ability to implement the strategy is dependent on receipt of sufficient funding on an annual basis. The two main funding sources for energy conservation projects include the School Renewal Allocation (SRA) and School Condition Improvement (SCI) grants. In 2020, because of the COVID-19 pandemic school boards received funds to support the high demand for ventilation and air quality as well as energy related projects. WCDSB received in total \$8.6M from the COVID-19 Resilience Infrastructure Stream (CVRIS), the Climate Action Incentive Fund (CAIF), and the Air Quality Funding.

### Building Profile of the Board

The Waterloo Catholic District School Board serves approximately 23,650 students in the cities of Kitchener, Waterloo, and Cambridge as well as the townships of Wilmot, Woolwich, Wellesley, and North Dumfries. The Board operates 43 elementary schools, 5 secondary schools, 4 continuing education sites, and 2 administration facilities (Appendix A). The current building stock was built between 1898 and 2018. Buildings built between 1950 and 1970 represent the largest building stock (Figure 2). WCDSB has been expanding into existing building stock to meet its needs (Appendix B).

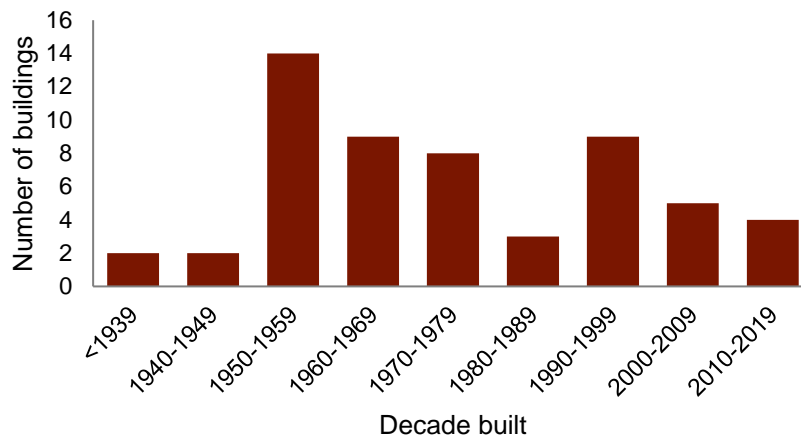


Figure 1: WCDSB Building Stock

## Asset Portfolios and Energy Management Planning

Energy consumption at a site can be affected by several variables that could impact changes in consumption at a site from one year to the next. Table 1 summarizes the key metrics and variables that influence energy consumption in the Board's asset portfolio that changed from the baseline year 2017-2018 to 2019-2020. Note that the increase in floor area, enrolment, and air-conditioned space will increase energy consumption.

Table 1: Change in Asset Portfolio Metrics that Impact Energy Consumption

Variables	FY 2017-18 (baseline)	FY 2018-19	FY 2019-20	Variance from baseline
Total Number of Buildings	60	59	56	4
Total Number of Portables/Portapaks	127	138	170	43
Total Floor Area (m <sup>2</sup> )	273,507	277,746	280,444	6,937
Average Operating Hours	78	78	78	-
Average Daily Enrolment	22,094	22,813	23,646	1,552
Total Floor Area Occupied by Child Care (m <sup>2</sup> )	5,586	5,586	5,586	-
Floor Area Air-conditioned (m <sup>2</sup> )	227,165 (83%)	233,283 (84%)	241,182 (86%)	14,017 (3%)

## ENERGY MANAGEMENT AT WCDSB

### WCDSB Energy Management Framework

The Waterloo Catholic District School Board Energy Management Framework is based on the relationship of four pillars: Design; Operation and Maintenance; Construction and Retrofitting Strategies; and Occupant Behaviour (Figure 1).

Developing a proper building design in the early stages and carefully constructing the components (e.g., lighting and building envelope) and systems (e.g., HVAC and controls) is very important.

However, even more crucial is how the buildings are being maintained and operated to achieve optimal performance. Monitoring and tracking building performance is an ongoing process for Facility Services staff. Using Building Automation Systems (BAS), the maintenance department and the custodians have been able to identify mechanical problems and inefficiencies in the building systems.

Over their lifespan, WCDSB buildings have been renovated and retrofitted to be more comfortable and energy efficient. Understanding the end users' needs and providing a welcoming and vibrant atmosphere for WCDSB students and staff has been the Board's priority.

The last pillar of great importance is occupant behavior. WCDSB has diverse user groups (e.g., students, staff, and community groups) and each of them use buildings differently. Through education as well as sustainable programs and practices, the occupants of WCDSB buildings are developing more mindful behaviours and practices to reduce the use of natural resources. For the Board's historical, current, and future energy related projects using these four pillars please refer to Appendix D.

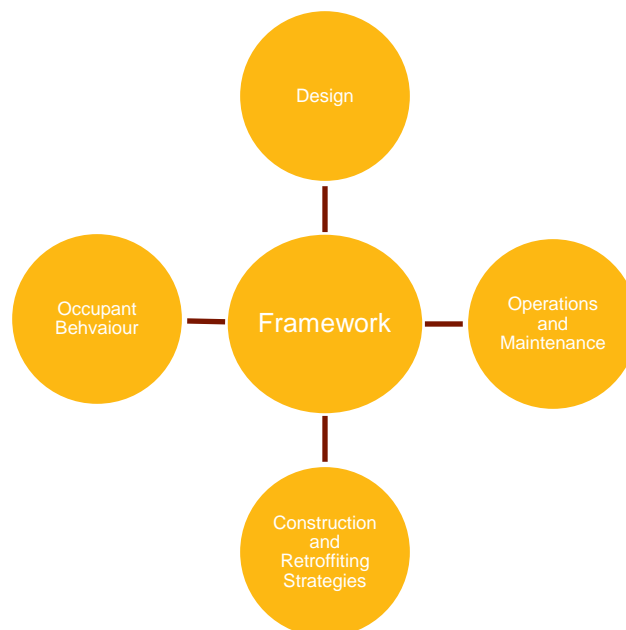


Figure 2: Four Pillars of Energy Management



## Energy Consumption Data

To understand the performance of buildings, WCDSB has been collecting, monitoring, and analyzing its utility consumption. Electricity and natural gas data are gathered from utility bills, the local utilities, and utilismart. To satisfy legislated annual energy reporting requirements, the Ministry of Education and a third-party consultant have developed the Utility Consumption Database (UCD) which pulls usage data directly from utility providers. An additional benefit of the UCD is that it serves as a tool to analyze the energy profile of the Board and individual sites in relation to each other and to other similar facilities across the Province. The electrical demand is also monitored on monthly basis and when required.

The following Table (2) lists the metered consumption values in the common unit of equivalent kilowatt hours (ekWh) and kilowatt hours (kWh).

Table 2: Energy Profile (raw data)

Fiscal Year	2017-2018	2018-2019	2019-2020
Total Electricity (kWh)	26,060,111	25,728,640	22,136,648
Total Natural Gas (ekWh)	37,591,089	39,137,157	32,741,222
Total Energy Consumed (ekWh)	63,651,199	64,865,797	54,877,872
Energy Intensity (ekWh/m <sup>2</sup> )	233	224	196

## Weather Normalised Energy Consumption Data

In Ontario, 25% to 35% of energy consumption for a facility is impacted by weather. To quantify the year-to-year weather variability, the following chart shows the Weighted Average Heating Degree Days (HDD) and Cooling Degree Days (CDD) in Ontario (Table 3). HDD is a measure of how cold the year was: the higher the number, the more heating was required. CDD is the equivalent metric, but for the cooling demand.

Table 3: Heating Degree Days and Cooling Degree Days in Ontario 2018 to 2020

Fiscal Year	2017-2018	2018-2019	2019-2020
Heating Degree Days	3989	4196	3837
Cooling Degree Days	432	334	415

The best way to compare energy consumption values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allows an “apple-to-apple” comparison of consumption across multiple years. To also account for variations in the board’s asset portfolio, it is best to compare weather normalized Energy Intensity by floor area between years. However, a straight comparison of Total Energy Consumed between one or more years (Figure 3) does not take into consideration changes in a board’s asset portfolio, such as changes in buildings’ features and newly implemented programs which will greatly impact energy consumption. As a result, weather normalized energy intensity is the most accurate measurement that allows the evaluation of a board’s energy use from one year to another as it cancels out any change in floor area.

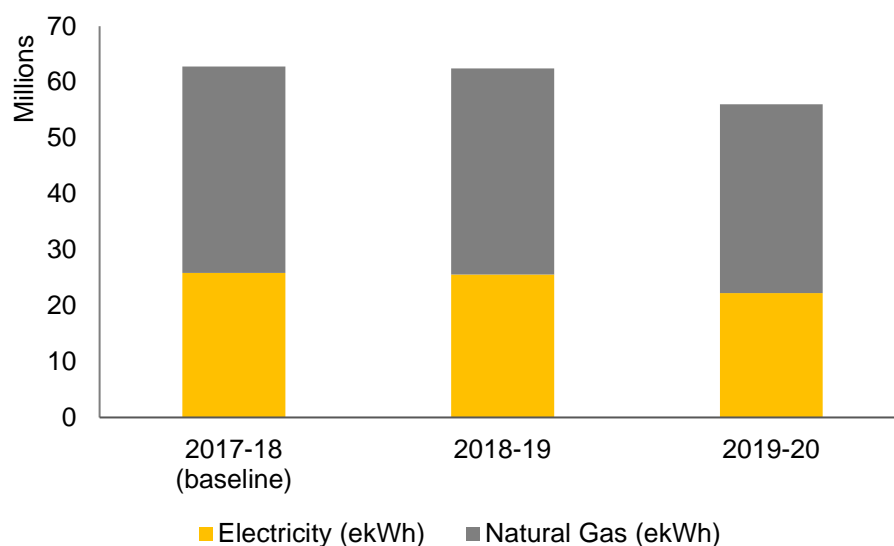


Figure 3: Energy Profile (weather normalized data to FY2018)

## Review of Current and Future Energy Conservation Targets and Achievements

To address climate change and associated negative impacts, in 2019, the Waterloo Catholic District School Board established a new target to reduce its annual energy use by 5% from 2017-18 levels by 2022-23. To meet this target, WCDSB has implemented conservation measures through design, construction, as well as operation and maintenance of facilities. Since the 2013-2014 fiscal year, WCDSB has invested \$22,300,000 and is planning to invest another \$24,076,960 (subject to funding availability, local priorities, and Board approval) in diverse energy reduction strategies such as the upgrade of mechanical and HVAC equipment, new rooftop units, new roofs, new windows and doors, environmental programs, workshops and staff training.

In Figure 4 and Table 4 below you can observe that there was an 11% reduction in the energy consumption and 13% reduction in energy intensity from 2017-18 (Figure 4), particularly due to school closures during the COVID-19 pandemic. Specifically, there has been a 14% reduction in electricity consumption and 9% reduction in natural gas consumption from 2017-2018 school year. From March to September of 2020, all schools had their heating temperature set points changed from 21°C to 18°C. To get greater air exchange into the buildings, the air flow was increased in the morning and evening from 1 to 3 hours before and after unoccupied time.

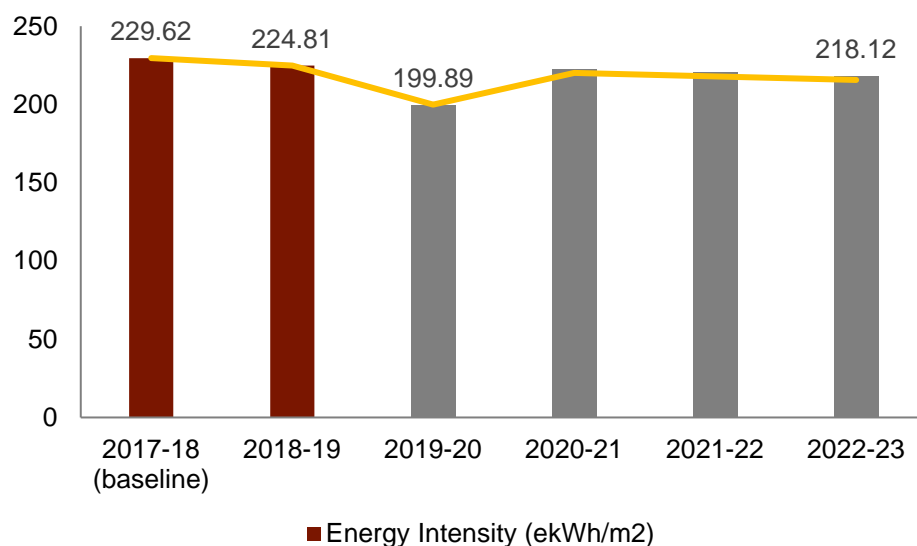


Figure 4: Energy Intensity and Reduction Progress (weather normalized to FY2018)

The Energy Intensity Reduction Forecasts for the 5-year period have been calculated based on the Board's plans for its Renewal and SCI funding (Table 4). The breakdown into each category is provided in Appendix C1-C4.

Table 4: Energy Intensity Reduction Forecasts

Fiscal Year	EI Reduction Based on Projects (ekWh/m²)	Actual EI (ekWh/m²)	1% Reduction Goal (ekWh)	Actual Energy Consumption (ekWh)
<b>2017-2018</b>	<b>BASE</b>	<b>229.62</b>	<b>62,802,625</b>	<b>62,802,625</b>
2018-2019	7.83 (-3.36%)	224.81	62,174,599	62,440,844
2019-2020	9.07 (-3.90%)	199.89 (-13%)	61,546,572	56,057,000 (-11%)
2020-2021	5.64 (-2.42%)		60,918,546	
2021-2022	8.31 (-3.57%)		60,290,520	
2022-2023	7.07 (-3.04%)		59,662,494	

In addition, the Board met its GHG reduction target that was set in 2016 with Sustainable Waterloo Region. The goal was to reduce 20% of Board's GHG emission from 2014 levels by 2024. This target was achieved in only 5 years (Figure 5).

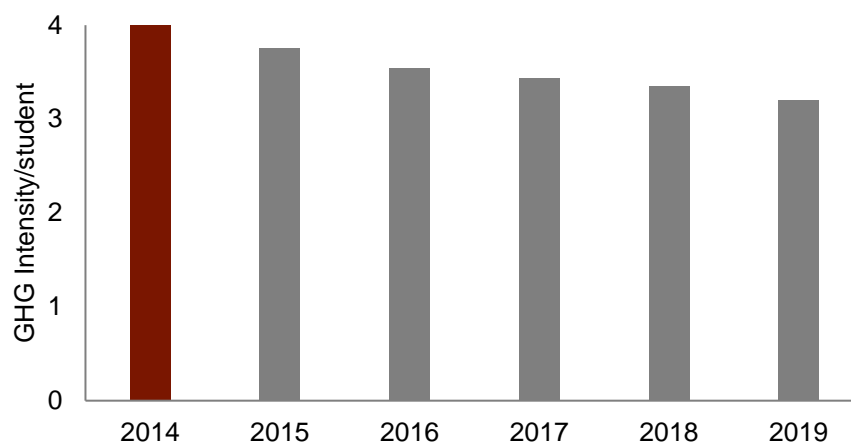


Figure 5: Total CO<sub>2</sub>e (tonnes) / students

Achieving these Forecasts depends on a variety of factors. In the coming 5 fiscal years, the Board will continue to install air-conditioning. Before and After School programming is also expected to expand. Enrollment is expected to continue to increase, expanding the number of portables that are required. Portables have a higher energy intensity than permanent buildings. These changes will increase energy intensity and are not factored into the forecasts. The forecasts are also based on the current funding model for Renewal and SCI. Any changes to these funding models will change the ability of the Board to achieve the forecasted reductions.

Most of the above forecasts come from retrofit projects, equipment replacement and building repairs that are otherwise required. In total, they are estimated to save the Board \$850,000 per year in avoided utility costs once they are all complete. In addition to these projects, the following actions will be taken to maximize the likelihood of achieving these forecasts:

#### **Design, Construction and Retrofit Strategies**

» When retrofitting buildings, existing equipment will be replaced with efficient one.

#### **Operations and Maintenance Strategies**

» As part of the ECDM Plan, WCDSB staff will be monitoring electrical demand to reduce its peak consumption.

» Preventative maintenance procedures for inspection, frequency, and filter changes for all equipment will be followed.

» Preventative maintenance procedures for seasonal start up for cooling and heating systems were also developed and will be followed.

» The HVAC systems will be adequately maintained and operated in the most efficient and economical way. To reduce our energy consumption, the HVAC systems will only operate during times it is required to provide optimal comfort. For instance, the ventilation systems should be turned off and the temperature should be maintained until the end of the custodians' shift, where possible. When necessary, this setting can be overridden.

- » Development of a set of standards for existing building stock and new builds. Retrofitting standards for existing buildings are to include requirements for procurement, as well as operation and maintenance of energy efficient equipment and procedures. The Board strives to achieve total energy consumption of 12 ekWh/ft<sup>2</sup>, 15 ekWh/ft<sup>2</sup> and 20 ekWh/ft<sup>2</sup> for new elementary, secondary and administrative buildings respectively.
- » After school programs and community use of schools will be taken into consideration when programming lighting or mechanical equipment.

### **Occupant Behaviour Strategies**

- » Continuing to provide in-house training for custodians to operate equipment as technology advances.
- » Creating a culture where lights will be turned off when classrooms and common spaces are not in use.
- » Electronic equipment will be turned off and unplugged when not in use, particularly during longer periods such as summer months. This includes computers, monitors, printers, photocopiers, bright link devices, and kitchen appliances. Decreasing unnecessary use of energy, the same equipment will be reduced through consolidation (e.g., personal printers).

## **Energy Management Strategies**

A description of WCDSB historic, current, and proposed measures to reduce energy consumption including a forecast of expected results of current and proposed measures is described in sections below, under Figure 6. A detailed list of the measures implemented, the related costs, and the fiscal year that the measure was implanted within the board are outlined in Appendix D.

- » In 2008, WCDSB established the Environmental Committee Group. The role of the committee is to make recommendations to WCDSB Executive Council to ensure broad-based, long term sustainability. The committee consists of 10 members from various areas of the WCDSB. The Sustainable Development Committee meets quarterly and uses communication technology frequently to reduce the need for in-person meetings.
- » In 2009, the [Sustainable Development Policy](#) was created to establish sustainable practices and initiatives across the school system.
- » In 2011, WCDSB developed its first Energy Conservation Plan that contained energy conservation measures and best practices. The plan proposed indoor and outdoor lighting to be upgraded to more efficient lamps. The plan also included a temperature standard for heating and cooling. During winter months, heating was set at 22°C for classrooms, offices, and meeting rooms. Secondary school shops, gymnasiums, change rooms, washrooms, and corridors were set at 20°C. All buildings had their night temperature set at 18°C. Cooling was set at 27°C after the first week in July until the last week of August, except where summer school was in session. In response to the COVID-19 pandemic, the heating set points were changed from 21°C to 18°C from March until September.
- » The Board has been applying for incentive programs to support the implementation of energy efficient projects on a regular basis. Since fiscal year 2010-11, the Board received over \$200,000 in incentive funding from various agencies to support the implementation of energy efficient projects. The Board also uses the services of the sector's Incentive Program Advisor.
- » In 2013, through a partnership with a solar developer, WCDSB received an approval from the Ontario Power Authority to install 17 solar photovoltaic (PV) systems through the FIT2 program. The 17 sites

include: St. Agnes (100 kW), St. Benedict (325 kW), Canadian Martyrs (120 kW), St. Clement (60 kW), St. David (375 kW), St. Dominic (115 kW), St. Elizabeth (100 kW), Holy Spirit (175 kW), Saint John Paul II (145 kW), St. Kateri Tekakwitha (160 kW), St. Luke (200 kW), St. Mary (400 kW), St. Margaret (150 kW), St. Matthew (175 kW), St. Nicholas (180 kW), Resurrection (425 kW), St. Teresa of Calcutta (175 kW). These sites generate a total of 3380 kW of electricity that is being fed to the Ontario electricity grid.

- » As part of the Green Schools Pilot Initiative, WCDSB installed hot water solar panels at St. Mary's Secondary School. In addition, a 10kW solar PV system was installed at Monsignor Doyle Secondary School.
- » Social media presence was established in 2016 through the development of the [www.ecozone.wcdsb.ca](http://www.ecozone.wcdsb.ca) website and an associated twitter handle. The EcoZone website provides information on the Board's annual energy consumption, energy conservation projects, and sustainable initiatives and practices.
- » In 2016, an energy reduction target of 1% a year from 2013-14 levels was set to be achieved by 2023. In addition, a 20% GHG emissions target was set to be achieved by 2024 from 2014 levels. This goal was achieved in 2020.
- » In 2018, the Sustainable Development Policy was updated and renamed to [Environment, Education, Stewardship and Sustainability Policy](#). The goal of this policy is to enable and coordinate sustainable practices throughout the organization. The WCDSB is committed to achieving continual, measurable improvements in the environmental education, stewardship, and sustainability practices within its control.
- » The Environmental Committee meets every two months to discuss sustainable initiatives at the school and board office level. This year the Committee developed a short-term plan of action including a Board-wide Earth Hour and Earth Week Challenge.
- » In 2019, the Pope Francis Award for Ecological Leadership was created to recognize school staff members who actively demonstrate a love for creation and care for the planet in all their interactions.
- » In 2019, four ASHRAE II energy audits were completed at low performing schools to determine energy saving measures.
- » Facility Services meets regularly to discuss energy-related projects to ensure proposed targets are being met.
- » An internal process has been put in place to help address and track progress of energy goals. This allows for a continuous measuring and monitoring of energy use and GHG emissions.
- » WCDSB participates in the CSBSA Natural Gas Management and Advisory Service natural gas purchasing consortium to cut down on procurement costs.
- » Continuous promotion of energy conservation measures and sustainable practices.
- » Current construction and energy projects include indoor and outdoor lighting upgrades, energy efficient boilers, rooftop units, heat pump replacements, new energy efficient windows and doors. Several schools are also getting upgraded building automation systems (BAS).
- » Due to the COVID-19 pandemic, the scheduled running time was changed in the morning and evening from 1 hour to 3 hours before and after unoccupied time to allow for greater air exchanges in the building. Higher rated MERV air filters were added to the equipment, where possible, starting December 2020 to ensure safety for students and staff.
- » In 2020, preventative maintenance was done on all HVAC, air exchangers, unit ventilators and boiler systems.

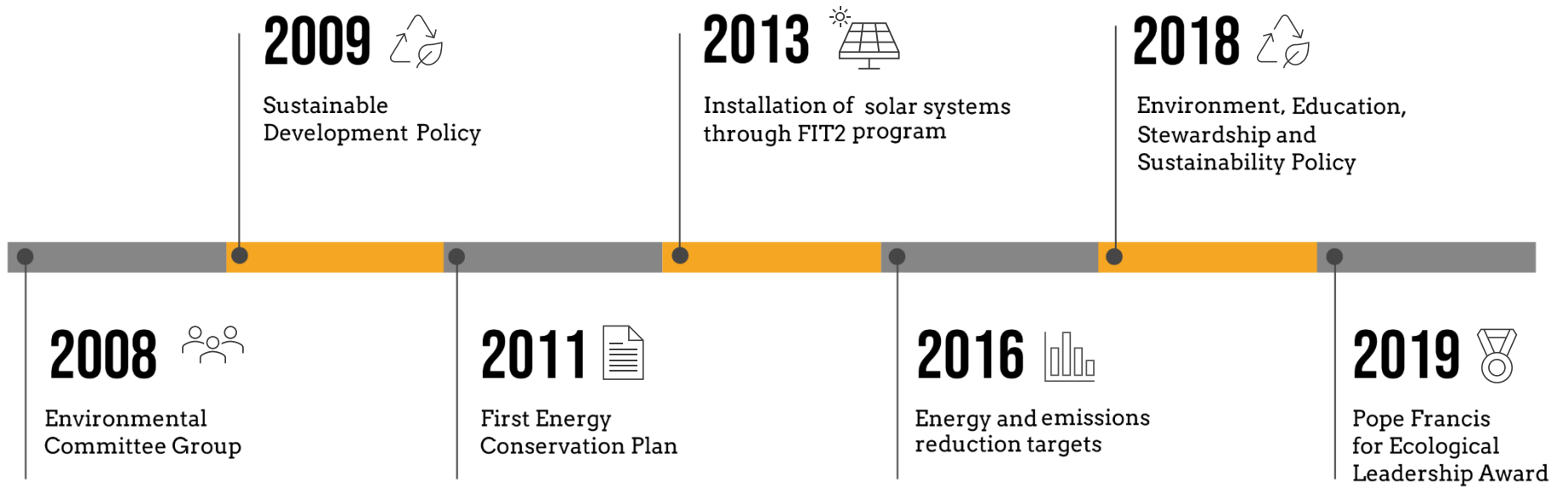
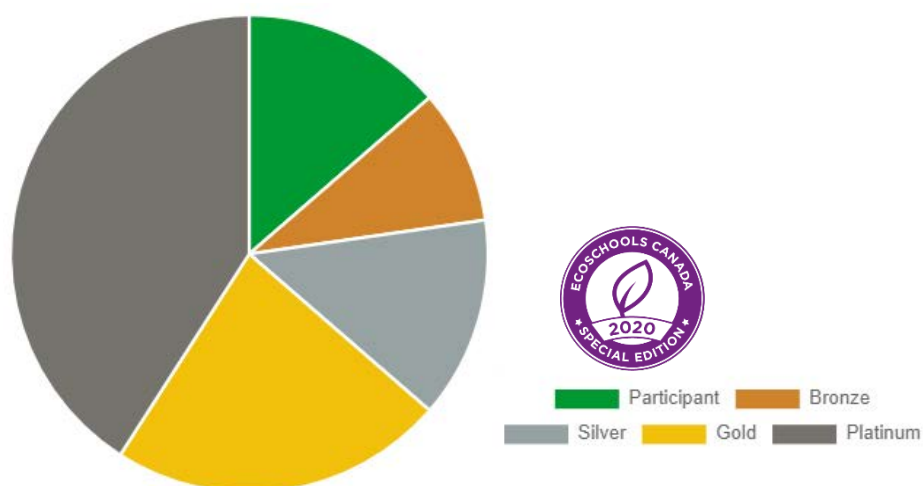


Figure 6: WCDSB Achievements

## Environmental Programs and Community Engagement

### Canada EcoSchools

Canada EcoSchools program has been instrumental in the development of sustainability education at the WCDSB. With the help of teachers and support staff at the Board's schools (particularly custodians), students are far more aware about the state of our natural environment and are tremendously engaged in environmental initiatives. WCDSB has put a lot of focus on student engagement and environmental programming. The Board continuously collaborates with local stakeholders such as local municipalities, not-for-profit organisations, charities, local colleges and universities, and businesses, to bring meaningful and hands-on sustainability experience. To support our student's experiential learning, we deliver customized workshops on topics included but not limited to waste diversion strategies, energy conservation practices, greening grounds, and food systems. In 2020, 47 of WCDSB schools received the 2020 Special Edition Seal for their participation in EcoSchools Program.



Source: EcoSchools Canada, 2021

### Food and Pollinator Gardens

Our students have enormous interest for pollinator and food gardens. Many of our schools grow pollinator flowers, veggies, herbs, and fruit in their gardens that they get to enjoy. Food gardens are an excellent way for community building and discovery-based learning. By growing their own food students learn the importance of eating healthy. As a result of the high demand for food gardens, in 2019, 15 garden beds were distributed to elementary schools. These garden beds were made by students from our five secondary schools. During 2019-2020 school year, several schools continued to grow food and offer their yields to the students and the community.

### Waste Reduction

Waste reduction and diversion strategies have been top priority for WCDSB. During the pandemic participation of these strategies and programs has been challenging; however, we hope that our schools will be able to continue their waste reduction practices soon.



## Pope Francis Award for Ecological Leadership

WCDSB is blessed with many leaders who heed the call of Pope Francis to implement both little everyday gestures and larger cultural movements towards a culture of care that halts environmental degradation (Laudato Si', #231). In 2019-2020, in recognition of their fantastic leadership, three Board members received the award: Marlene DeGroot-Maggetti, St. Mary CSS, Dorothea Kruger, St Michael CES, and Heidi Rudy St. Nicholas CES. These awards were made by a local artist Jennifer Van-Overbeeke.



## Community Research Projects

### Clean Air Quality Project

WCDSB along with Waterloo Region District School Board were selected to participate in a research project led by Dr. Hind A. Al-Abadleh at Wilfrid Laurier University and the City of Kitchener to study "The Effect of Declaring State of Emergency in Response to COVID-19 on Air Quality in the City of Kitchener". As part of this study, air quality at four different school sites (St. Bernadette CES, J.F. Carmichael PS, Suddaby PS, and Smithson PS) was monitored and compared to the air quality in the Victoria Park in Kitchener. The real time data can be accessed via the [Air Quality Kitchener's website](#).

The outcomes of the 2020 Clean Air Research Project revealed that students' and teachers' engagement in the Region is fundamental for maintaining good air quality levels and reducing air pollutants. Therefore, the second phase of this research project will take place in 2021-2022 and will include outreach and student engagement.

### Sustainable IT Procurement Policy

Between 2020 and 2021, WCDSB, along with several post-secondary education institutions and municipalities across the country participated in the Sustainable IT Procurement Policy project. This project was designed by Green Economy Canada in collaboration with HP Canada and the Regional Sustainability Initiative to support members with sustainable procurement practices. This project helped WCDSB in developing the next steps to review and revise its procurement practices.

## REFERENCES AND SUPPORTING DOCUMENTS

- ClimateActionWR. (2013). A Climate Action Plan for Waterloo Region: Living Smarter in 2020. Available online at:  
[https://www.fcm.ca/Documents/reports/PCP/2013/A\\_Climate\\_Action\\_Plan\\_for\\_Waterloo\\_Region\\_EN.pdf](https://www.fcm.ca/Documents/reports/PCP/2013/A_Climate_Action_Plan_for_Waterloo_Region_EN.pdf).
- EcoSchools Canada. (2021). <https://app.ecoschools.ca/>.
- Government of Canada. (2020). Canadian Net-Zero Emissions Accountability Act. Available online at:  
<https://www.canada.ca/en/services/environment/weather/climatechange/climate-plan/net-zero-emissions-2050/canadian-net-zero-emissions-accountability-act.html>.
- Ministry of Education. (2019). SB05: Regulatory Reporting: 5-Year Energy Conservation and Demand Management Plans; and Annual Energy Consumption and Greenhouse Gas Emissions Report. Available online at: [https://efis.fma.csc.gov.on.ca/faab/Memos/SB2019/SB05\\_EN.pdf](https://efis.fma.csc.gov.on.ca/faab/Memos/SB2019/SB05_EN.pdf).
- Ontario Centre for Climate Impacts and Adaptation Resources. (OCClAR). (2007). Go Green: Ontario's Action Plan on Climate Change. Available online at:  
<http://www.climateontario.ca/doc/workshop/2011LakeSimcoe/Ontarios%20Go%20Green%20Action%20Plan%20on%20Climate%20Change.pdf>.
- Sustainable Waterloo Region (SWR). (2017). Talk to Us about the RCI. Available online at:  
<http://www.sustainablewaterlooregion.ca/get-involved/talk-to-us-about-rci/>.
- Pope Francis. (2015). Laudato Si': On Care for our Common Home [Encyclical]. Available online at:  
[http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si.pdf](http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.pdf).
- Waterloo Catholic District School Board. (2020). Administrative Procedures Memorandum: APO 006 Purchasing Procedures. Available online at: <https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/04/APO006.pdf>.
- Waterloo Catholic District School Board. (2018). Multi-Year Strategic Plan. Available online at:  
<https://wcdsb.ca/wp-content/uploads/sites/36/2017/03/MYSP-2018-2021.pdf>
- Waterloo Catholic District School Board. (2020). APO025 Environmental Education, Stewardship & Sustainability. Available online at:  
[https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/04/APO025-00\\_EnviroEduStewardsSustain.pdf](https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/04/APO025-00_EnviroEduStewardsSustain.pdf).

## APPENDICES

### APPENDIX A: PROFILE OF WCDSB BUILDINGS

Building Name	Building ft <sup>2</sup>	Year Built
<b>Elementary Schools</b>		
Blessed Sacrament	39,522	1988
Canadian Martyrs	30,733	1967
Christ The King	26,237	1978
Holy Family	25,381	1959
Holy Rosary	50,916	1989
Holy Spirit	49,390	2002
John Sweeney	59,948	2003
Monsignor Haller	23,296	1971
Our Lady of Fatima	49,949	1959
Our Lady of Grace	22,131	1976
Our Lady of Lourdes	32,930	1948
Saint John Paul II	60,476	2010
Sir Edgar Bauer	47,165	1970
St. Agatha (closed 2017, sold 2020)	17,953	1955
St. Agnes	25,909	1956z
St. Aloysius	28,064	1954
St. Anne (Cambridge)	27,966	1965
St. Anne (Kitchener)	49,712	1947
St. Augustine	39,407	1991
St. Bernadette	27,454	1952
St. Boniface	22,162	1898
St. Brigid	54,517	2017
St. Clement	27,119	1969
St. Daniel	28,709	1958
St. Dominic Savio	44,303	1999
St. Elizabeth	39,590	1992
St. Francis	27,882	1968
St. Gabriel	45,897	2014
St. Gregory	25,517	1958
St. John	48,402	1929
St. Joseph	22,176	1959
St. Kateri Tekakwitha	40,205	1992
St. Luke	60,088	2002

St. Margaret of Scotland	38,115	1990
St. Mark	23,011	1978
St. Matthew	44,329	1995
St. Michael	30,390	1952
St. Nicholas	45,370	2002
St. Paul	35,032	1964
St. Peter	34,656	1963
St. Teresa (Kitchener)	30,545	1953
St. Teresa of Avila (Elmira)	26,763	1964
St. Teresa of Calcutta (Cambridge)	46,033	1998
St. Timothy	25,092	1981
St. Vincent de Paul	62,678	2018
<b>Secondary Schools</b>		
St. Benedict	200,985	1997
St. David	161,012	1965
Resurrection	201,850	1990
St. Mary	215,878	2002
Monsignor Doyle	150,720	1976
St. Louis Adult Learning & Continuing Education Centre (St. Francis Campus, closed 2019 - 2020)	14,651	1958
St. Louis Adult Learning & Continuing Education Centre	83,642	1957
St. Don Bosco Alternative Education (St. Mary's West Campus)	20,204	1965
St. Don Bosco	2,475	1974
<b>Administrative Buildings</b>		
WCDSB Catholic Education Centre	112,136	1955
Facility Services	34,179	1979

## APPENDIX C1: Planned Investments in Energy Efficiency FY2019-23 – Design, Construction, and Retrofit

	FY2019	FY2020	FY2021	FY2022	FY2023
<b>Lighting</b>					
High-efficiency Lighting Systems including Occupancy and Daylighting Sensing	\$300,000	\$260,000	\$100,000	\$815,000	\$200,000
Exterior Lighting – LED retrofits	\$17,959	\$25,000	\$25,000	\$25,000	\$25,000
<b>HVAC</b>					
Efficient Boilers (near condensing)	\$90,000	\$730,000	\$390,000	\$80,000	\$320,000
Energy Efficient HVAC Systems	\$1,990,000	\$939,000	\$1,190,000	\$1,715,000	\$1,460,000
Energy Efficient Rooftop Units	\$-	\$200,000	\$180,000	\$190,000	\$140,000
High Efficiency Domestic Hot Water	\$200,000	\$30,000	\$45,000	\$240,000	\$130,000
Energy Efficient Ventilation	\$1,605,000	\$975,000	\$633,000	\$590,000	\$950,000
<b>Controls and Automation</b>					
Building Automation Systems – New	\$80,000	\$-	\$-	\$-	\$-
Building Automation Systems – Upgrade	\$60,000	\$120,000	\$-	\$320,000	\$130,000
<b>Building Envelope</b>					
New Roofing	\$1,200,000	\$850,000	\$1,000,000	\$1,900,000	\$1,240,000
New Windows	\$275,000	\$-	\$-	\$-	\$-
<b>Total Investments</b>	<b>\$5,817,959</b>	<b>\$4,129,000</b>	<b>\$3,563,000</b>	<b>\$5,875,000</b>	<b>\$4,595,000</b>

## APPENDIX C2: Planned Investments in Energy Efficiency FY2019-23 – Operations and Maintenance

	FY2019	FY2020	FY2021	FY2022	FY2023
Policy and Planning					
Procures Only Energy Start Certified Appliances	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Energy Audits					
Energy Audit	\$40,000				
<b>Total Investments</b>	<b>\$43,000</b>	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$3,000</b>

## APPENDIX C3: Planned Investments in Energy Efficiency FY2019-23 – Occupant Behaviour Strategies

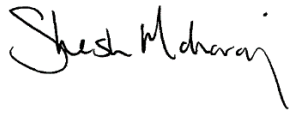
	FY2019	FY2020	FY2021	FY2022	FY2023
Training and Education					
Participate in Environmental Programs, such as EcoSchools	\$10,000	\$2,000	\$10,000	\$10,000	\$10,000
<b>Total Investments</b>	<b>\$10,000</b>	<b>\$2,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>

## APPENDIX C4: Planned Investments in Energy Efficiency FY2019-23 – Total Investments by Fiscal Year

	FY2019	FY2020	FY2021	FY2022	FY2023
Design, Construction, and Retrofit	\$5,817,959	\$4,129,000	\$3,563,000	\$5,875,000	\$4,595,000
Operations and Maintenance	\$43,000	\$3,000	\$3,000	\$3,000	\$3,000
Occupant Behaviour Strategies	\$10,000	\$2,000	\$10,000	\$10,000	\$10,000
<b>Total Investments</b>	<b>\$5,870,959</b>	<b>\$4,134,000</b>	<b>\$3,576,000</b>	<b>\$5,888,000</b>	<b>\$4,608,000</b>
<b>Estimated Annual Energy Savings (ekWh)</b>	<b>2,141,201</b>	<b>2,470,069</b>	<b>1,541,645</b>	<b>2,274,190</b>	<b>1,932,787</b>

## SENIOR MANAGEMENT APPROVAL OF THIS ENERGY CONSERVATION AND DEMAND MANAGEMENT PLAN

I confirm that Waterloo Catholic District School Board's senior management has reviewed and approved this Energy Conservation and Demand Management Plan.



---

Shesh Maharaj  
Executive Superintendent of Corporate Services

May 25, 2021

---

Date



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



**Recommendation:**

This report is provided as information only.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

Elena Weber-Kraljevska  
Energy Conservation Officer

Terri Pickett  
Senior Manager, Facility Services

Shesh Maharaj  
Executive Superintendent, Corporate Services

\*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Multi-Year Capital Renewal Plan – 2020/21, 2021/22, 2022/23, 2023/24

**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:**

Annually, the multi-year capital renewal plan is updated and presented to Trustees as information and then released to stakeholders.

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

Board Policy IV 009 “Asset Protection”

“The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked. Further...  
3. Subject plant and equipment to improper wear and tear or insufficient maintenance.”

**Alignment to the MYSP:**

Nurturing our Catholic Community

- Promote a culture of belonging and respect that support success for all.

**Background/Comments:**

As our buildings continue to age, major renovations and repairs are needed to ensure students and staff are safe and our buildings continue to be welcoming, operational and efficient spaces which support the communities in which they belong.

Over the previous school years, the Ministry of Education has continued to provide two sources of funding to support major repairs and renovations – School Renewal Allocation (SRA) Funding and School Condition Improvement (SCI) Funding. Both sources can be used for similar work but there are distinct differences as outlined below:



School Renewal Allocation (SRA) Funding is provided to allow school boards to revitalize and renew aged building systems and components. This includes replacing aged HVAC systems and roof replacement as well as installation of new building automation systems and air conditioning systems, improving accessibility and maintenance requirements such as painting, roof patching and asphalt repairs. There are no restrictions on its use except that the work performed must be capital in nature. For the 2020-2021 school year, School Renewal Allocation Funding totals \$3,818,279. Annual funding for school renewal has supported HVAC improvements, roof repairs, upgrades to electrical and plumbing systems, etc.

School Condition Improvement (SCI) Funding is provided to address the needs at schools that are expected to remain open and operating for at least 5 years. The monies allow schools boards to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle. Items eligible for the SCI funding will be identified through the ministry's School Facility Condition Assessment Program. School boards are required to direct 70% of their SCI funds to replace major building components and systems (roof, windows, HVAC plumbing, etc.). The remaining 30% can be used to address components and systems listed above or alternatively building interiors and surrounding site components. SCI Funding totals \$8,561,730 for the 2020-2021 school year.

#### Eligibility Criteria under SCI:

Categories	Restricted (70%)	Unrestricted (30%)
A. Substructure (e.g., foundations, basement walls)	Yes	Yes
B. Shell/Superstructure (e.g., roofs, exterior walls and windows)	Yes	Yes
C. Interiors (e.g., stairs, floor finishes, ceilings)	No	Yes
D. Services (e.g., plumbing HVAC, fire protection and electrical)	Yes	Yes
E. Equipment & Furnishings (e.g., <u>fixed</u> items only)	No	Yes
F. Special Construction & Demolition (e.g., hazardous waste removal)	No	Yes
G. Building Sitework (parking lots, site lighting, pavements, site utilities)	No	Yes

Funding received from SCI and SRA are not sufficient to meet all the high and urgent work identified in the building condition assessments. Accordingly, work will be carried out based on the greatest needs in the system. As the Ministry does not project funding amount, the Board is using the monies receive for the 2020-2021 school year as the base line figure for future renewal work in the Multi-Year Capital Plan. The attached multi-year plan was developed using the Facility Condition Information (FCI) data, building condition assessments, site visits, and feedback from Facility Services staff.

From time to time, projects and funding are deferred to a future year. This can occur due to atypical tender results, changes in market conditions, availability of contractors, timing of work being carried out, or changes in the scope of projects. Funding that is not used in a certain year is carried forward for use in subsequent years.

#### Note:

- Prior to the start of each project, the Construction Supervisor or designated Construction Staff will meet on site with the School Administrator to review scope of work.
- Consistent with commitments made within the Board's Multi-Year Strategic Plan, projects with components that include accessibility initiatives (AODA) are clearly identified.

In October 2020, recognizing that COVID-19 had created new demands for infrastructure investments a new, time limited COVID-19 Resilience Infrastructure Stream (CVRIS) funding was provided for school boards under the Canada Infrastructure Program. It combined both federal and provincial monies. Boards were invited to put forward proposals for consideration that would promote the health and well-being of students and staff in our buildings, improve facility condition (e.g., optimize air quality), enhance physical distancing and facilitate distance learning (e.g., network and broadband infrastructure). Approved projects must be started by September 30, 2021 and be substantially complete by December 31, 2021. The Board has been approved for 22 HVAC projects (including boiler, heat pump and unit ventilator replacements, HVAC upgrades, BAS upgrades, commissioning and



balancing of units; 19 portable replacement/refurbishing projects; 12 window replacement projects, 8 Automatic door opener projects and a variety of miscellaneous projects.  
CVRIS Funding totals \$8.162 mil.

The impact of COVID continues to be a factor in obtaining supplies and hiring contractors. With similar work being tendered by coterminous Boards, local colleges and universities and municipalities, school Boards brought their concerns regarding the stringent timelines to the Ministry who in turn relayed their message to the Federal government. As a result, the December 31, 2021 timeline is under consideration. If approved through an amendment to the bi-lateral agreement, all projects would have two additional years for completion. Other Ministry funding included the Federal Climate Action Incentive Fund and the Optimizing Air Quality and Ventilation (Phase 1 and Phase 2).

The Climate Action Incentive Fund (CAIF) was initiated to support energy efficient improvement and retrofits to schools in Ontario to reduce energy consumption, utility costs and carbon pollution. It was a time-limited, cost-matching program for eligible and approved expenditures incurred by school boards between May 15, 2020 and March 31, 2021. Projects which utilized this funding included St. Clement CES (unit ventilator replacement), St. Dominic CES (replacement of roof top units), St. Elizabeth CES (boiler replacement) and St. Gregory CES (roof replacement). CAIF funding totaled \$430,000.

Optimizing Air Quality and Ventilation Funding was provided in 2 phases. School Boards are expected to employ multiple strategies to support healthy and safe learning environments for students and staff. Monies from this funding was used to provide UV filtration units to classrooms, purchase replacement filters and bulbs for the UV units and upgrade our MERV rating on replacement filters from MERV 10 to MERV 13. Optimizing Air Quality and Ventilation funding - \$500,800 (each phase).

In addition to the school projects, the construction team has been working on the following projects:

- New St. Boniface School – scheduled to open September 2021 (includes a childcare centre and EarlyON Centre)
- Huron Brigadoon Project - \$10,321,990 (includes a childcare centre)
- East Kitchener (7-12 Project) - \$37,699,818
- South East Galt Project - \$8,652,378 (joint venture with Waterloo Region District School Board and the City of Cambridge)
- St. Agnes CES addition - \$6,016,673

### Recommendation:

This report is being present as information only.

### Prepared/Reviewed By:

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services and Chief Financial Officer

Terri Pickett  
Senior Manager of Facility Services

\*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.”



Location	Renewal Projects	Year	Funding Source
Facility Services, Holy Rosary, Our Lady of Lourdes, St. Augustine, St. Elizabeth, St. Peter	Window replacement	2021	<b>CVRIS</b> funding
Portable Work	Portable replacement/retrofit (19 total)	2021	<b>CVRIS</b> funding
Our Lady of Lourdes, Sir Edgar Bauer, Saint John Paul, St. Aloysius, St. Anne (K), St. Bernadette, St. Dominic, St. Teresa (E)	Automatic Door Opener (AODA)	2021	<b>CVRIS</b> funding
Facility Services, Monsignor Doyle, Our Lady of Lourdes, Resurrection, Saint John Paul, St. Aloysius, St. Anne (C), St. Anne (K), St. Clement, St. David, St. Dominic, St. Elizabeth, St. Gregory, St. John, St. Joseph, St. Luke, St. Mary's, St. Matthew, St. Teresa (E)	HVAC upgrades - can include one or more of the following: replacement or repair of portable units, roof top units, unit ventilators, heat pumps, boiler, exhaust system; control replacement; commissioning and balancing of systems	2021	<b>CVRIS</b> funding
Holy Spirit	Replacement of roof top units, exhaust system upgrades	2020-2021	SCI & <b>CVRIS</b> funding
John Sweeney	Replacement of roof top units, commissioning of system, washroom upgrades, floor, and ceiling replacement	2020-2021	Renewal, SCI & <b>CVRIS</b> funding
St. Agnes	Capital project (addition). HVAC upgrades, plumbing and washroom upgrades, expansion tank replacement, millwork, asphalt, and playfield repairs	2020-2021	Capital, Renewal & SCI funding
St. Kateri	HVAC upgrades, washroom upgrades, interior door, and hardware replacement (AODA), flooring and wall finishes, replace gym wall curtain, masonry repairs	2020-2021	Renewal, SCI & <b>CVRIS</b> funding
St. Louis Main Campus	HVAC & boiler replacement, lighting upgrades, plumbing and washroom upgrades, including AODA washroom, window replacement, flooring upgrades, millwork, ceiling replacement, fire alarm system upgrades, main switchboard upgrades	2020-2021	Capital & Renewal funding



St. Nicholas	Heating upgrades & commissioning of systems, plumbing & washroom upgrades, flooring upgrades	2020-2021	Renewal, SCI & <b>CVRIS</b> funding
Monsignor Doyle	HVAC and boiler upgrades, flooring upgrades, ceiling finishes, millwork, asphalt, and grounds repairs	2021-2022	Renewal and or SCI (TBD)
St. Anne (C)	Replacement of cooling generation systems, plumbing upgrades, interior door, and hardware placement (AODA), flooring upgrades, roof replacement	2021-2022	Renewal and or SCI (TBD)
St. Dominic	Heating upgrades, interior stair repair, exterior repairs to asphalt & parking, molok installation	2021-2022	Renewal and or SCI (TBD)
St. John	HVAC upgrades, electrical upgrades, masonry repairs, grounds repairs	2021-2022	Renewal and or SCI (TBD)
St. Luke	Flooring upgrades, exterior door replacement and wall repairs, asphalt repairs, air and water balancing, PA system upgrades	2021-2022	Renewal and or SCI (TBD)
St. Matthew	HVAC upgrades, domestic water distribution, washroom upgrades, fire alarm upgrades, flooring upgrades, ceiling finishes, asphalt repairs	2021-2022	Renewal and or SCI (TBD)
St. Teresa (E)	HVAC upgrades, BAS upgrades, lighting upgrades, exterior wall upgrades, flooring upgrades, millwork	2021-2022	Renewal and or SCI (TBD)
St. Teresa (K)	HVAC upgrades/replacement, fire alarm upgrades, washroom upgrades, millwork, ceiling and flooring upgrades, main switchboard replacement	2021-2022	Renewal and or SCI (TBD)
Canadian Martyrs	HVAC upgrades, electrical upgrades, flooring and wall finishes, exterior door replacement	2022-2023	Renewal and or SCI (TBD)
Facility Services	Boiler/HVAC upgrades including BAS system, plumbing upgrades, flooring, roof, and exterior wall repairs	2022-2023	Renewal and or SCI (TBD)
Holy Family	HVAC upgrades, domestic water pipe distribution, flooring, exterior door replacement, site work and asphalt repairs	2022-2023	Renewal and or SCI (TBD)
Our Lady of Fatima	Plumbing upgrades, flooring upgrades, exit door replacement, masonry work, roof replacement	2022-2023	Renewal and or SCI (TBD)
St. Mary's	HVAC upgrades, flooring and wall finishes, millwork, masonry repairs, exterior grounds repairs	2022-2023	Renewal and or SCI (TBD)
St. Paul	Heating upgrades, plumbing upgrades, interior door, and hardware replacement (AODA), millwork, asphalt repairs	2022-2023	Renewal and or SCI (TBD)
Our Lady of Grace	Mechanical equipment upgrades, lighting upgrades, floor and ceiling upgrades, exterior asphalt and play area upgrades	2023-2024	Renewal and or SCI (TBD)



St. David	Mechanical upgrades, lighting upgrades, skylight and window replacement, roof replacement, exterior grounds upgrades, millwork	2023-2024	Renewal and or SCI (TBD)
St. Michael	Mechanical equipment upgrades, lighting upgrades, exterior asphalt and play area upgrades	2023-2024	Renewal and or SCI (TBD)
St. Peter	Mechanical upgrades, lighting upgrades, floor replacement, roof replacement, exterior wall repairs, exterior grounds repairs	2023-2024	Renewal and or SCI (TBD)
St. Timothy	Mechanical equipment upgrades, floor and ceiling replacement, millwork upgrades, exterior asphalt & grounds repairs	2023-2024	Renewal and or SCI (TBD)



**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2020/21 French Immersion Review – Final 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:**

The recommendations of the 2017/18 French Immersion Program review concluded that a further update of the board's plans for French Immersion (FI) be completed by 2023, including a plan related to secondary FI. In May 2020, the Long Term Accommodation Plan identified undertaking an update in 2020/21. In October 2020, the 2020/21 French Immersion Review was initiated.

**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

**BACKGROUND/COMMENTS:**

The initiation report established that the 2020/21 French Immersion Review Committee (FI Review Committee) would be responsible for providing guidance and advice to the Executive Committee and Board of Trustees related to French Immersion programming and future accommodation issues. Specifically, the following factors were to be re-confirmed or addressed in this review:

- Elementary school organization (i.e., grade structure, single track, dual track)
- Grade 1 entry point
- Approach to Grade 1 application for FI
- Attendance of siblings in FI school





- Impact of transportation, as it relates to school organization
- Establish strategy for delivery of FI courses for grades 9 to 12 to meet secondary FI certificate requirements
- Review and confirm criteria for selecting new elementary FI location(s)
- Identify areas of future consideration for new elementary FI location(s)
- Establish criteria for selecting new secondary FI location(s)

## French Immersion Review Committee

The French Immersion Review Committee was comprised of the following members. Parent representatives were selected according to the selection criteria listed in the initiation report, based on applications received:

- |                     |  |
|---------------------|--|
| • Jennifer Passy    | Co-Chair, Manager of Planning                              |
| • Jennifer Kruithof | Co-Chair, FSL Consultant                                   |
| • John Klein        | Superintendent of Learning, Program & School Effectiveness |
| • Nadine Bachour    | Parent representative, English voice                       |
| • Christine Barbeau | Parent representative, French voice                        |
| • Jennifer Irwin    | Parent representative, French voice                        |
| • Barbara Morrison  | Parent representative, English voice                       |
| • Krista Nolan      | Parent representative, French voice                        |
| • Doreen Weise      | Parent representative, English voice                       |
| • Krista Mooney     | Elementary, Principal, Sir Edgar Bauer                     |
| • Philip Bruni      | Elementary, Principal, St. Anne Kitchener                  |
| • Rob Purificato    | Elementary, Principal, Our Lady of Fatima                  |
| • John Dietrich     | Secondary, Principal, St. Mary's                           |
| • Glenda Leusink    | Secondary, Principal, St. David                            |

The Committee met generally in accordance with the review schedule identified in the initiation report. Meeting #5 was rescheduled due to March Break being rescheduled to April.

## Public Consultation

### Public Meeting

On March 25, 2021, a Teams Live public meeting was broadcast. The meeting materials were available on-line prior to and remain available to view on the review webpage. The public meeting presentation provided an overview of the scope of the review, timeline, public input opportunities, the committee's draft recommendations on FI school organization, application process, treatment of sibling, transportation, site selection criteria and secondary course selection (Appendix A).

The Teams Live meeting was attended by 9 committee members, 9 staff, 1 Trustee and 15 members of the public.

### ThoughtExchange

A ThoughtExchange was launched on March 1 and ran until March 31, 2021. The summary report on the exchange is available [online](#).

The exchange asked: What are some important perspectives we need to consider as we continue to expand access to French Immersion in the district?

There were 76 participants in the exchange who shared 52 thoughts and 544 star ratings. 48 participants (63%) identified as parent/guardians, 25 (33%) as staff members, 3 (4%) as community member or other. Of the parent/guardian participants, it was an even split between those with children in FI and without.



By frequency, the most popular thoughts were about interest in expanding FI to more areas in the district, prioritizing attracting and retaining French qualified teachers, expanding access to FI in existing locations and providing more student supports in French (Figure 1).

Figure 1 - Total Number of Thoughts

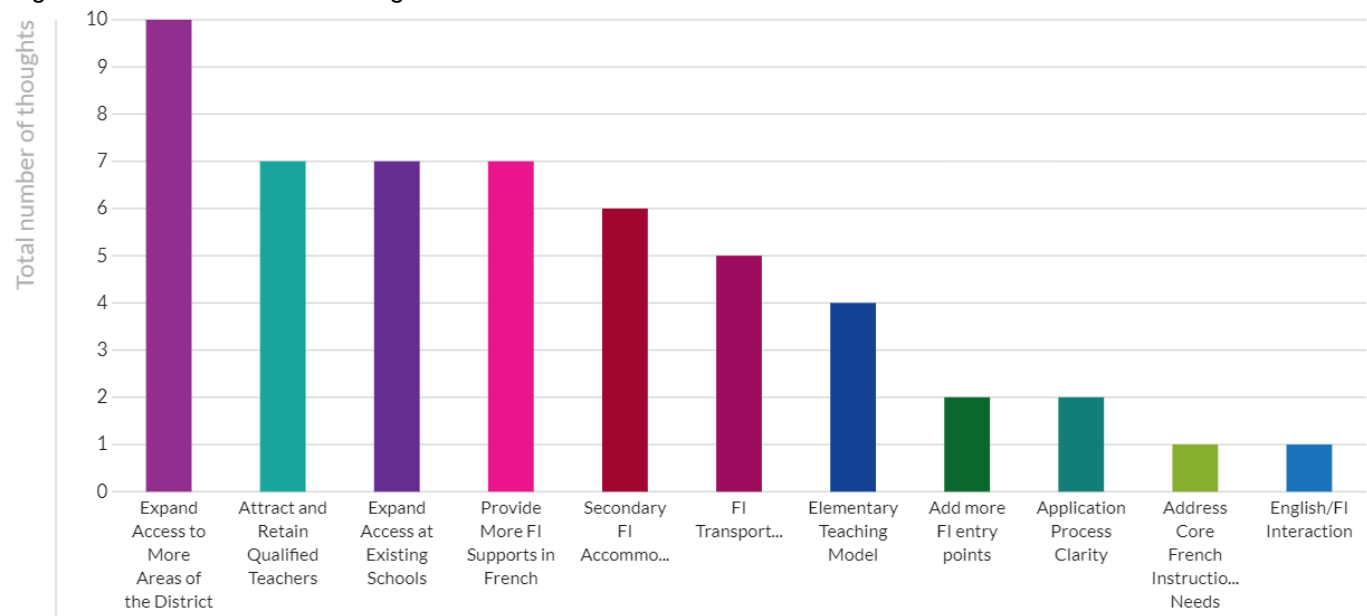
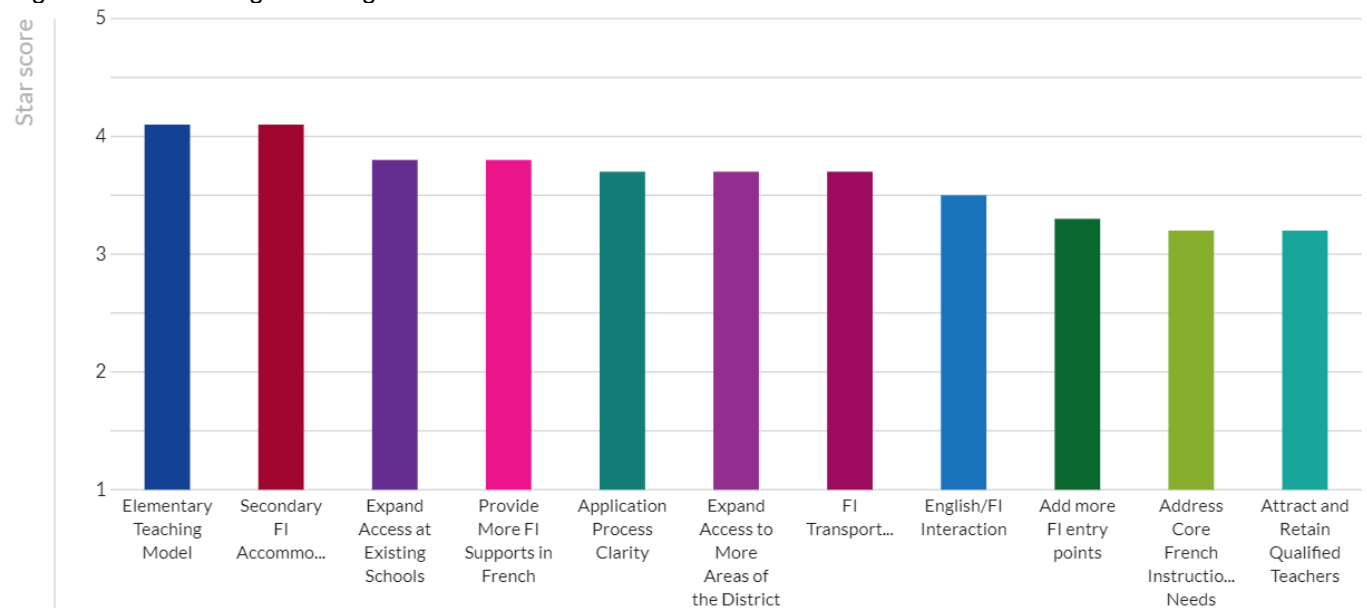


Figure 2 illustrates the star rating of thoughts. The highest rates thoughts focused on the elementary teaching model, secondary FI accommodation, expanded access to FI in existing schools, and providing more support for FI students.

Figure 2 - Star Rating of Thoughts



A more detailed examination of the elementary teaching model thoughts identified opportunity to clarify how the elementary program is staffed. The ideal is for a two-teacher team in elementary, allowing focussed instruction in



French, by French Qualified teachers. However, it is not always possible, based on cohort sizes to balance classes in this manner. The determination of team-teaching partners is a school-level decision made in consultation with the teaching staff. Cohort sizes influence how many classes and teachers are required. There are factors which influence the decisions around staffing and the ideal configuration is not always achievable.

*Quality and consistency If you are going to have the 2 teacher team (French/English). Keep it like this for all grades! Parent/Guardian*

*As a French Immersion teacher, I would like to have a say as to who will be my teaching partner as we are adopting the 2 teacher model. Because I have been blessed twice with 2 incredible working partners that had the same teaching philosophy as I. Why leave it to chance! Elementary Staff Member*

*With 1 cohort per school per year, as students get to junior, class sizes increase & split classes occur. Teachers can have up to 4 grades in 2 splits Teachers can't be their most effective teaching 4 curriculums to 4 age groups! A max of 2 grades should be allotted. Elementary Staff Member*

The first cohort of secondary FI students will start high school in September 2023. A focus of this review has been on identifying course configuration and location criteria for the selection of secondary location(s) for FI. The ThoughtExchange highlighted the intense interest in determining this direction.

*Parents need to know what high schools will offer French Immersion. Parent/Guardian*

*My daughter will be in the first cohort to graduate grade 8 in FI, what are the plans for high school? If the plans are not concrete I will send my daughter to KCI and then three years later my son will also attend KCI. You will lose students. Parent/Guardian*

*Students should have French immersion option in high school. Parent/Guardian*

*The high school is close. I.e.- St. David. St. David seems like a great school already and it has room to grow with population. It's important because our 3 kids would stop doing french immersion after grade 8. St. David hopefully is the school that will have Secondary French. Parent/Guardian*

The board has benefited from sustained interest in FI since 2015. Parents/guardians continue to express interest in adding more FI sites throughout the district and specifically adding FI capacity to existing sites was a reoccurring priority for many participants. The board must consider the immediate and long term impact of adding FI capacity at existing sites.

Increasing FI enrolment reduces the efficiency in the operation of our schools and places earlier accommodation pressure on those sites, which may drive portable placement. Year to year recommendations regarding Grade 1 enrolment respects the enrolment trends in schools, the sites' abilities to accommodate that enrolment and any temporary accommodation needs.

*Focus on offering more FI spots at present FI schools, before opening FI in new locations. Expanding this program at the current FI schools will give access to more people on the wait list, and allow for more grade 1 classes to be offered. Run multiple grade 1 classes where there is interest. Parent/Guardian*

*As siblings of FI students take up more spots in grade 1 classes, offer a 2nd grade 1 class to accommodate more new families. My child didn't get a spot at Holy Rosary & we feel like we have no real access to FI. Please consider running 2 classes for a more equitable access for new families. Parent/Guardian*

*Since the classes are far more likely to shrink over the years, start each Grade One cohort with as many students as want the program, no wait lists. Running enough Gr. 1 FI classes means that you will still have a reasonable cohort by Gr. 8. The first pilot class is now very small. Parent/Guardian*



*Offer smaller class sizes at FI schools, to accommodate more people on the wait list. Holy Rosary has many students on a wait list who, at present, are denied access to the program. Divide the overall number of applicants into 2 classes to ensure an equitable opportunity for all, not just a few. Parent/Guardian*

The board has researched and employed best practices in supporting students with an individual education plan (IEP). Student support may be provided by the classroom teacher (in French where applicable), or through withdrawal assistance from a special education teacher (in English), as determined by a student's specific needs.

*French teachers in the immersion program, planning time included need to speak be bilingual. This is important to teach students proper pronunciation and a wide variety of words. Parent/Guardian*

*IEP support for FI students Ensure students who are on an IEP are getting the educational supports they need for the French language. For example, appropriate software enabled. Parent/Guardian*

*There tends to be a socio-economic division between the French Immersion classes and the English speaking classes. It's important because there are more IEP's (modified) and behaviour concerns in the English speaking classes than the French Immersion ones. Parent/Guardian*

*More opportunities for enrichment in French Parent/Guardian All parents should feel that their kids are 'good enough' for French Immersion. All levels and abilities should be welcomed. Equity and Inclusion Elementary Staff Member*

## Program Considerations

### Elementary School Organization

The French Review Committee reviewed and evaluated the pros and cons of the board's current elementary school organizational structure. The board currently offers FI in dual track (English and FI) schools and the board's elementary schools are all JK-8. Therefore, FI may be offered for Grade 1-8 in one school.

The Committee's preference is that these principles be maintained. However, the board's proposed Grade 7-12 school may impact the ability to keep Grade 1-8 in one location.

The resultant recommendation from the committee prioritizes dual track schools and Grade 1-8 configuration, where possible. Schools offering FI should offer a grade configuration the same as the English programming in the same facility.

### Elementary French Immersion Application Process

Since its start, the board has offered FI starting at Grade 1, together with priority access for siblings of students already in FI, capping of entry cohort sizes based on facility/staffing limitations and conducting a lottery where interest in FI exceeds available space.

The French Review Committee reviewed the pros and cons of the Grade 1 entry point. The Committee identified that language acquisition as early as possible is preferred, Grade 1 remains an appropriate starting point for FI.

Sibling priority presents opportunities and challenges. The Committee grappled with maintaining this principle, based on the extent of interest in FI in existing schools. However, the Committee placed a priority on keeping siblings together, and supports the continued prioritization of FI sibling access in the application process.

As noted previously, staffing and accommodation considerations necessitate placing limitations on the number of Grade 1 FI spaces available year to year. Clearly communicating these limitations ensures that parents/guardians are aware of the parameters for FI applications. The Committee recognized the need to continue to manage FI enrolment and using capping together with an application lottery remains the preferred approach.



## French Immersion Out of Boundary Siblings

The board has historically prioritized keeping elementary aged siblings together in the same school. For students in FI this has meant prioritizing the attendance of younger or older siblings of FI students in the same school. Schools may be capped to out of area attendance of English students, however, siblings of FI students may continue to attend. It is suggested that the board continue to prioritize keeping siblings together, but that the administrative procedure which addresses admission of out of boundary students, be reviewed considering this priority relating to siblings of FI students.

## French Immersion Transportation

Transportation is not provided to French Immersion students residing outside of the host FI school's Regular Track/English boundary. Neither WCDSB nor Waterloo Region District School Board bus students for FI from outside the school's boundary. Bussing FI students can be difficult and costly based on their dispersal across the Region. The Committee is recommending that the board maintain its current no-bussing practice for non-eligible elementary students.

At this time, students attending secondary optional programs are not provided with bussing if they outside of a school's boundary. The Committee recognized that based on the size of the initial cohorts of FI students and the need to ensure program viability, congregating FI students in one school to start may be necessary. As such, limiting access to secondary FI may compromise the board's ability to offer secondary FI certification. The committee is recommending that the board study the costs of providing secondary FI transportation prior to November 2021 to inform the staff recommendation regarding secondary FI location selection.

## Secondary Course Selection

To obtain a FI certificate upon graduation, a student is required to successfully complete 10 credits in French. Four of those credits are French language, and the other 6 are in other subjects taught in French.

There was extensive discussion about the secondary course selection framework. As the board establishes secondary FI programming, it is an opportunity to establish a clear and consistent approach to secondary FI which respects the mandatory course selection obligations of students, protects flexibility for senior students' post-secondary pathways, and ensures that credits required for certificate completion can be delivered by French Qualified teachers.

Figure 3 reflects the preferred secondary course composition. The Committee has not determined the final option in Grade 11, rather has left that course to be determined based on cohort preferences closer to the first Grade 11 year.

Figure 3 - Secondary Course Composition

Grade	Grade 9	Grade 10	Grade 11	Grade 12
Courses	French Language	French Language	French Language	French Language
	Geography	History	Co-Op (2 credits) or	
	Introduction to Business	Civics & Careers	Leadership & Peer Support and	
			Additional Credit to be Determined	
Credit Accumulation	3	6	9	10



## Elementary & Secondary French Immersion Site Selection Criteria

The Committee undertook a SWOT (strengths, weaknesses, opportunities & threats) analysis to determine site selection criteria to guide staff decision making around future French Immersion locations. The Committee was not tasked with identifying specific locations for future elementary or secondary programs. That is a task left to staff based on the criteria established by the Committee.

For elementary FI, the committee prioritized criteria which alleviate enrolment pressure on existing FI locations, is reflective of where students reside who are applying to attend French Immersion, where long term enrolment patterns support decision making based on declining enrolment or opportunity to locate in future schools where growth is occurring, and to provide equity of access and opportunity to attend FI to minimize physical and other barriers to participation.

Figure 4 - Elementary FI Site Selection Criteria



The Committee has prioritized secondary site selection criteria based on the availability of space in existing schools, maintaining feeder school relationships, long term enrolment trends to avoid adding enrolment pressure to schools forecasted to be over capacity and to support offering FI in a range of neighbourhoods to provide equity of access and opportunity.

Figure 5 - Secondary Site Selection Criteria





## Areas of Future Consideration

Based on the site selection criteria identified by the Committee for elementary and secondary FI locations, staff will present information to the Board prior to January 2022 identifying the preferred location(s) of secondary French Immersion. The information will support the communication to the first cohort of FI students who will enter high school in September 2023.

Future Long Term Accommodation Plans will reflect this site criteria and identify opportunities for the board to consider additional elementary school sites for FI based on long term accommodation trends and future capital priorities.

## NEXT STEPS/COMMUNICATION:

This report has been posted to the 2020/21 French Immersion Review webpage and subscribers notified. The adopted recommendations will be posted online following the Board's consideration.

## RECOMMENDATION:

The following recommendations are provided for consideration of the Board on June 14, 2021.

1. That the Waterloo Catholic District School Board continue to offer French Immersion in Dual Track (English and French Immersion) elementary schools, and prioritize that French Immersion be offered in a Grade 1-8 configuration or a school configuration consistent with English programming in the same facility.
2. That the Waterloo Catholic District School Board continue to provide a Grade 1 entry point for French Immersion, and that available Grade 1 spaces be determined annually, based on facility and staffing limitations, and that a lottery be held, by site, where interest in French Immersion exceeds available space and that siblings of existing French Immersion students receive priority access when applying to attend French Immersion.
3. That consistent with the Board's priority to keep siblings together, the Board review APA003 – Admission of Out of Boundary Students to reflect the admittance of siblings of French Immersion students in a capped school.
4. That the Waterloo Catholic District School Board continue the practice of not providing bus transportation to elementary French Immersion students who reside outside of a school's English boundary.
5. That the Waterloo Catholic District School Board assess the impacts of offering transportation to French Immersion students living outside a secondary school's English boundary, and that a decision on providing transportation to these students be made prior to November 2021.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

John Klein  
Superintendent of Learning

Jennifer Kruithof  
FSL Consultant, Learning Services

Jennifer Passy  
Manager of Planning

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



minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





# **APPENDIX A**

## Public Meeting Presentation Slides



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

# French Immersion Review Public Meeting

March 25, 2021

Teams Live

# Agenda

1. Welcome, Opening Prayer & Land Acknowledgement
2. Introductions
3. Presentation
4. Question & Answer Period
5. Closing Prayer & Adjournment



# Feast Day of The Annunciation

*Spirit of love, linger long at the door of our hearts. Call to us time and again until we hear your voice and respond to you.*

*Teach us to listen for you in every corner of our lives and to await your messengers in the most unexpected situations and conditions.*

*Open our minds and our hearts so that we will respond as your servant Mary did. Help us to give you our “yes” even though our faith groans and wobbles with doubts and concerns.*

*Encourage us to recognize our fears when they rise up and give us the strength we need. Let us not give in to anxious trepidations when they bombard us with negativity.*

*Keep nudging us to move toward growth when our resistance holds us back. When we question the impracticality or the seeming impossibility of these nudges, give us wisdom and courage to let go of what restrains us.*





*Still and quiet our souls. May we hear the whisper of your divine call, asking us each day to accept the treasure of your life within us.*

*May the gift of Mary's own trustful response sing in our spirits. Gift us with the ability to move forward into the unknown, confident that you will guide and direct us.*

*Amen*

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.

We also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.

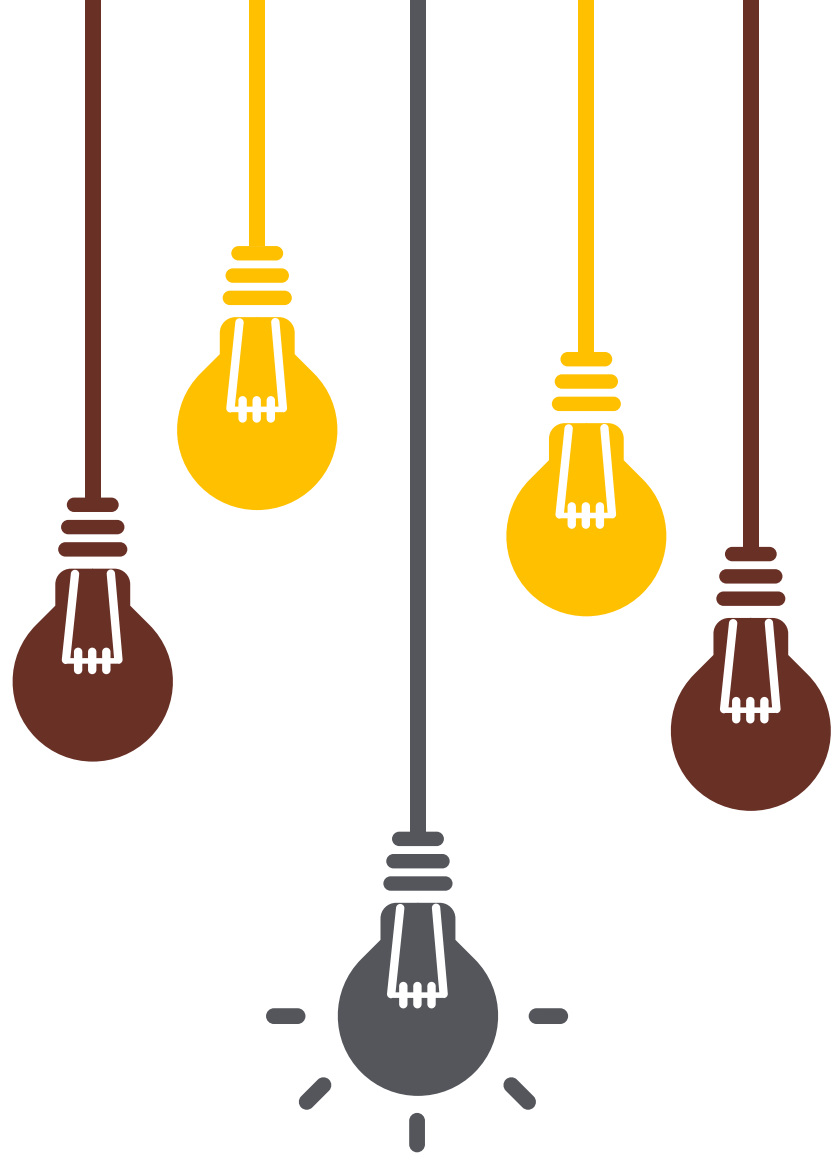
# More Information



## FI Review Website

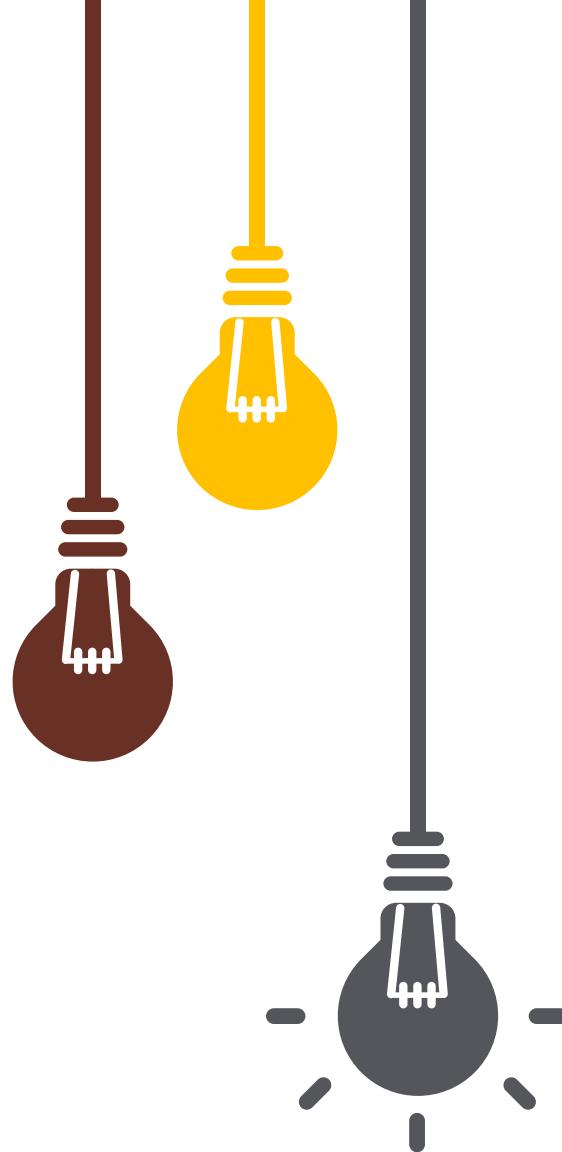
- Background Information
- Initiation Report
- ThoughtExchange (running until March 31<sup>st</sup>)





## **SCOPE – The review is to reconfirm or address:**

- Elementary school organization (i.e. grade structure, single track, dual track)
- Grade 1 entry point
- Approach to Grade 1 application for FI
- Attendance of siblings in FI school
- Impact of transportation, as it relates to school organization
- Establish strategy for delivery of FI courses for grades 9 to 12 to meet secondary FI certificate requirements
- Review and confirm criteria for selecting new elementary FI location(s)
- Identify areas of future consideration for new elementary FI location(s)
- Establish criteria for selecting new secondary FI location(s)

**GOALS:**

- To confirm the Waterloo Catholic District School Board's values and beliefs regarding French Immersion.
- To ensure that students in French Immersion receive equitable access to quality program.
- To update the French Immersion delivery plan which:
  - considers all Waterloo Catholic District School Board students and families,
  - respects fiscal and accommodation realities,
  - provides guidance and structure to future decisions related to program expansion and accommodation
  - is aligned with the Board's Long Term Accommodation Plan, and
  - provides a predictable and transparent method of locating programs.

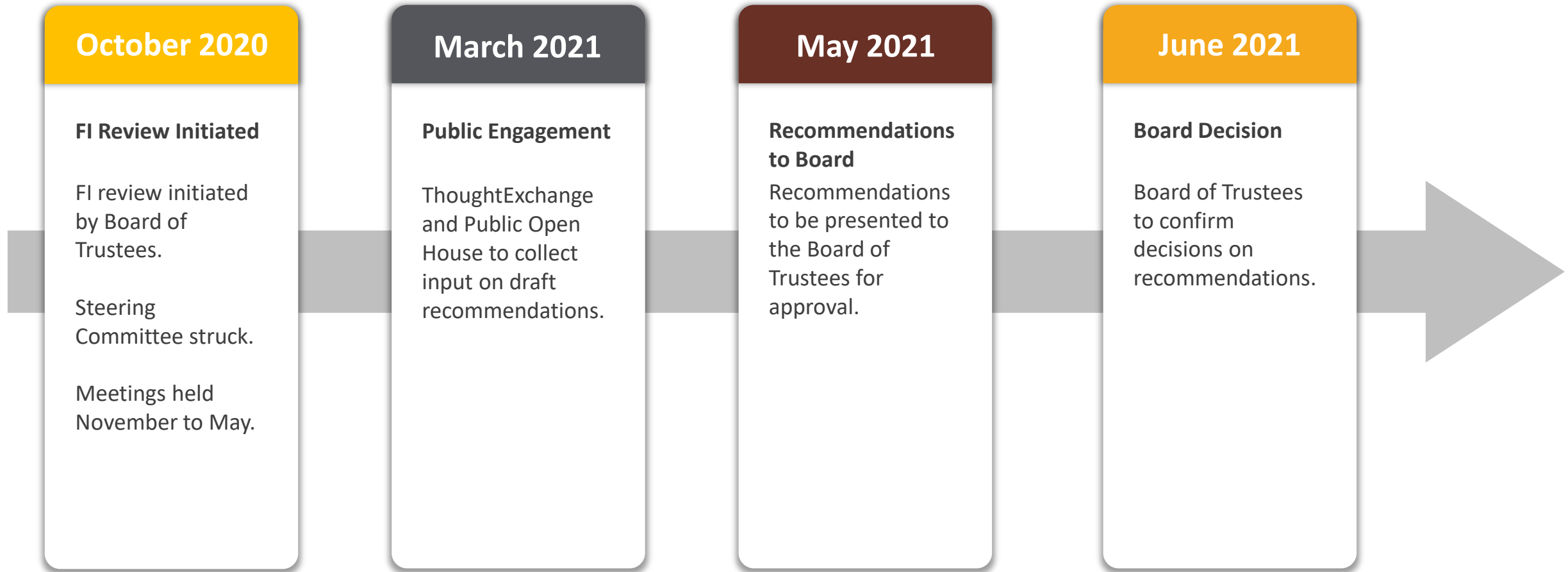
**OBJECTIVES:**

- French Immersion should enhance a student's educational experience.
- High quality, inclusive learning environment should be maintained for both French Immersion and English track students.

**CONSTRAINTS:**

- Based on projected enrolment, there may be insufficient space to accommodate students at the six existing French Immersion sites in the future.
- The staffing component related to attracting, developing, and retaining qualified FSL Teachers and support staff will be discussed internally by board staff and will not be discussed by the FI Review Committee.
- The ability to offer a variety of secondary FI courses to support retention of students in FI and achievement of the secondary FI certificate is affected by FI enrolment levels.

# FI Review Timeline



# Public Consultation

**ThoughtExchange**  
Board-wide  
ThoughtExchange to  
collect input on FI  
programming open until  
March 31, 2021.



**Public Meeting**  
WCDSB community  
invited to participate in  
Public Meeting.



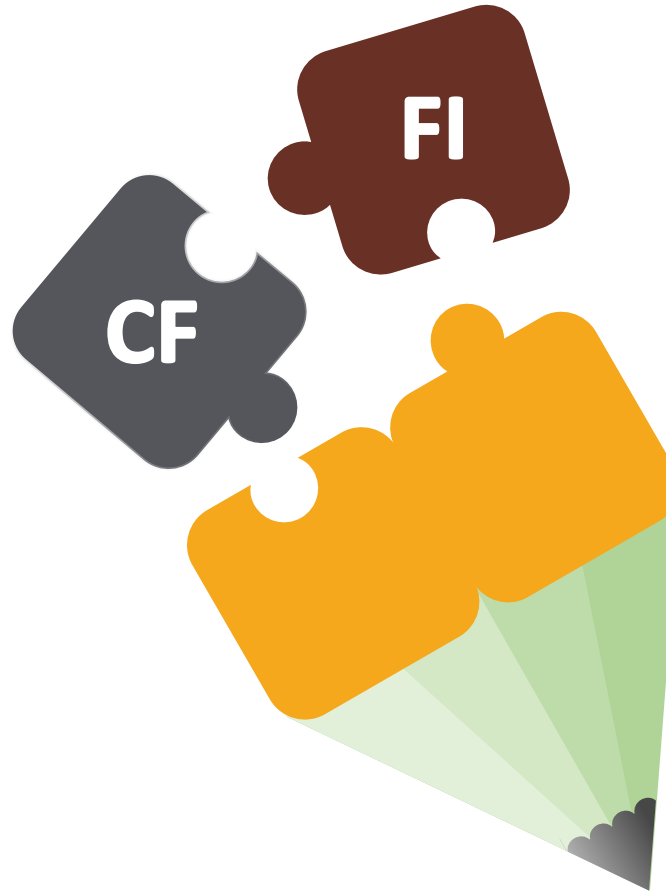
[planning@wcdsb.ca](mailto:planning@wcdsb.ca)



# French as a Second Language in WCDSB

## Core French

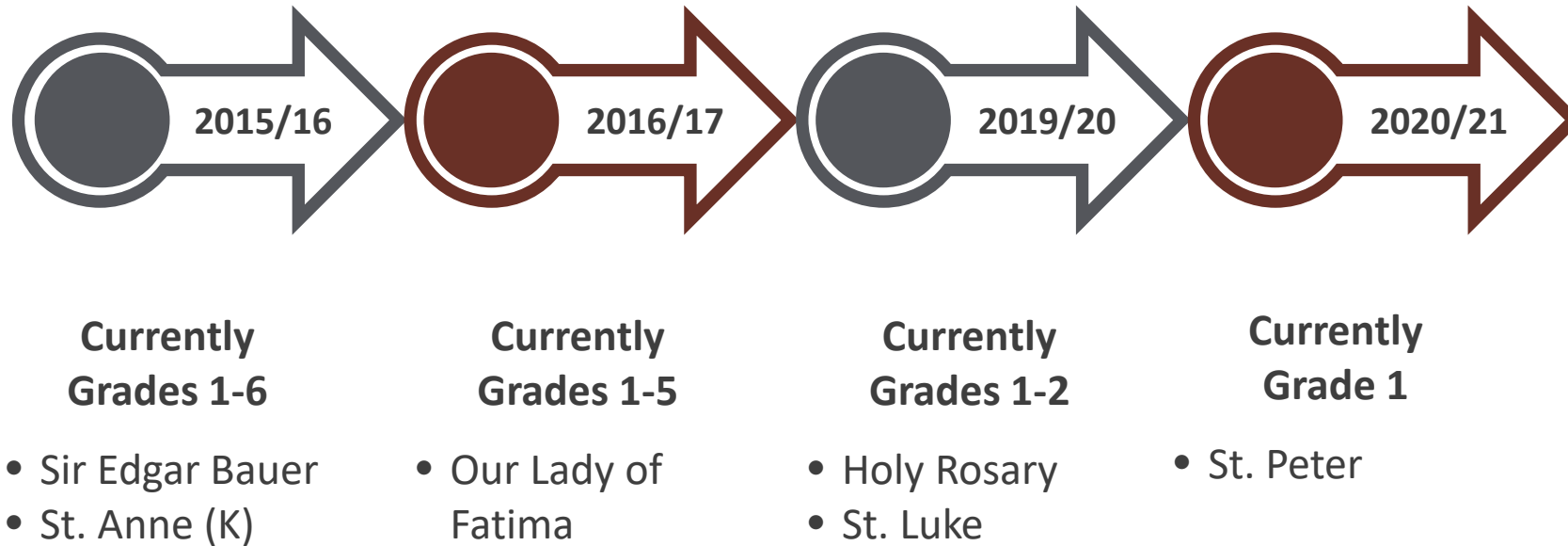
- Students learn French as a subject.
- Elementary students must accumulate a min. 600 hours of French by end of Grade 8.
- In high school, French is mandatory for Grade 9 and offered for Grades 10 – 12.



## French Immersion

- Elementary students learn French as a subject, and French is language of instruction in two or more other subjects.
- At the elementary level, at least 50 % of instruction is provided in French.
- At the secondary level, courses are offered for Grades 9 – 12
  - 10 credits in French: 4 FSL 6 are other subjects taught in French

# Evolution of FI in WCDSB



# Elementary School Organization

## Existing

- Dual Track
- Grade 1-8

## Proposed

- Dual Track
- Grade 1-8 (where possible)

### **Draft Recommendation:**

That the Waterloo Catholic District School Board continue to offer French Immersion in Dual Track (English and French Immersion) Elementary Schools, and prioritize that French Immersion be offered in a school with Grade 1-8, or school configuration consistent with English programming in the same facility.

# Elementary FI Application Process

## Existing

- Grade 1 Entry Point
- Enrolment capped based on facility/staffing limitations
- Lottery where interest exceeds available space
- That siblings of existing FI students receive priority access when applying.

## Proposed

- Grade 1 Entry Point
- Enrolment capped based on facility/staffing limitations
- Lottery where interest exceeds available space
- That siblings of existing FI students receive priority access when applying.

### Draft Recommendation:

That the Waterloo Catholic District School Board continue to provide a Grade 1 entry point for FI, and that available spaces be determined annually based on facility and staffing limitations.

That a lottery be held, by site, where interest in FI exceeds available space and that siblings of existing FI students receive priority access when applying for FI.



# Elementary FI Out of Boundary Siblings

## Existing

- Siblings of FI students may attend FI school with Out of Boundary permission.

## Proposed

- Siblings of FI students may attend FI school with Out of Boundary permission.

### **Draft Recommendation:**

That consistent with the Board's priority to keep siblings together, the Board review APA003 – Admission of Out of Boundary Students to reflect the admittance of siblings of FI students in a capped school.

# FI Elementary Transportation

## Existing

- Bus transportation not available to students living outside of an FI school's English boundary.

## Proposed

- Bus transportation not available to students living outside of an FI school's English boundary.

### **Draft Recommendation:**

That the Waterloo Catholic District School Board continue the practice of not providing bus transportation to elementary FI students who reside outside of a school's English school boundary.

# Elementary FI Site Selection Criteria

## **Location Alleviates Pressure on Existing Sites**

Strategically locating future site(s) and adjusting boundaries will address existing and projected pressure on existing facilities.

## **Equity/Range of Neighbourhoods**

Ensuring that future sites provide equity of access and opportunity will address physical and other barriers to participation in FI.



## **Application Interest**

Identifying location of applicants to assess geographic interest in FI will support assessment of future program viability.

## **Long Term Enrolment Patterns**

Prioritizing future sites based on long term enrolment patterns will ensure sufficient space within schools to accommodate enrolment growth.

*Note: specific sites are not identified and will not be identified through this process.*

# Secondary FI Site Selection Criteria

## **Availability of Empty Space**

Prioritizing future secondary school site(s) with surplus space will maximize use of available board resources and support course selection for English students.

## **Equity/Range of Neighbourhoods**

Providing equity of access and opportunity to FI will help address physical and other barriers to participation in FI.



## **Feeder School Relationship**

Maximizing Family of Schools relationship between elementary and secondary school locations will ease transitions and maximize retention of secondary students in FI.

## **Long Term Enrolment Patterns**

Selecting future secondary school site(s) for FI should consider long term enrolment projections and avoid adding enrolment pressure to overcapacity school(s).

*Note: specific sites are not identified and will not be identified through this process.*

# Secondary Course Distribution

Grade 9	Grade 10	Grade 11	Grade 12
<b>French Language + 2 credits</b>	<b>French Language + 2 credits</b>	<b>French Language + 2 credits</b>	<b>French Language</b>
<ol style="list-style-type: none"><li>1. Geography</li><li>2. Introduction to Business</li></ol>	<ol style="list-style-type: none"><li>1. History</li><li>2. Civics and Careers</li></ol>	<ol style="list-style-type: none"><li>1. Co-Op</li><li>2. Leadership &amp; Peer Support</li></ol>	
<b>3 credits</b>	<b>6 credits</b>	<b>9 credits</b>	<b>10 credits</b>

Accumulation of Credits Over 4 Years

# FI Secondary Transportation

## Existing

- Bus transportation not available to students living outside of an FI school's English boundary.

## Proposed

- Bus transportation for FI students living outside a FI school's English boundary be explored to support student retention and program viability in FI.

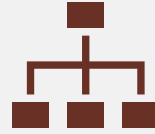
### **Draft Recommendation:**

That the Waterloo Catholic District School Board assess the impacts of offering FI students living outside an FI secondary school's English boundary transportation and that a decision on providing transportation to these students be made prior to November 2021.

# Public Consultation and Communication



SCAN ME



Board-wide ThoughtExchange



Public Meeting

# 2020/21 French Review Workplan



COMMITTEE TO CONTINUE  
MEETING



REVIEW INPUT AND FORMULATE  
RECOMMENDATIONS



PRESENT FINAL  
RECOMMENDATIONS TO TRUSTEES





**Quality, Inclusive, Faith Based Education**



**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2021 Abridged Long Term Accommodation Plan

**Type of Report:**

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

**Type of Information:**

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

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

A report on enrolment, demographic trends and potential school closures or reviews is required to be presented to the Board of Trustees annually to satisfy the provisions of Board Policy IV 010 - Facilities Accommodations. Further, the Board is to annually review the opportunity to accommodate facility partnerships in accordance with Community Planning and Facility Partnerships per APF012.

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

Board Policy 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.

Accordingly, without limiting the scope of the foregoing, the CEO shall not:

- Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as non-voting members of the Accommodation Review Committees.
- Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure"
- Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.
- Engage in facility partnerships without board approval.

**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 & Live Authentically

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



## Background/Comments:

The 2021 Abridged Long-Term Accommodation Plan (LTAP) provides an update on enrolment and demographic trends as they relate to future accommodation initiatives and provides a listing of strategic initiatives including potential boundary reviews, new schools, and additions/renovations.

While the current year impacted by Covid-19 has resulted in enrolment in both panels which did not meet previous projections, enrolment is projected to continue to increase in both the elementary and secondary panels over the next 10 years:

## PLAN HIGHLIGHTS

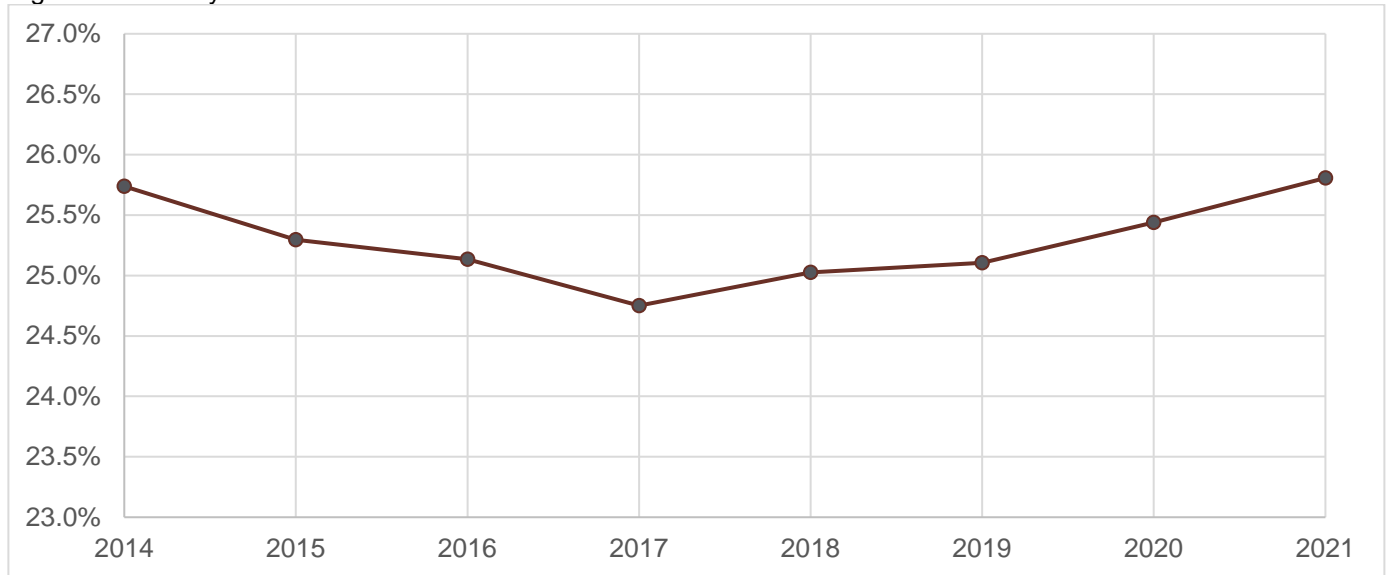
Highlights of this Abridged Long Term Accommodation Plan include:

- Four new capital priorities recommended for submission by May 21, 2021.
- Sustained enrolment growth will continue to require modifications to boundaries across the Region in the coming years.
- Staff are actively working to acquire school sites or are reserving sites in plans of subdivision to meet the board's needs.
- No planned school closures.

## ENROLMENT AND DEMOGRAPHIC OBSERVATIONS AND PROJECTIONS

The board's market share (percent of students in the Region attending WCDSB schools) as reported by the Ministry of Education and illustrated in Figure 1, has risen for the fourth straight year and this trend is expected to continue.

Figure 1 - Ministry of Education Enrolment Market Share Trend 2014-2021



The impact of Covid-19 on enrolment has differed between panels this year. Elementary enrolment declined by 0.6% in 2020/21 when compared with 2019/20 and is below estimates for the current year. Figure 2 illustrates elementary enrolment from 2014 to 2020 and the percentage change in enrolment year over year during the same period. The board's elementary full-time equivalent (FTE) enrolment was 16,725 as of October 31, 2020.



Figure 2 - Historical Board-Wide Elementary Enrolment

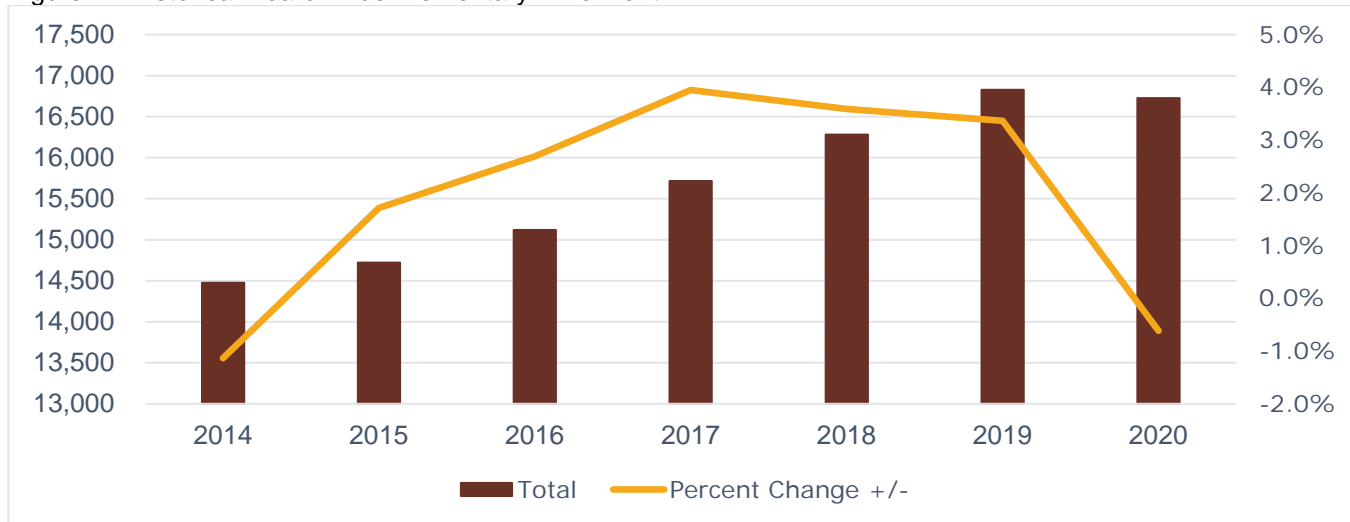


Figure 3 illustrates the board's historical secondary enrolment from 2014 to 2020 including the year over year percentage change. In 2020/21, secondary enrolment increased, despite the effects of Covid-19 on the board's enrolment. The board's secondary FTE as of October 31, 2020 was 7,241.

Figure 3 - Historical Board-Wide Secondary Enrolment

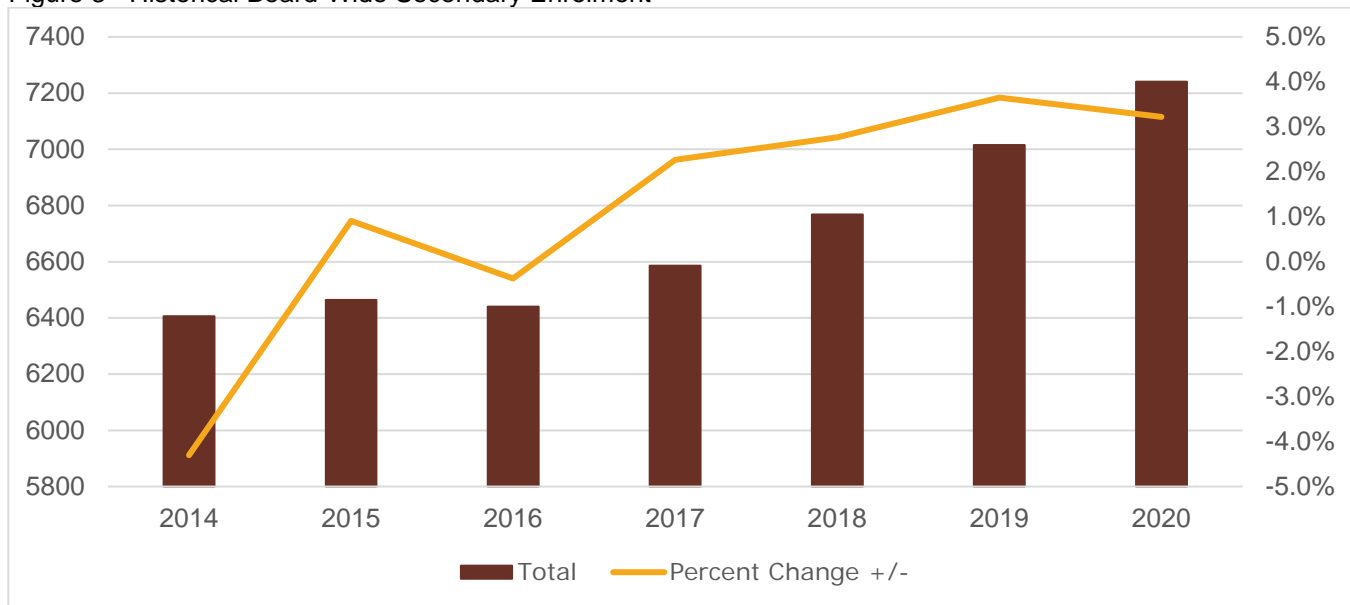


Table 1 provides a comparison between current year, five year and ten-year enrolment projections for both the elementary and secondary panels. The board projects continued growth over the next ten years, reaching a total board-wide enrolment of nearly 35,000 students by 2030.



Table 1 - Elementary and Secondary Full Time Equivalent 5 and 10 Year Enrolment Projections

	<b>2020/21</b>	<b>2021/22</b>	<b>2025/26</b>	<b>2030/31</b>
<b>Elementary</b>	16,725	17,561	21,061	23,294
<b>Secondary</b>	7,241	7,482	8,478	11,581
<b>Total</b>	23,966	25,043	29,539	34,875

Like Table 1, Table 2 provides five and ten-year forecasts by school. The projections do not account for any new schools under review or subject to future reviews, and as such, there are schools in Southwest Kitchener and elsewhere where enrolment will significantly exceed available capacity.

The construction of the new Huron-Brigadoon Catholic Elementary School and other funded projects will address several of the over-capacity accommodation pressures identified by Table 2, and Figure 4.

Projections are based on October 31, 2020 enrolment as a starting point. Various factors such as development, live birth data, regional projections, and historical retention rates by school and grade are also considered. Current year projections were not met due to Covid-19 impacts. Therefore, the projections are based on lower than anticipated current year enrolment. Since 2020/21 is being viewed as an anomaly, it has been excluded from any trends used in projections.

The result is a more conservative projection due to the low enrolment this year, but with growth anticipated due to historic trending. From the 2023/24 school year onwards, it is assumed that enrolment will be in line with projections prepared prior to the pandemic.

Tables 2 & 3 - Elementary and Secondary Enrolment & Utilization, provide a forecast of secondary enrolment to 2030/31. Like elementary, the projection does not account for any future changes based on funded capital construction. There is a slight downward adjustment in the secondary forecast due to Covid-19 uncertainty, but not as significant as observed in the elementary panel.

Figure 4 provides a graphic illustration of the current, five- and ten-year projections by elementary school compared with the schools' respective capacities. The graph is organized from smallest to largest school based on On-the-Ground (OTG) capacity.



Table 2 - Elementary Enrolment & Utilization and Available Pupil Places

Elementary School	OTG <sup>1</sup>	20/21	20/21 Util. <sup>2</sup>	20/21 Avail. PP <sup>3</sup>	21/22	21/22 Util.	21/22 Avail. PP	25/26	25/26 Util.	25/26 Avail. PP	30/31	30/31 Util.	30/31 Avail. PP
Blessed Sacrament	360	393	109%	0	451	125%	0	721	200%	0	1,061	295%	0
Canadian Martyrs	314	380	121%	0	399	127%	0	470	150%	0	528	168%	0
Christ the King	314	257	82%	57	263	84%	51	274	87%	40	302	96%	12
Holy Family	245	321	131%	0	342	139%	0	453	185%	0	573	234%	0
Holy Rosary	458	419	91%	39	447	98%	11	603	132%	0	644	141%	0
Holy Spirit	622	571	92%	51	555	89%	67	659	106%	0	816	131%	0
John Sweeney	614	739	120%	0	771	126%	0	835	136%	0	954	155%	0
Monsignor Haller	234	261	112%	0	270	116%	0	286	122%	0	381	163%	0
Our Lady of Fatima	504	390	77%	114	405	80%	99	503	100%	1	556	110%	0
Our Lady of Grace	265	378	143%	0	395	149%	0	517	195%	0	597	225%	0
Our Lady of Lourdes	337	315	93%	22	347	103%	0	448	133%	0	500	148%	0
Saint John Paul II	611	767	126%	0	778	127%	0	777	127%	0	921	151%	0
Sir Edgar Bauer	481	376	78%	105	400	83%	81	496	103%	0	600	125%	0
St. Agnes	288	394	137%	0	461	160%	0	749	260%	0	712	247%	0
St. Aloysius	363	431	119%	0	478	132%	0	605	167%	0	654	180%	0
St. Anne (Cambridge)	409	443	108%	0	456	111%	0	497	122%	0	647	158%	0
St. Anne (Kitchener)	521	578	111%	0	646	124%	0	832	160%	0	820	157%	0
St. Augustine	352	447	127%	0	432	123%	0	488	139%	0	524	149%	0
St. Bernadette	291	270	93%	21	293	101%	0	343	118%	0	418	144%	0
St. Boniface	136	195	143%	0	206	152%	0	298	219%	0	380	279%	0
St. Brigid	234	245	105%	0	259	111%	0	376	161%	0	382	163%	0

<sup>1</sup> OTG – Ministry rated On-the-Ground capacity of a school. Does not include portables.

<sup>2</sup> Util. – Facility utilization, expressed as enrolment as a percentage of OTG capacity.

<sup>3</sup> Avail. PP – Where enrolment is less than OTG, available pupil places is the resultant difference. Where enrolment is greater than OTG, available pupil places = 0.



Elementary School	OTG <sup>1</sup>	20/21	20/21 Util. <sup>2</sup>	20/21 Avail. PP <sup>3</sup>	21/22	21/22 Util.	21/22 Avail. PP	25/26	25/26 Util.	25/26 Avail. PP	30/31	30/31 Util.	30/31 Avail. PP
St. Clement	265	205	77%	60	220	83%	45	271	102%	0	315	119%	0
St. Daniel	317	492	155%	0	537	170%	0	725	229%	0	736	232%	0
St. Dominic Savio	444	504	114%	0	525	118%	0	601	135%	0	595	134%	0
St. Elizabeth	352	367	104%	0	371	105%	0	465	132%	0	511	145%	0
St. Gabriel	401	439	109%	0	485	121%	0	563	140%	0	603	150%	0
St. Gregory	242	160	66%	82	152	63%	90	178	73%	64	210	87%	32
St. John	502	481	96%	21	538	107%	0	619	123%	0	628	125%	0
St. Joseph	242	230	95%	12	243	100%	0	279	115%	0	322	133%	0
St. Kateri Tekakwitha	349	564	162%	0	583	167%	0	740	212%	0	884	253%	0
St. Luke	668	422	63%	246	425	64%	243	467	70%	201	506	76%	162
St. Margaret	314	315	100%	0	319	101%	0	379	121%	0	387	123%	0
St. Mark	245	322	131%	0	340	139%	0	380	155%	0	413	168%	0
St. Matthew	386	433	112%	0	451	117%	0	524	136%	0	585	152%	0
St. Michael	360	312	87%	48	324	90%	36	385	107%	0	463	129%	0
St. Nicholas	478	441	92%	37	432	90%	46	474	99%	4	457	96%	21
St. Paul	303	400	132%	0	443	146%	0	578	191%	0	562	185%	0
St. Peter	383	276	72%	107	270	71%	113	261	68%	122	318	83%	65
St. Teresa (Elmira)	271	186	69%	85	181	67%	90	211	78%	60	240	89%	31
St. Teresa (Kitchener)	291	240	82%	51	255	88%	36	323	111%	0	367	126%	0
St. Teresa of Calcutta	467	430	92%	37	436	93%	31	438	94%	29	507	109%	0
St. Timothy	291	279	96%	12	291	100%	0	370	127%	0	380	131%	0
St. Vincent de Paul	562	657	117%	0	684	122%	0	874	156%	0	950	169%	0
<b>TOTAL</b>	<b>16,086</b>	<b>16,725</b>	<b>104%</b>	<b>0</b>	<b>17,561</b>	<b>109%</b>	<b>0</b>	<b>21,337</b>	<b>133%</b>	<b>0</b>	<b>23,908</b>	<b>149%</b>	<b>0</b>

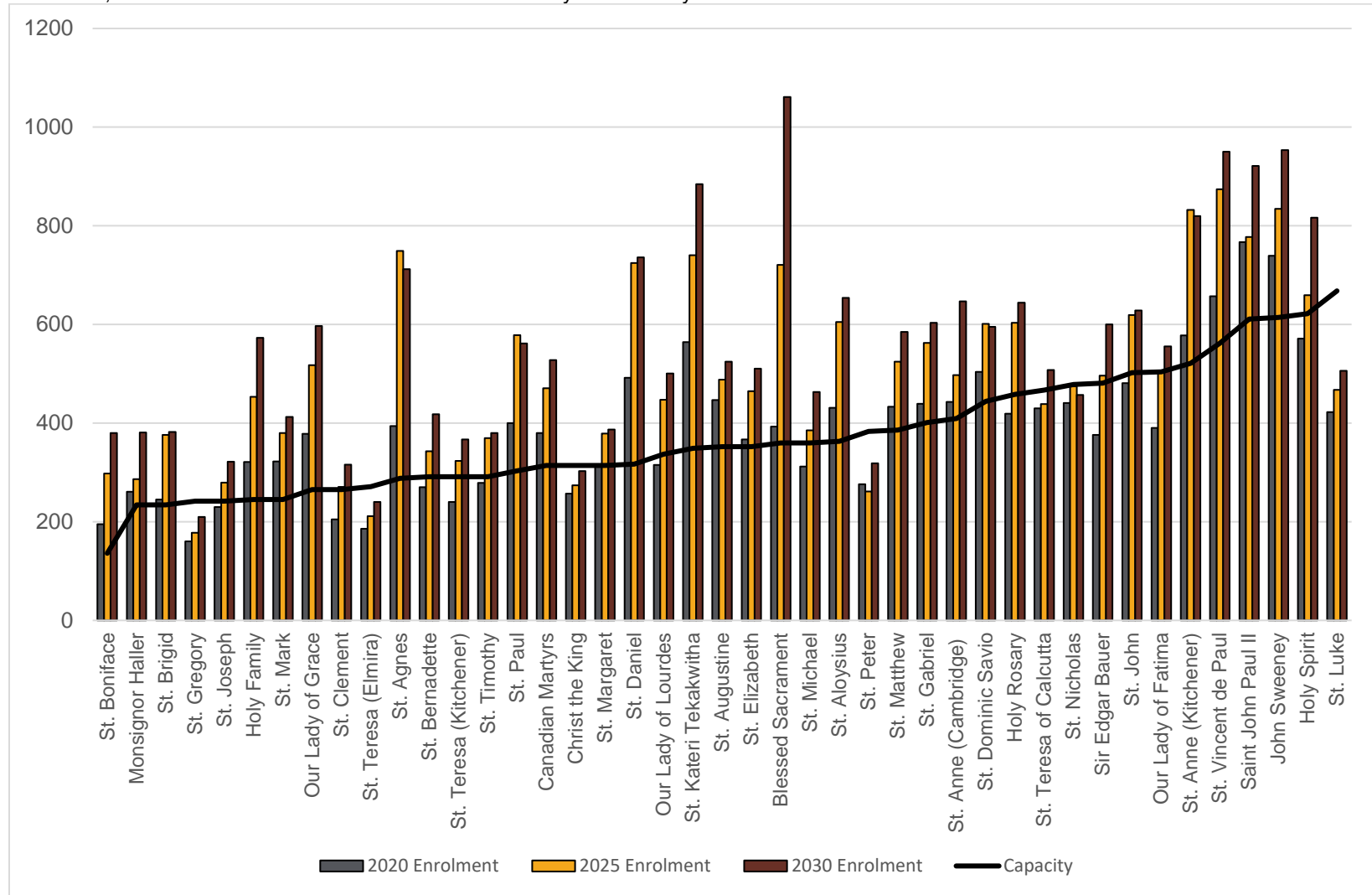
Table 3 - Secondary Enrolment & Utilization

Secondary School	OTG	20/21	20/21 Util.	20/21 Avail. PP	21/22	21/22 Util.	21/22 Avail. PP	25/26	25/26 Util.	25/26 Avail. PP	30/31	30/31 Util.	30/31 Avail. PP
Resurrection	1,245	1,548	124%	0	1,647	132%	0	2,006	161%	0	2,737	220%	0
St. David	1,050	949	90%	101	932	89%	118	997	95%	53	1,505	143%	0
St. Mary's	1,530	2,107	138%	0	2,198	144%	0	2,628	172%	0	3,549	232%	0
St. Benedict	1,458	1,617	111%	0	1,607	110%	0	1,720	118%	0	2,205	151%	0
Monsignor Doyle	1,029	1,020	99%	9	1,098	107%	0	1,032	100%	0	1,457	142%	0
<b>TOTAL</b>	<b>6,312</b>	<b>7,241</b>	<b>115%</b>	<b>0</b>	<b>7,482</b>	<b>119%</b>	<b>0</b>	<b>8,384</b>	<b>133%</b>	<b>0</b>	<b>11,453</b>	<b>181%</b>	<b>0</b>





Figure 4 - Current, 5-Year & 10 Year Enrolment and Utilization by Elementary School



## COMMUNITY PLANNING & FACILITY PARTNERSHIP OPPORTUNITIES

In addition to providing a picture of the school-by-school enrolment forecasts, Table 2 highlights those schools which meet the criteria for consideration of Community Planning and Facility Partnerships per APF012.

Since the presentation of the 2020 Community Planning and Partnership Report in November, two additional schools have been added to those which meet criteria listed in Section 2.1 of the administrative procedure. The impact of Covid-19 on current year and next enrolment forecasts has resulted in slightly lower enrolment than previously projected.

Section 2.1 of APF012 specifies the following as factors which may be considered when identifying suitable space for possible partnerships.

Schools where there are 200 surplus pupil places, or the school is at or below 70% utilization and this trend is expected to continue

- No accommodation review is expected within the next 3 years
- The space is not required for school resources or other board programming
- Size and configuration of the available space
- Ability to separate the partner occupied space from student areas
- Availability of separate exterior entrance
- Adequate parking for both the school and partner needs
- Site use restrictions
- Facility condition including the adequacy of utilities
- Municipal zoning bylaw restrictions
- Other criteria as appropriate

### St. Gregory

Meets the utilization criteria in 2020/21 and 21/22. However, St. Gregory has been identified as a school where a future boundary review is anticipated based on the review area imbalance caused by enrolment pressure forecasted at St. Augustine.

### St. Luke

Meets both the utilization and surplus space criteria to 2025/26. Surplus space in St. Luke has been allocated to central storage and other programming needs of the board and is not available for partnerships. Further, as French Immersion continues to grow into the school, enrolment is expected to increase.

### St. Peter

St. Peter meets the utilization criteria in 2025/26, however, as French Immersion enrolment was only added to the school in 2020/21, it is expected that enrolment will increase as the program gains popularity.

### St. Teresa (Elmira)

Meets the utilization criteria in 2020/21 and 2021/22, however, does not offer enough pupil places for a sustained period to support a partnership.

At this time, staff do not recommend pursuing any partnerships based on the limitations outlined above. However, as previously outlined in the November 9, 2020 report, co-build opportunities associated with any future school construction or additions should be considered. Notification of opportunities via the annual partnership meeting and direct notification of the partnership list occurred following the November presentation of the partnership report.

## STRATEGIC PRIORITIES

Several strategic priorities identified in the 2020 LTAP are complete or nearing completion this Spring/Summer, including:

- Construction of the new St. Boniface CES and associated child care and EarlyON centre



- Huron-Brigadoon Boundary Review
- Addition of French Immersion at St. Peter CES in September 2020
- Education Development Charge (EDC) Update
- Grade 7-12 Program Review
- French Immersion Plan Update
- Capital funding of the St. Agnes CES addition

The following list of strategic priorities has been identified to address recognized accommodation issues (Table 4).

Table 4 - Strategic Priorities

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E09: Kitchener East / S01: Kitchener-Waterloo	New School - Boundary Review	Canadian Martyrs, St. Daniel, St. Anne K, St. John Paul II, St. Mary's	2021/22	New East Kitchener 7-12	1,400 (400 elementary + 1,000 secondary)	Subject to availability of land.
E13: Cambridge Southeast Galt	New School – Boundary Review	Holy Spirit, St. Anne (C), St. Vincent de Paul	2022/23	New Cambridge Community Campus elementary school	354	Subject to availability of land.
E05: Rural West	Capital Priorities Request		2022/23	New Baden elementary school	250	Subject to availability of land and Capital Priorities Funding
E08: Kitchener Southwest	Capital Priorities Request		2022/23	New Doon South elementary school	350	Subject to availability of land and Capital Priorities Funding
E02: Waterloo East	Boundary Review	St. Luke & St. Matthew	2022/23			Monitor enrolment
E09: Kitchener East / S01: Kitchener-Waterloo	Boundary Review	To be determined	2022/23	New St. Patrick elementary school		Subject to availability of Capital Funding
E15: Rural South	Capital Priorities Request	St. Brigid	2022/23	4 Classroom Addition to St. Brigid	92	Subject to availability Capital Priorities Funding



Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E08: Kitchener Southwest	Capital Priorities Request		2022/23	New West Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
E06: Kitchener West E08: Kitchener Southwest	New School - Boundary Review	John Sweeney, New Huron-Brigadoon	2023/24	New Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
E14: Cambridge West Galt	Boundary Review	St. Augustine, St. Gregory	2023/24			Subject to availability of Capital Priorities Funding
E03: Waterloo Central	Boundary Review	St. Agnes, Sir Edgar, Bauer, St. Teresa (K)	2024/25			Monitor enrolment
E05: Rural West	New School - Boundary Review	To be determined	2024/25	New Baden elementary school	250	Subject to availability of land and Capital Priorities Funding
E11: Cambridge Hespeler	Boundary Review	St. Gabriel, St. Elizabeth, Our Lady of Fatima	2024/25			Monitor enrolment
E08: Kitchener Southwest	New School - Boundary Review	New Huron-Brigadoon, St. Timothy, St. Kateri	2025/26	New Doon South elementary school	350	Subject to availability of land and Capital Priorities Funding
E08: Kitchener Southwest	Potential WRDSB Partnership	To be determined	2025/26	Explore potential co-building opportunities with WRDSB	300	Subject to Partnership Discussions, availability of land and Capital Priorities Funding
E12: Cambridge North Galt	Boundary Review	St. Margaret, St. Teresa of Calcutta, Christ the King, St. Peter	2025/26			Monitor enrolment
E08: Kitchener Southwest	New School - Boundary Review	To be determined	2025/26	New West Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding



Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
District Wide	Education Development Charge Update		2025/26			June 1, 2026 by-law expiry deadline

### Land Purchases

Looking toward the coming year and beyond, the sites identified in Table 5 are priorities for the board to acquire to meet future growth-related accommodation needs.

The purchase year of East Kitchener, Rosenberg and Doon South have been deferred by one year to reflect ongoing discussions and approvals needed before the sites are available to purchase or under offer.

Table 5 - Future School Site Purchases

Project	Year	Site Area (ac)	Comments
East Kitchener 7-12	2021	17.00	Planning approvals required.
Rosenberg	2021	5.83	Plan registration pending.
Cambridge Community Campus (South East Galt)	2021	6.50	Subject to partnership discussions.
Doon South	2022	6.05	Reserved
Baden	2024	5.00	Draft plan not yet filed.
West Rosenberg	2024	5.00	Site being discussion

### Recommendation:

That the Board of Trustees approve the “2021 Abridged Long Term Accommodation Plan.”

### Prepared/Reviewed By:

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

Jennifer Passy  
Manager of Planning

\*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Special Education Update

**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)**

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

**Alignment to the MYSP:**

- Nurturing Our Catholic Community: Promoting a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement, and Innovation: Fostering maximum opportunity for success for all.
- Build Capacity to Lead, Learn and Live Authentically: Nurturing the well-being of all students and staff Indicate Priority area/strategic direction and goal(s)

**Background/Comments:**

The purpose of this report is to highlight the special education programs and services that are provided by the WCDSB in accordance with legislation and ministry policy on Special Education as well as to provide an update on the Strategic Goals of the MYSP as they relate to Special Education.



The 2020-2021 school year brought several challenges with respect to Covid and provincial lockdowns with two significant pivots to remote learning after both the Christmas and the April Break. In order to provide equitable access to learning opportunities for students as per the goal in the MYSP, technological devices were distributed to students with special education needs to access their learning. The number of SEA devices (Chromebook, laptops, ipads) totaled approximately 2,400 devices which consisted of both existing claims and new claims deployed this year. Training around the use of these devices consisted of 368 individual student training sessions and over 600 staff that received training. All WCDSB students and teachers continue to have access to Google Read & Write with a total of 14,000 accounts currently in place.

As a Ministry directive, students with special education needs that were unable to learn remotely were provided with the opportunity to engage in face-to-face learning at their home school site during the provincial lockdown. In total, of the 610 students who were invited to return to face-to-face learning, approximately 349 (elementary and secondary) did so and attended their home school or respective section program. All WCDSB elementary and secondary schools remained open during the lockdown and approximately 494 special education staff members (e.g., Special Education Teachers, Educational Assistants, Personal Support Workers, Child & Youth Care Workers) provided direct support and instruction to our most vulnerable students. The Ministry directive for school boards to support students with special needs in a face-to-face learning environment fell largely on school special education staff. WCDSB is truly grateful and proud of our special education staff who continued to display a high degree of professionalism, hard work and support over this past year.

Additionally, Student Services created an online learning website as a resource to both students and staff to support remote learning. Due to the pandemic, this past year Student Services experienced a significant increase in social work referrals regarding parent support, attendance, anxiety and student wellbeing. To support students virtually, Ontario Telehealth Network (OTN) licenses were secured for Psychoeducational Consultants, Speech & Language Pathologists and Social Workers to support students in completing assessments/consults virtually.

For the first part of the school year, our Psychoeducational Consultant team (3 Staff) provided their services remotely, impacting the support they typically provide. Our Psychoeducational Consultants provided 336 consultations (note: a student may receive more than one) through the collaborative team process to support understanding of the student profile, thereby also influencing the IEP. Due to remote support and Covid protocols, as well as being down a staff member, there was a significant impact on the number of assessments that were completed. An ongoing challenge is to find qualified applicants for our Psychoeducational Consultant posting as well as secure external contractors to complete assessments. Student Services was able to secure an additional 10 assessments through an external contract. We have recently created an invitation to tender for external contractors with the hope of securing more assessments to address the shortfall in assessments this year.

Another challenge this year was the inability to accurately measure the KPI of decreasing the achievement gap between students on an IEP and those not on an IEP. This is a result of both the implementation of our new Student Information System that needed to be re-integrated with our data system as well as not having current EQAO data as it was not implemented last spring. This will be a focus area for next year. In an effort to plan strategically to support student and staff, all Student Services disciplines created a logic model outlining specific measurable goals that align with both their discipline and the MYSP to improve student





well-being and achievement. All professional development provided by staff was a direct result of the goals highlighted in their logic model that align with the MYSP.

### **Community & ACTIVE Living Program Review**

A key focus for Student Services this past school year was a program review of the Community & ACTIVE Living Program in secondary schools. To solicit input from key stakeholders (e.g., staff, parents, students, community partners) a ThoughtExchange was created. A total of 82 participants provided 115 thoughts with 1167 ratings on valuable feedback. Common themes included a need for more independence skill building, more co-op opportunities, improved functional Math and Literacy and consistency amongst all schools regarding programming. A significant challenge for secondary schools being highlighted was that all K-coded courses do not have outlined ministry expectations. Rather, staff are required to develop their own expectations and programs for students.

In response to this, the Special Education Liaisons created curriculum expectations for both the Language and Math K coded programs. These were uploaded to IEP Writer so that teachers can use the expectations to guide instruction and assist with populating IEPs. It will also ensure consistency regarding programming across all secondary schools. Additionally, literacy resources were purchased for all secondary schools to support the Community & ACTIVE Living Program and secondary Special Teachers were in-serviced on the Benchmark Assessment System (BAS) literacy assessment.

Furthermore, the JobPath resource was purchased for all secondary schools and staff were in-serviced on how to implement the program. This resource will be used to complement the World to Work program at each school and provide a curriculum with clear expectations.

### **Staff Professional Development**

The goal of the Special Education Staff Development Plan is to build capacity, skills and knowledge for Administrators, teachers (Classroom and Special Education teachers), Education Assistants and professionals to ensure that high quality programs and services are provided for our students and complies with legislation and ministry policy on special education. The school year brought challenges with respect to the opportunity to bring staff together for professional learning opportunities due to adhering to Covid safety protocols. However, Student Services was creative in responding to student and staff need by providing professional development opportunities through virtual meetings, posted resources and prerecorded presentations. The outlined professional development information and statistics is provided as evidence/KPI as per the MYSP in relation to the goal of “Providing PD on how we know the learner”.

### **Professional Development for Support Staff (Educational Assistants, Child & Youth Care Workers and Personal Support Workers):**

September 2020:

- ☐ Health and Safety Protocols





- ☐ Behaviour Management Systems (BMS)
- ☐ Universal Supports for COVID Specific Skill Building
- ☐ Supporting Transitions
- ☐ Behavioural Skills Training (CYCW only)

October 2020:

- Behaviour Management Systems (BMS)
- Universal Supports Part 3- Applying US Strategies During Challenging Behaviours
- Read & Write Basics
- FASD Training
- Creating Interactive Google Slides
- Teacher Talk Session 1
- Behavioural Skills Training (CYCW only)

January 2021:

- Behaviour Management Systems (BMS)
- Teacher Talk Session 2
- Universal Supports Part 3- Applying US Strategies During Challenging Behaviours
- Literacy & Read & Write
- Ready Made Resources in Boardmaker
- Behavioural Skills Training (CYCW only)

February 2021:

- Behaviour Management Systems (BMS)
- Augmentative Communication & Literacy
- Universal Supports Part 3- Applying US Strategies During Challenging Behaviours
- Advanced Boardmaker
- Literacy & Read & Write
- Behavioural Skills Training (CYCW only)

June 2021:

- Behaviour Management Systems (BMS)
- Universal Supports Part 3- Applying US Strategies During Challenging Behaviours
- Talkability
- Behavioural Skills Training (CYCW only)

Board Certified Behaviour Analysts (BCBA) and Applied Behaviour Analysis (ABA) Facilitators have developed and delivered a series of professional development sessions (as listed above) and supplementary resources to build capacity in the area of Behavioural Skills Training (BST). BST is an evidence based four step procedure that can be applied to teach any new skill. The four steps include: Instruction, Modelling, Role Play and Feedback.

In addition to this, BCBA/ABA Facilitators have developed and delivered a series of trainings for all Child & Youth Care Workers using the evidence-based PEERS Curriculum for School Based Professionals. The



PEERS curriculum is designed to support students in the development of social skills. Further to this training, CYCW's in our secondary schools have been running PEERS groups across the school year. Under the constraints of COVID-19, to date, PEERS groups have run across four Secondary sites, targeting a total of 31 students. The future roll out of PEERS for Pre-schoolers will be available to all Elementary school teams, with the support of a BCBA, once the program is finalized and training of staff is complete. The PEERS curriculum supports the MYSP goal "Focus on fostering belonging/inclusion in all school environments".

Finally, resources have been developed for all staff to support the knowledge and understanding of the role of an Educational Assistant and Child and Youth Care Worker at Waterloo Catholic District School Board. These resources will help Administrators, Special Education Teachers and Classroom Teachers best utilize the skill set and maximize the impact of Support Staff.

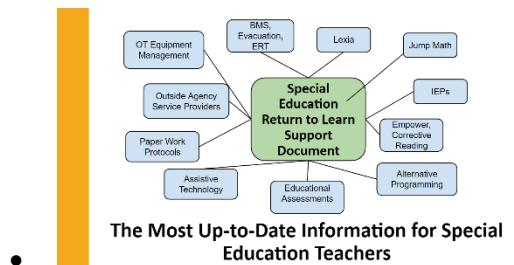
### **Professional Development for Special Education Teachers:**

#### ***All Staff***

- Return to Learn: Ensuring Inclusion, Equity, and Well-Being at Waterloo Catholic District School Board

#### ***Special Education Teachers***

- IEP Writer for teachers new to Special Education
- Opening In-services: Return to Learn
- Jump Math for Elementary Special Education Teachers
- Empower Decoding – Completion of Training
- KTEA Educational Assessment Tool – Teachers new to Special Education
- Using BLAM (Balanced Literacy Assessment Measures) to support struggling readers
- Assistive Technology Training
- Adapt/Pivot/Shift: Preparing for a shift to virtual learning
- When Interfering Behaviour Happens: The role of the special education teacher
- Digging Deeper into Universal Supports
- Benchmark Assessment System Training for Community and Active Living Teachers
- BMS Refresher for Special Education Teachers



#### ***Special Education Assistive Technology Resource Teacher***

- A-Tech Training: Student SEA LD Read and Write Training: 368 students, 418 Staff
- Bridges Canada: iPad and Boardmaker Training: 198 Staff



- Large Group PD Sessions: 13
- Staff Trained at PD Sessions: 512

### ***Benchmark Assessment Systems:***

The Benchmark Assessment System is a literacy tool that we have implemented at the Secondary level within our Community and Active Living classrooms. The BAS assists educators in determining reading levels so that we can provide responsive academic programming in the area of literacy. In collaboration with Program Services, we provided training for all special education teachers in our Community and Active Living programs. Beth Wolf, Literacy consultant Gr 4-10, extended our learning further by providing modelling sessions for each of our Secondary schools. Further training will occur in Fall 2021 where we will focus on the results of the assessment tool and determine next steps, based on the individual student's area of need (e.g., decoding, comprehension, fluency, etc.). To support this initiative, many literacy resources were also purchased for each of our secondary schools that consisted of high interest, low vocabulary reading materials and teacher resources that focused on reading comprehension strategies.



### **Mental Health Supports & Professional Development:**

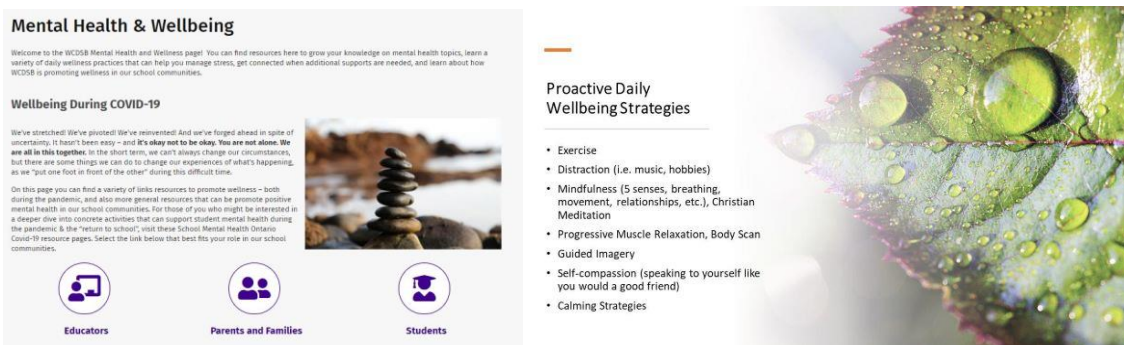
Our Mental Health Lead focused interventions under three key priority areas including improving organizational conditions to support mentally health schools; supporting educators and staff to promote student mental health and wellbeing in classrooms; supporting students and caregivers to have access to resources supporting mental health and wellbeing, and pathways to Tier 2 and 3 supports when mental health needs arise. These initiatives are in alignment with the strategic direction of "Nurturing the wellbeing of all students and staff "outlined in the MYSP.

Some of the key activities supporting these goals are as follows:

- Launched School Mental Health Ontario (SMHO) Resources such as: the Mentally Healthy Return to School tool Kit, After the First 10 Days of School and Beyond, Faith and Wellness, Supporting Mentally Healthy conversations about Anti-black racism, Virtual Field Trips
- Launched the Mental Health Literacy in Action course offered by SMHO for teachers, social workers, ECE's, CYCW's and EA's.
- Provided resources for Board wide initiatives to promote knowledge, help-seeking and combat stigma: Bell Let's Talk Day, Mental Health Week, Anti-bullying Week, Catholic Education Week.
- Imbedded wellbeing messaging into Staff PD opportunities and Parent Council Presentations
- Staff and families, upon educator or social work recommendation, were provided GoZen licenses to promote mental health literacy programming in elementary schools.



- Collaborated with community partners to launch family focused resiliency activities during school breaks (12 Days of Christmas Activity, April Wellbeing Passport).
- Collaborated with CSAC Heads to design “Participation” PROGrant parent workshop series that included wellbeing themes for parents and students (mindfulness, gratitude, resiliency, calming practices, parent-child connection)
- Created CEC Resource Library section on socioemotional literacy and resiliency skills.
- Pivoted to Living Works Start online suicide awareness training for targeted staff groups.
- Expanded the Board’s Mental Health and Wellbeing webpage including content for staff, students and families (2940 Unique Page views, 977 return views, average time per page 3 min 22 sec). Links added to Highschool webpages and animated video to launch the webpage & promote help seeking for parents and staff.
- Help seeking and mental health and wellbeing information made accessible through virtual flyer sent through school messenger, D2L, school newsletters, social media.



Our School Social Workers who deliver Tier 2 and 3 mental health support, between September and April 30, 2021, served a total of 1,995 students (1,239 at Elementary, 346 at Secondary). Social workers provided an additional 76 student’s consultation as requested by and through Administrators. Often, students and their families experience a multitude of reasons for service impacting school. Through relationship, Social Workers assess these various factors, and in partnership with families and students determine appropriate interventions including support to access community service providers.

At Elementary, the top 5 reasons for referral were:

- Parenting support
- Attendance
- School/Home Collaboration
- Anxiety
- Mood concerns (i.e., Depressive symptoms)

At Secondary, the top 5 reasons for referral were:

1. Attendance
2. Mood concerns (i.e., Depressive symptoms)
3. Anxiety
4. Parenting Support
5. School/Home Collaboration



Twenty-four percent of inquiries through Student Aware were served by School Social workers. Of the 314 inquiries, the top reason for inquiry was self-harm/suicidal ideation at 63%. Students experiencing suicidal ideation or self-harm are supported through assessment to access appropriate interventions i.e.) mental health counselling, hospital, doctors, or psychiatry.

## **Professional Learning for Student Services Staff:**

### ***Multi-Disciplinary Team***

Coaching and Mentoring – Our Multidisciplinary teams and Student Services disciplines have engaged in professional learning on coaching and mentoring in order to increase our ability and capacity in creating a wraparound approach when working with schools. By creating conditions for an integration of clinical and educational assessment information and a multidisciplinary lens, this can further assist in informing timely intervention plans that are effectively released to the classroom teacher, special education teacher and school team, through coaching and mentoring, which will result in improved student learning outcomes, increased staff confidence and efficacy. These professional learning sessions are equipping our multidisciplinary teams with effective communication and modelling skills that can further enhance the knowledge and confidence of our school teams.



### **Leading Deep Conversations in Collaborative Inquiry Groups**

TAMARA HOUMLUND NELSON, ANGIE DEUEL, DAVID SLAVITT, and ANNE KENNEDY

**Abstract:** Collaborative inquiry groups, such as professional learning communities and lesson study groups, are proliferating in schools across the United States. In whatever form, the potential for impacting student learning through this collaborative work is expected to be limited by the nature of teachers' conversations. Public, ongoing conversations are especially focused on sharing stories of practice, whereas collegial dialogue probes more deeply into teaching and learning. Examples of talk taken from collaborative teacher inquiry groups are used to illustrate these important differences. Specific recommendations are provided, including the role that teacher leaders can play in adopting and modeling specific strategies that support the use of more substantive professional conversations.

**Keywords:** professional dialogue, collaborative inquiry, professional learning communities

**Abstract:** Collaborative inquiry groups, such as professional learning communities and lesson study groups, are proliferating in schools across the United States. In whatever form, the potential for impacting student learning through this collaborative work is expected to be limited by the nature of teachers' conversations. Public, ongoing conversations are especially focused on sharing stories of practice, whereas collegial dialogue probes more deeply into teaching and learning. Examples of talk taken from collaborative teacher inquiry groups are used to illustrate these important differences. Specific recommendations are provided, including the role that teacher leaders can play in adopting and modeling specific strategies that support the use of more substantive professional conversations.

**Keywords:** professional dialogue, collaborative inquiry, professional learning communities



### **Celebrations of Success: *LD Ministry Pilot***

In Year 5 of the LD Ministry Pilot, we continued to engage in a multidisciplinary approach that included Special Education Liaisons, Speech Language Pathologists, Mental Health Lead, Assistive Technology Resource Teacher, and the Early Years Literacy Consultant, to improve the literacy outcomes for students struggling with reading acquisition. Our goal has always been to achieve equity in terms of available resources at each of our schools. We have generalized and expanded the use of Empower, Lexia, Assistive Technology and Social Emotional Supports to all schools at WCDSB. The LD Ministry pilot has reached its conclusion this year and there are many things to celebrate such as Lexia achievement improvement. Of the 578 student users, since September 2020, 10% have moved into or above Grade Level Material. We will continue to implement Empower, Lexia, Assistive Technology, and Social-Emotional Learning within our schools. Similarly, we will continue to work together with Program Services to look at improving outcomes in terms of Balance Literacy Assessment Measures.





- *Empower in WCDSB:* Every school within our system has an Empower Decoding Teacher and we only have a few schools remaining to build our capacity for Empower Comprehension. These teachers will receive training in the 2021-2022 school year.
- *Lexia:* As part of the LD grant, WCDSB has purchased 1200 Lexia licenses to support students throughout the system. All Special Education Teachers have been trained and continue to receive support from the five Special Education Liaisons in our school board. Lexia has become a very supportive tool over the past year, especially during the times when we have had to pivot from in-person to virtual learning. Lexia has available resources that are part of the program, which allow for our Special Education Teachers to do some direct teaching in areas that students continue to struggle with.
- *Assistive Technology:* At WCDSB we continue to focus on the use of Assistive Technology and Chromebooks in order to leverage student strengths and to meet their needs in the area of literacy, as well as written expression. Our Assistive Technology Resource Teacher has provided workshops to further support classroom teachers in their use of technology. She is also working within classrooms as a tier one support so that all students in the classroom will have the knowledge and skills to use the technology that is available. During Covid, our Assistive Technology Resource Teacher has been an invaluable resource in supporting students with access and training in the use of Google Read and Write.
- *Social Emotional Learning:* As a Tier one approach, we have extended our learning from the pilot project to include all the schools in our system. Our Speech Language Pathologists, in consultation and coordination with our Mental Health Lead implemented our Social-Emotional program in the early years and primary classes within WCDSB. Generating solutions and decision making when navigating more difficult emotions has been a focus for this year. Furthermore, the Mental Health Lead for our school board has continued to use the Go Zen Video modules to support students throughout our school board.

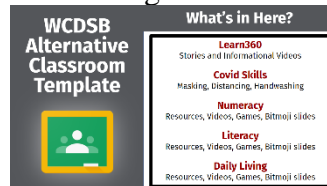
The screenshot shows a Google Meet interface. The main window displays a presentation slide with various educational notes and a table. The table has columns for 'Grade', 'Rosner Sept. 2020 /15', and 'Running Record September'. The notes include topics like 'trouble communicating thoughts', 'benefits from prompting and modeling', 'difficulty with retention', 'surprised at gaps', 'sound out words backwards', 'application', 'program with word cards', and 'Early Intervention St. Gregory'. The video feed at the bottom shows two participants: Kimberley DeGasperis and another person. The system tray at the bottom indicates the time is 10:36 AM on 11/16/2020.

Grade	Rosner Sept. 2020 /15	Running Record September
1	2	Not yet
1	4	Not yet
1	7	1 - 98%
1	5	Not yet
1	6	Not yet
1	5	Not yet
1	5	Not yet
1	10	12 - 97.5
1	8	1 - 94
1	9	Not yet
1	5	Not yet
1	12	17 - 98
1	5	2 - 98
1	6	2 - 93
1	7	3 - 98
1	4	2 - 98
1	4	2 - 98



### ***Google Classroom for Special Education Teacher***

The Alternative Google Classroom Template was developed as a tool to support our WCDSB Special Education Teachers to shift into the virtual world. While our original WCDSB Special Education Teacher google classroom remains a resource available to them, the Alternative Classroom has been copied out to all Special Education Teachers to become their Google classroom to use in the way that makes sense for them. It came pre-loaded with resources that would address learning needs at the early primary level but may be usable for some alternative learners across grades.



### ***Special Education Supports and Resources for Online Learning***

In March and April of 2020, the Student Services department recognized the need for virtual supports for both parents and teaching staff. Each discipline created tip sheets for both the public website and for Staffnet. The information covered COVID supports such as wearing masks, mask wearing, and social stories around learning from home. It provided one page information sheets on ABA strategies. It also supported both parents and teachers in accessing technology such as Lexia, Beadmaker and Google Read and Write. It offered resources for teaching our students who may struggle accessing online learning. To further support this, hands on Home Kits were also created and delivered to every school to be distributed to students who were not attending in person. This website was updated in the fall to further support virtual learning including the addition of a Virtual Universal Supports checklist and video modelling of ABA strategies. This site has had over 5000 visits since September 2020.



### ***Professional Learning plan for 2021-2022***

1. Empower Refresher
2. Alternative programming
3. Executive Functioning
4. Learner profiles and IEP standards
5. Transition Meetings



### **Additional Support – Summer 2021**

Looking ahead to Summer 2021, the Ministry of Education has provided targeted summer funding in the areas of: Student Mental Health, Transition to School for Students with Special Education Needs and Reading Intervention for students affected by Covid. As a result, this summer Student Services will be supporting a variety of programs. Both Summer Boost and Headstart will be supported by Student Services and special education staff to assist students with special needs who are registered in the programs. Additionally, the Summer Boost program will include a mental health component and will be supported by our Mental Health Lead. Similar to last summer, Social Workers will continue to take referrals and will be proactive in reaching out to disengaged students. Special Education staff will work alongside Student Services staff to assist in transitioning targeted FDK students with high needs through a skill building program offered in August. Similarly, elementary students with high needs will be offered the opportunity to participate in a transition to school program. Finally, we will be offering a virtual Reading Intervention Program to support students in Grade One and Grade Two who would benefit from additional support in early literacy skills using evidence-based reading interventions. Registration for the Reading Intervention Program is focused on student need and acceptance is based on the learning profile of the student.

#### **Recommendation:**

Prepared for your information.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

Gerald Foran  
Superintendent of Learning

\*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."







**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2020-2021 School Year Calendar

**Type of Report:**

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

**Type of Information:**

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

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

*Education Act Section 169. (1)*

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

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

- PPM 159 Collaborative Professionalism (2016)
- PPM 151 Professional Activity Days Devoted to Provincial Education Priorities (2020)

**Alignment to the MYSP:**

**Priority Area:**

Nurturing our Catholic Community

**Strategic Direction:**

Bear witness to our Faith through joyful discipleship and our relationships with and in Christ

**Goal:**

Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, *Renewing the Promise*

**Priority Area:**

Student Engagement, Achievement & Innovation



**Strategic Direction:**

Nurture a Culture of Innovation.

**Goal:**

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

**Strategic Direction:** Foster maximum opportunity for success for all.

**Background/Comments:**

Regulation 304 provides that school boards are required to prepare, adopt, and submit to the Minister the school year calendar(s) to be followed by the schools in their jurisdiction for the subsequent school year.

School Boards are required to identify a minimum of 194 school days between September 1, 2021 and June 30, 2022, of which a minimum of 4 and a maximum of 7 days may be identified as PD days. Three of these must be for Ministry priorities. The remaining school days shall be instructional days. Boards may designate up to ten instructional days as examination days. Each school year calendar must be accompanied by a general outline of the activities to be conducted on PA days. The minimum number of instructional days is 187.

In the preparation of the 2021-2022 School Year Calendar, representatives from the following groups were asked to provide input:

- OECTA, CUPE, PASS, APSSP, OSSTF, Unifor
- Waterloo Catholic Administrators' Associations
- Learning Services Department
- Senior Administration
- Trustees
- Catholic Parent Involvement Committee

Consultation with representatives from our coterminous board, the Waterloo Region District School Board (WRDSB), also took place in the development of the 2021-2022 school year calendar. It should be noted that the WCDSB and, the WRDSB, share some transportation costs. Consequently, on days when we do not share transportation costs (*i.e.* when the WRDSB has scheduled a PA day and the WCDSB has not or, whenever WCDSB elementary and secondary schools do not share the PA Day) there are added costs. These non-aligned PA days in the 2021-2022 school year will cost the Board approximately \$81 000.00. However, these reflect WCDSB priorities (*i.e.* faith development day aligning with the liturgical calendar) or address particular aspects of reporting in secondary and elementary schools.

The first day of the school year will be Tuesday, **September 7<sup>th</sup>, 2021.**

The last day of the school year will be **June 29<sup>th</sup>, 2022**

The last day of school in December will be **December 17<sup>th</sup>, 2021** and the first day of school in the new year is **January 3<sup>rd</sup>, 2022.**

**Note:** Christmas Break takes place between **December 20<sup>th</sup> and 31<sup>st</sup> 2021**

The following charts outline the Professional Activity Days and Examination Days.



### Elementary P.A. Days 2021-2022

	Priority
September 1, 2021	Health & Safety Protocols Equity & Inclusion
September 2, 2021	Mathematics Remote & online learning strategies & tools
October 8, 2021	AM Kindergarten: Inquiry Based Learning & Pedagogical Assessment & Documentation AM Gr. 1-12: MOE/WCDSB Priorities TBD PM K-12: Occupational Health & Safety
November 19, 2021	Faith <b>(1.0)</b>
January 21, 2022	Report Cards <b>(1.0)</b>
April 8, 2022	AM: Student Mental Health & Well-Being <b>(0.5)</b> PM: OECTA <b>(0.5)</b>
June 3, 2022	Report Cards <b>(1.0)</b>

**\*Note:** All WCDSB extended day activities will be cancelled on Friday, Nov. 19/21 so that all DECEs can participate

### Elementary Report Card Distribution Dates

<i>Elementary Report Card Distribution Dates Report</i>	<i>Report Cards sent home:</i>	
Progress Report	November 18, 2021	Parent/Student/Teacher conferencing will be on November 25, 2021
Term 1	February 17, 2022	
Term 2	June 27, 2022	

### Secondary P.A. Days 2021-2022

	Priority
September 1, 2021	Health & Safety Protocols Equity & Inclusion
September 2, 2021	Mathematics Remote & online learning strategies & tools
October 8, 2021	AM Kindergarten: Inquiry Based Learning & Pedagogical Assessment & Documentation AM Gr. 1-12: MOE/WCDSB Priorities TBD PM K-12: Occupational Health & Safety
November 19, 2021	Faith <b>(1.0)</b>
February 2, 2022	Assessment (OECTA)
April 8, 2022	AM: Student Mental Health & Well Being <b>(0.5)</b> PM: OECTA <b>(0.5)</b>
June 3, 2022	De-streaming Planning



### Secondary School Examination Days

Nov. 25, Feb. 16, May 6, July 12	Report Distribution
Nov. 10-12; Jan. 31-Feb.1; Apr 19-20; Jun 24-28	Exams
Oct. 7, Dec. 16, Mar 10, & May 26	Student / Parent / Teacher Conference

### Additional Key Dates

Labour Day:	Monday, September 6 <sup>th</sup> , 2021
Thanksgiving:	Monday, October 11 <sup>th</sup> , 2021
Family Day:	Monday, February 21 <sup>st</sup> , 2022
Ash Wednesday:	Wednesday, March 2 <sup>nd</sup> , 2022
March Break:	March 14 <sup>th</sup> - 18 <sup>th</sup> , 2022
Good Friday:	Friday, April 15 <sup>th</sup> , 2022
Easter Monday:	Monday, April 18 <sup>th</sup> , 2022
Victoria Day:	Monday, May 23 <sup>rd</sup> , 2022

### Recommendation:

The 2021-2022 School Year Calendar is presented to trustees for their approval.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

John Klein  
Superintendent of Learning

\*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Huron Brigadoon Boundary Review – Clarification 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:**

Administrative Procedures Memorandum APF008 – Pupil Accommodation Review Process

Part A – Boundary Review

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

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

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

**Alignment to the MYSP:**

Strategic Priority: Student Engagement, Achievement, and Innovation  
Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically  
Strategic Direction: Nurture the well-being of students and staff

**BACKGROUND/COMMENTS:**

The boundary review timeline report received by the Board on February 8, 2021 advised that there were three scheduled meetings at the conclusion of the boundary review. The three meetings were scheduled as follows:

May 10, 2021 Board Meeting #1 – Board Presentation  
May 31, 2021 Board Meeting #2 – Clarification  
June 14, 2021 Board Meeting #3 – Board Decision



On May 10, 2021 the Huron Brigadoon Boundary Review Final Staff Report was presented to the Committee of the Whole and posted on the boundary review webpage.

In accordance with board practice, a report is presented to the Board prior to any decision on a boundary review or accommodation review to respond to questions from Trustees or delegations and to advise of any further communication received after the release of the Final Staff Report.

This report is provided to advise Trustees that there were no follow up questions, no delegations and no further correspondence on this matter. Accordingly, the recommendations as presented in the May 10, 2021 Final Staff Report remain as presented for the Board's consideration on June 14, 2021.

### **NEXT STEPS/COMMUNICATION:**

The Final Staff Report was posted online prior to the May 10, 2021 presentation by staff.

Following the Board's consideration of the recommendations on June 14, 2021 school communities and subscribers to the boundary review webpage will be notified of the Board's decision.

### **RECOMMENDATION:**

Nil.

**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."





**Date:** May 31<sup>st</sup>, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Update on WCDSB Pandemic Management Education Models

**Type of Report:**

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

**Type of Information:**

- ☐ Information for Board of Trustees Decision-Making  
☐ Monitoring Information of Board **Policy IV 012**  
☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

**Strategic Priority:** Student Engagement, Achievement and Innovation

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

**Background/Comments:**

At the current time the schools of Waterloo Catholic continue to learn in our evolving pandemic reality, which at the current time continues to have us under a provincial “stay-at-home” order. Our staff, students and parents continue to be asked to adapt, more so in our in-person learning environment than in the virtual environment of St Isidore. That said, the landscape across our province is now improving as we combat the third wave. COVID-19 has changed the landscape of a traditional school experience and the staff of our board have planned, prepared and now implemented in this new and continually evolving reality. As we get ready to enter into the final month of the school year, we are also planning in earnest for next year and what the school year will look like next year.

As reported last month, on the first day of the April break, April 12<sup>th</sup> 2021, the government announced that schools of the province would once again pivot to virtual learning given the dramatic increase in covid cases being experienced province wide, and as a direct result of the COVID variants. We have yet to come out of those restrictions although as of the authoring of this report, a return to face to face learning has not yet been fully ruled



out. Those involved in in person learning are therefore now once again delivering synchronous online learning, following the bell times of their local school. As reported in November through March, our numbers remain relatively stable with approximately 3,890 students learning virtually at St Isidore and 20,004 students learning through their home school. Thus, over the course of this year approximately 17% of our total student population opted for the virtual learning environment. The final transition of the year took place in secondary at the beginning of quadmester 3 and for elementary students on Monday, March 8<sup>th</sup>, 2021.

Given the provincial landscape, Waterloo Region had a relatively stable caseload through the spring months. That said – had we been in school we might have seen a few cases each day. Throughout late March and early April cases for our board were steady – averaging 1-3 a day. During the stay at home order we have been offering school to a much reduced student population and we have not had an outbreak since the April 12<sup>th</sup> closure. As has been mentioned previously, it is worth noting that Public Health IPAC assessments are done whenever there is an outbreak, in each of these cases, they did not identify that any gap in the protocols had contributed to the cases/outbreak. That said, any enhancements Public Health offers are always adopted not only locally but shared with all principals. We are now seeing a number of our cases being identified as VOCs (variants of concern) – and while the protocol is identical it is troubling as we know they can present as more contagious.

As was the case in January when the full system pivoted to virtual, we are once again providing in person instruction and support to our special education vulnerable population. All of the staff currently in the building service this population were offered the opportunity for vaccination. Initially specifically the teachers and support staff who work with our special education population were offered an early opportunity for vaccination. Since then the region offered all “Group 1 frontline essential workers”, which includes all employees who work in schools, the opportunity for vaccination. Reports would indicate that virtually all school based WCDSB staff should not have had the opportunity for their first vaccination shot. We continue to be in ongoing dialogue with Public Health advocating for our staff and now our students.

The provincial government and the region have now announced that all students age 12 to 17 will have the opportunity for vaccination. This population will be prioritized above all others in the weeks of June 14<sup>th</sup> and June 21<sup>st</sup>, with increased capacity within the region. Second shots will then be made available in August, with a goal of having all youth age 12 to 17 vaccinated for the start of the school year. If the youth age 12 to 17 have any family member who has not been vaccinated when the student is coming for vaccination, their family members may also be vaccinated. Capacity for vaccination will be handled not only by the regions mass vaccination clinics but also by pop-up and hot spot clinics that will be set up.

Targeted testing has continued in the region over the course of this month. There are three types of testing that have been part of the provincial protocol. This has included pop-up community sites for symptomatic individuals which we are helping to publicize through school-based communication in the communities where the pop-up sites are located. As well – asymptomatic testing for staff is available at local pharmacies. Finally, we are continuing each week to advertise to 2-4 schools, representing approximately 5% of our schools or 2% of our student population, for targeted asymptomatic testing. We are working in collaboration with Public Health and WRDSB. At this point all of our schools have been offered an opportunity for asymptomatic testing. Interest has waned with school moving to online. Provincially the positivity rate has gone up slightly recently but over time the positivity rate is under 1%. The government sees testing as a significant part of their strategy, though that have been encouraged to see how the energy currently being committed to testing might shift to vaccination.

We are now in the process of both working through the ever-evolving operational challenges of this year, as well as navigating our planning for the 2021-2022 school year. We met our staffing and budget deadlines which we hit toward the end of March and early weeks of April. Given that we overstaffed this year to keep our class sizes smaller we have 39 net teachers surplus in bricks and mortar elementary schools. Based on current information, St. Isidore elementary will be reduced from 119 classes to 25. We are receiving direction from the Ministry that would seem to position us for movement toward a more traditional school year. In elementary there is an expectation that itinerant teachers will move from class to class, and over the course of the year extra-curriculars could return. In secondary the hope is with vaccination we may be able to offer students classes every day.

We have been told in secondary to plan to a 2-period day, with 300 minutes of instruction. This poses challenges as it is effectively a quadmester model where in one term a teacher carries 2 courses and in 1 term, a teacher carries 1 course. This causes an imbalance in teaching and prep time minutes for the teacher. In order to meet the ministry expectation of 300 minutes and still honour the need for some prep time in the term that a teacher carries





two courses, a proposal used by many boards is to have a “teaching partner” who assists in covering classes a minimum of twice a week for 75 minutes. This “trade-off” is returned in the following term when the roles are reversed. There is an articulation that the hope is extra- curriculars will return to secondary schools over the course of the year.

As we look to the end of this school year, we know that we have thousands of devices – Chromebooks and internet providers – that we have distributed across the system. This is most prevalent at St Isidore but is also true at all of our schools across the system. In order to facilitate the collection of the devices we are targeting June 24<sup>th</sup>, to allow for library technicians to receive, catalogue and retrieve outstanding devices. This will require asynchronous instruction for the final days of the school year but it is seen as necessary at St Isidore...and potentially at all schools if our delivery of learning is still fully virtual.

With the release of the GSN and PPFs, we have been able to further refine what our staff and budget plans may look like. We have been providing with discretionary funding that can be used to support needs that have arisen as a result of the pandemic, its management and its impact. We are looking at implications for early literacy, re-engagement, innovation and class size. Details will be fully revealed within the context of the budget presentation.

As reported last month we have enhanced our summer programming to address what might be helpful in ensuring programming to students who are interested in learning intended to bridge gaps that may have occurred over the last year. In particular we are encouraging our grade 9 and 10 students to take advantage of upgrade credits. We are also considering bundling “Summer Gap Closer” courses which will operate as a 4 day summer HW club, which each secondary school will oversee – this will be funded through our literacy/numeracy grant. We have had good uptake for our *Bridges to Success* program for our incoming grade 9s and we have also been funding once again for Summer Boost. We will also offer Summer Expedition for our grade 7 and 8 students. All summer programming will be online except for Head Start. Enrollment has begun for all these programs and response has been strong.

As mentioned last month, we were also confronted with the need for a decision regarding whether we would offer a virtual school – St Isidore – for our students next year. The Ministry has signaled that they would see this as something for which we should plan. Realizing that it has been very disruptive to our school communities, staff, students and families, to have students shift between modalities over the course of this past year, we feel it is in the best interest of all to limit the choice windows offered to families. We believe the best place for a child is in our bricks and mortar schools. We think this is best academically, but perhaps more importantly in terms of socialization and a young person’s social-emotional needs. We conducted a preliminary survey in mid-March, and we will now confirm final choices in the first week of June. The March survey revealed that we have just under 600 elementary students interested in virtual learning and under 200 students in secondary. This will mean that we will offer St Isidore as an option in elementary but we will have to consider our delivery model in secondary given that the 200 students are spread over 5 schools, 4 grades and a variety of courses. If numbers do not grow in secondary, we will likely look at a hybrid model which will allow students who are choosing virtual to connect into a face-to-face class remotely. We would hope that most parents choose in person learning for the reasons stated above, but we also know that some parents may not be at that comfort level yet. We believe this is our best effort to be fair to parents who still don’t have the comfort to send children to in-person learning as we begin to enter a post-vaccine world – if not a post-pandemic world.

To reiterate the update from last month as it applies to ventilation and facilities, WCDSB has also been the recipient of infrastructure funds released by the federal and provincial government. We have received approximately 8.1 million dollars which will greatly assist in addressing some infrastructure needs connected to HVAC and windows, which will aid in improving the safety of our buildings -which is much valued at this time when we are dealing with the impacts of the pandemic. The specific investments are as follows:

- HVAC projects – approximately 22 projects
  - Included replacement of roof top units, unit ventilators, heat pumps, exhaust systems, boilers, BAS upgrades and control systems
- Window Replacement projects – approximately 12 projects
- Various other smaller projects including – automatic door openers, hand washing stations
- CRVIS funding has also assisted with refurbishing 19 portables, some roofing projects and flooring projects as well.

These updates will primarily take place during quieter times in the schools, and as such much of the work will occur in the summer months.

While we genuinely believe that it is a tribute to our staff and students that learning continues, we will note that the longer we remain in remote/online learning, student engagement becomes increasingly more challenging. It is a testament to the human spirit and the dedication of our remarkable staff that learning continues and that hope continues to be nurtured in so many personal and compassionate ways. That said – we know people are tired and that people are savoring the prospect of the summer that lies ahead. Our landscape continues to evolve, and it seems that we never go long before there is a new update or change that is required, as we have seen yet again this month. The option for choice has been presented to parents and we realize people are in different places with their comfort level with COVID. We are pleased to receive the stories of success from our families experiencing all of our various modalities of learning. Health and safety will continue to remain our primary concern and motivator. We are listening keenly to all updates provided regionally and provincially and will respond accordingly, in the best interest of our staff and students. We are hopeful about the possibilities for next year. We don't have full clarity as yet, but signals are increasingly looking positive and that gives us reason to truly be "People of Hope".

### **Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

\*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



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

---

**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Student Trustees  
**Subject:** Student Trustee Report for May 2021

---

**Type of Report:** Incidental Information

**Type of Information:** Information only of the activities of the Board Chair

**Policy Statement and/or Education Act/other Legislation Citation:**

Policy II 011 Student Representation on the Board  
Policy II 012 Student Trustee Role Description

**Background/Comments:** This month across the province, Catholics celebrated Catholic Education week. In our schools we were able to share videos and other faith-based initiatives made by the student trustees and student councils via social media platforms such as Twitter and Instagram. Additionally, student councils geared up for next year by electing and introducing new co-presidents and members.

*Common Activities Hosted by The Schools:*

- **Catholic Education Week:** As each day of Catholic Education Week had different sub-themes surrounding the main theme of nurturing hope, our high schools participated in themed social media events and challenges to engage the student body. Photo submission and prayers created by students were shared each day. Abby and Kate also had the privilege of participating through sharing a video via social media answering the question “What does Catholic education mean to you?”
- **Incoming Student Senate:** Each high school has now established their incoming student co-presidents for the 2021/2022 year. The ten co-presidents, along with the incoming student trustees are preparing for their new exciting leadership roles through transition meetings and brainstorming sessions.
- **Graduation Planning:** Despite the decision to push virtual graduation until the fall, student councils are actively planning and executing ideas for virtual assemblies and other forms of celebration for the graduating class of 2021.

#### *Student Trustee Role Update:*

- **May Student Senate Meeting:** On May 19th the incoming, and outgoing Student Senate's gathered together for the annual transition meeting. As mentioned above, advice was shared from the outgoing group, as well as an opportunity for the 2021-2022 team to begin the planning process. The May 17th casual meeting allowed our current Senate to spend time together catching up, and sharing their exciting post-secondary plans.
- **Small Task Updates:** The DOR May package was sent out by Mr. Richard Olson mid-month. As mentioned previously, the Harbours Hope scrapbook will be released no later than May 31st to the public. A copy will be provided to board members and Trustees upon completion.
- **Incoming Student Trustees:** Since the last meeting the four Student Trustees have met twice in order to review the Unofficial Student Trustee Handbook. Additionally, the new ST's mentors have been selected, and shared. Thus far, item one and 2 of the table of contents have been covered- including: introduction and role overview. Trustee Wilson and Simoes have also been extended invites to view the remaining board meetings.
- **OSTA AECO:** Both the incoming and outgoing Student Trustees were invited to attend OSTA AECO's virtual AGM conference. This transitional conference took place Thursday May 27th-Sunday May 29th, 2021. The agenda includes but is not limited to roundtable discussions, keynote by Sarah Wells, board council breakouts, executive council elections, finance update, networking time, and year end review. The incomings have also been introduced and added to the organization's facebook communications (group chat and assembly forum).

#### **Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By: Kate Morrison and Abby Barbosa**, Student Trustees

\*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report for May 31, 2021

**Type of Report:** ☒ Incidental Information  
**Type of Information:** ☒ Information only of the activities of the Board Chair

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

Policy I 001 Ends  
Policy II 003 Board Job Description  
Policy II 004 Advocacy and Advertising

**Background/Comments:**

Listed below are the meetings/events I attended for the month of April.

- Continue with weekly teleconference calls with Weekly teleconference calls with Minister Lecce, DM Nancy Naylor, Dr. Tepper, Board Chairs and Directors.
- Wrote a letter addressed to Regional Council regarding Stop-Arm cameras on buses.
- Attended our OCSTA AGM on May 1st with fellow Trustees and Director Notten
- Attended the Governance Committee meeting on May 3<sup>rd</sup> and SEAC on May 19th
- Listened and watched the Shifting Identities panel discussion.
- Joined Trustee Gravelle for a virtual Beacon of Hope celebration at St. Boniface CES.
- Met with Director Notten and Vice Chair Gravelle a couple times to discuss upcoming meetings and topics for discussion.
- On May 12<sup>th</sup> I joined a meeting hosted by Walking School Bus of WR to hear about progress and next steps for their program and invited to a couple events going forward – all shared and extended to all trustees.
- Joined Trustees for the Staff Recognition and Appreciation event. Brought greetings on behalf of the Board and presented the Chairs award.
- Trustee Price and I joined Ms. Luis' grade 5 class at St. Joseph's. Shared facts about the role of a Trustee and read a book on mindfulness with meditation and discussion afterwards.
- Attended the Interfaith Breakfast on May 19<sup>th</sup> along with Trustees Conway and Weiler.



**Recommendation:**

This report is for the information of the Board.

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

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



**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo: 2021 Catholic Education Week - Thank You!  
**Date:** Wednesday, May 12, 2021 12:53:12 PM  
**Attachments:** [image002.png](#)  
[image003.jpg](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)  
35 Weber St W Unit A, Kitchener, ON, N2H 3Z1  
**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Ashlee Cabral <[ACabral@ocsta.on.ca](mailto:ACabral@ocsta.on.ca)>  
**Sent:** Wednesday, May 12, 2021 12:43 PM  
**To:** OCSTA - Ashlee Cabral <[ACabral@ocsta.on.ca](mailto:ACabral@ocsta.on.ca)>  
**Subject:** OCSTA Memo: 2021 Catholic Education Week - Thank You!

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

May 12, 2021

**MEMORANDUM**

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

**FROM:** Patrick J. Daly, President

**SUBJECT:** **2021 Catholic Education Week – Thank You!**

---

On behalf of OCSTA, I would like to express our deep appreciation to students, staff, parishes, parents and trustees in Catholic school board communities across Ontario for their support and involvement in the 2021 Catholic Education Week celebration.

This year's theme, "Nurturing Hope" could not have been more suitable for our times. As we continue to work together to address the challenges of the pandemic, our Catholic school communities nurtured hope through their prayers, learning activities and acts of Christian service.

This year's celebration also included recognition of the fifth anniversary of the Holy Father's encyclical on the environment entitled, "On Caring for our Common Home." A special resource booklet containing Catholic school board environmental practices has been developed with the input of every CDSB in Ontario and is available on the OCSTA website at <https://www.ocsta.on.ca/resources/together-in-faith-care-for-our-common-home/>.

Our celebration of Catholic Education Week this year would not have been possible without the exceptional curriculum and resources developed by the Catholic Education Week Committee which is a group comprised of outstanding Catholic educators from across the province. We are grateful for their faith-filled service and commitment to Catholic Education. I would also like to recognize and thank Anne O'Brien, Director of Catholic Education, Sharon McMillan, Director of Communications and all of the dedicated OCSTA staff for their work in support of our 2021 celebration. In a special way, I would like to express our gratitude to His Eminence, Thomas Cardinal Collins for celebrating our 2021 Catholic Education Week mass. The mass was wonderful and his homily truly inspiring.

We hope you enjoyed Catholic Education Week 2021 and invite you to share comments or questions in the surveys that will soon be issued to your boards or send your comments or questions directly to Anne O'Brien, Director of Catholic Education ([aobrien@ocsta.on.ca](mailto:aobrien@ocsta.on.ca)).

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

**CATHOLIC EDUCATION: *Nurturing Hope***

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»



**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo: Release of FSL Labour Market Partnership Reports & FSL Teacher Recruitment & Retention Strategy Reports  
**Date:** Wednesday, May 12, 2021 6:51:38 PM  
**Attachments:** [image006.png](#)  
[image002.jpg](#)  
[image004.jpg](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Wednesday, May 12, 2021 8:54 AM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Memo: Release of FSL Labour Market Partnership Reports & FSL Teacher Recruitment & Retention Strategy Reports

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

May 12, 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: Release of FSL Labour Market Partnership Reports and FSL Teacher Recruitment & Retention Strategy Reports**

---

The following memo containing a link to access the New FSL Teacher Recruitment and Retention Strategy Reports is provided for your information.

If you have any questions, please contact Anne O'Brien [aobrien@ocsta.on.ca](mailto:aobrien@ocsta.on.ca) or me.

To: FSL Labour Market Partnership Committee members

We are pleased to announce that the FSL Labour Market Partnership project's final executive summary and full comprehensive report are now ready for public release and posted on the OPSBA website. We invite you to share these reports with your members.

You may wish to provide OPSBA's link to the reports in your newsletters and/or websites. For your use, we have attached two versions of an image that your organization is welcome to use in your publication(s) by embedding the link to the documents on the OPSBA website. The direct link to OPSBA's home page article: <https://www.opsba.org/new-fsl-teacher-recruitment-and-retention-strategy-reports/>

In addition to the Phase III Labour Market Partnership Report you will also find the Year 1 final reports and combined executive summary report for the following 3 pan-Canadian initiatives led by OPSBA:

### **1. Recruitment Guide for English-Language School Boards**

This initiative's key objective is to develop a guide for English-language school boards that supports the effective recruitment and hiring of FSL teachers. Research will be conducted to determine higher-yield strategies and explore alternatives that would ultimately increase the overall supply of FSL teachers.

### **2. French-Language Proficiency Assessment Toolkit and Resource Guide**

This initiative explores existing research on the assessment of second language proficiency in teaching contexts. This information will inform the development of a toolkit of evidence-informed assessment practices that could be used in various education contexts to review current French-language proficiency assessment processes as FSL teachers prepare to enter the job market.

### **3. Supporting Principals to Address Challenges in Retention and Professional Support of French as a Second Language Teachers**

This initiative recognizes the important role of school administrators in facilitating FSL teacher retention and professional support. The overall objective is to facilitate school administrator engagement to share innovative practices and ultimately build a compendium of strategies that positively affect FSL teacher retention

Please share all the reports within your organizations and your members. Given the current landscape, the FSL partnership team will find appropriate time/venues to present the findings and promising practices. We look forward to meeting with the FSL partnership on **May 19<sup>th</sup> at 8:30 AM** to begin to map out the timing and best approach to share this information.

Your continued support of this initiative is much appreciated.

Best regards,

Judith, David and Debra

Debra Krutila  
Partnership Lead  
Ontario Labour Market Partnership Project

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



« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»



**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo - Submission re: Bill 251  
**Date:** Thursday, May 13, 2021 12:32:06 PM  
**Attachments:** [OCSTA Submission to Standing Comm on Justice Policy re Bill 251 AntiHuman Trafficking May 11 21.pdf](#)  
[image003.png](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>

**Sent:** Thursday, May 13, 2021 11:40 AM

**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>

**Subject:** FW: OCSTA: Memo - Submission re: Bill 251

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

Attachment was missing in the previous email. Please disregard.

May 13, 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: Submission re: Bill 251 An Act to Enact, Amend and Repeal Various Acts in Respect of Human Trafficking Matters (May 11, 2021)**

---

Attached is our submission regarding Bill 251 An Act to enact, amend and repeal various Acts in respect of human trafficking matters, for your information. The brief was submitted to the Standing Committee on Justice Policy on May 11, 2021.

A handwritten signature in black ink, appearing to be 'PD', with a long, sweeping horizontal stroke extending to the right.

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»

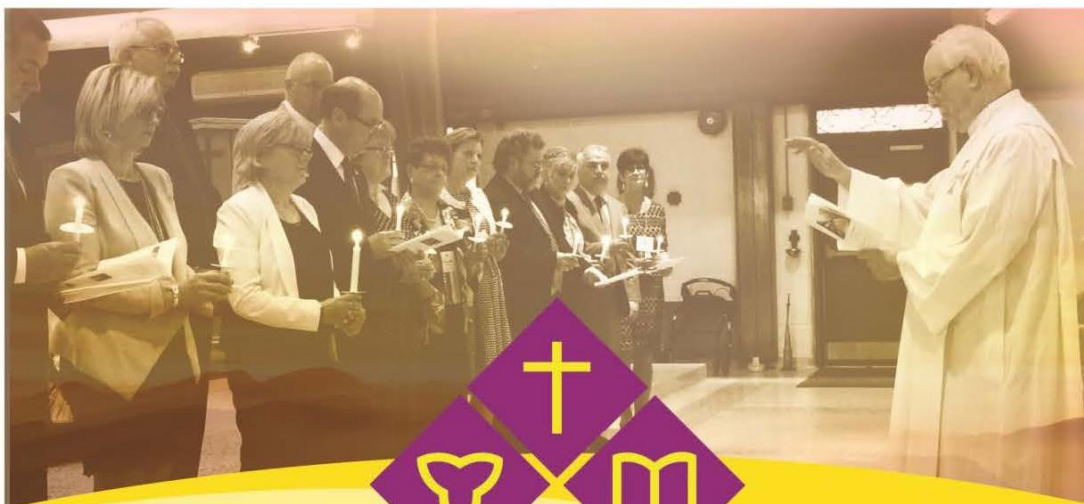
Submission to

**The Standing Committee on Justice Policy Re: Bill 251**  
*An Act to Enact, Amend and Repeal Various Acts in  
Respect of Human Trafficking Matters*

May 11, 2021



Ontario Catholic School  
Trustees' Association



## **Ontario Catholic School Trustees' Association**

### **Mission Statement**

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

### **Vision Statement**

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



**OCSTA Submission to the Justice Standing Committee Regarding Bill 251:**  
***An Act to Enact, Amend and Repeal Various Acts in Respect of Human Trafficking Matters***

**Introduction**

The Ontario Catholic School Trustees' Association welcomes the opportunity to provide this submission to the Justice Policy Standing Committee on the government's proposed legislation Bill 251 *An Act to Enact, Amend and Repeal Various Acts in Respect of Human Trafficking Matters*.

OCSTA's submission discusses the potential role for Catholic school boards in addressing anti-human trafficking policy, as part of the overall framework for the education sector that comprises a key component of the government's anti-human trafficking strategy. In developing this submission, OCSTA consulted widely with our 29 Catholic school boards and this document represents the priorities, perspectives and policy suggestions of our Catholic boards.

OCSTA fully supports the government's objective of developing a proactive and comprehensive strategy to combating human trafficking and child sexual exploitation, with actions across government designed to raise awareness of human trafficking, protect victims, intervene early, support survivors and hold offenders accountable. We also applaud the government for its commitment to consult with key stakeholders in the education sector, police, child welfare, parent groups, student organizations, religious institutions and indigenous communities in the development of this strategy.

OCSTA also supports the government motion that mandated a collaborative approach between school boards, community police services and other partners, to develop and adopt anti-human trafficking protocols to help prevent, identify (recognize signs) and appropriately respond to suspected instances of human trafficking through early intervention, including connecting victims and survivors to supportive services.

**The Catholic Church and Human Trafficking**

The Catholic Church is fundamentally opposed to human trafficking in all its forms. The Catechism states:

The seventh commandment forbids acts or enterprises that for any reason lead to the enslavement of human beings, to their being bought, sold and exchanged like merchandise, in disregard for their personal dignity. It is a sin against the dignity of persons and their fundamental rights to reduce them by violence to their productive value or to a source of profit. - Paragraph no. 2414.

In addition, Vatican II denounces human trafficking, and many statements by Popes have made it clear that the Church stands against this practice. Recently Pope Frances stated "Human

trafficking is an open wound on the body of contemporary society, a scourge upon the body of Christ. It is a crime against humanity."<sup>1</sup>

The Canadian Council of Catholic Bishops, various Catholic Religious orders and Catholic school boards have been working for many years to raise awareness and combat human trafficking in all its forms.<sup>2</sup>

### **Overview—The Role of Catholic School Boards in Addressing Human Trafficking**

OCSTA recognizes that publicly funded schools can play an important and unique role in protecting students against human trafficking and in supporting survivors. In Ontario, most human trafficking incidences involve sexual exploitation. The average age of recruitment into sex trafficking is 13 years old, and over 80% of persons who have been trafficked indicated they were first trafficked as children. OCSTA believes that our Catholic boards are critical resources in identifying, responding to, and preventing sex trafficking, including connecting victims and survivors to supportive services.

#### **Awareness to Support Effective Prevention, Identification and Response**

OCSTA believes our boards are in a unique position to offer comprehensive training and support to all teachers and other education staff, volunteers, parents and students regarding sex trafficking. We also believe it is important for boards to collaborate with community partners with expertise in this area such as child welfare agencies, law enforcement, advocacy and support groups, in an effort to develop comprehensive education resources, policies and programs to combat sex trafficking.

#### **Prevention/Protecting Students**

Boards can and currently do provide a range of education programs and services to ensure our students are protected from sex trafficking. For example:

- Awareness and information on the impacts of sex trafficking designed to counter the normalization or glamorization of sexual exploitation;
- The safe use of social media to protect against the online violent depiction of sexual activity;
- Protocols that enable students to bring forward concerns and risks to a caring adult or through an anonymous reporting mechanism;
- Targeted after-school supports to students who are at the greatest risk for sex trafficking.

---

<sup>1</sup> See <https://www.theguardian.com/world/2014/apr/10/pope-francis-human-trafficking-crime-humanity>.

<sup>2</sup> See <https://www.cccb.ca/document/pastoral-letter-on-human-trafficking/> pastoral letter on Human Trafficking, 2010.

### Identification/Early Intervention

OCSTA believes that boards can play a significant role in identifying how students are often lured into sex trafficking and developing early intervention strategies to mitigate against this threat. Educators and staff are well situated to identify the signs and indicators that a student is being targeted or groomed for trafficking due to their close relationship. Boards can also provide the following resources and supports regarding identification and early intervention:

- Providing direction to staff on how to support a student making a disclosure;
- Ensuring the appropriate processes are in place to support the safety of students who are at risk of being trafficked;
- Developing a process or protocol for responding to disclosures from those who are suspected of being trafficked (e.g., duty to report, notification of parents/guardians/caregivers, as appropriate, etc.);
- Managing a process for identifying and responding to possible sex trafficking recruitment by predators targeting students;
- Providing information on personal supports and resources for school/school board staff receiving disclosures from students.

### Response/Supporting Survivors

Catholic boards across Ontario work closely with various community agencies and relevant experts to develop resources to support students that have been exploited by sex trafficking. For example:

- Referrals to culturally sensitive, trauma-informed, specialized supports;
- Direction on how parents/guardians/caregivers of students who have been trafficked, can access these specialized supports;
- Supports for student peers referring students who have been trafficked, to specialized supports, as necessary;
- Direction on developing support and safety plans for student survivors.

### **Protecting Students from Online Grooming and Luring for Sex Trafficking**

The Canadian Centre for Child Protection is reporting a significant increase in online victimization since the start of the pandemic.<sup>3</sup> In order to eliminate online grooming and luring, OCSTA believes that components within the curriculum should be expanded to better inform students on the nature of human trafficking. In addition, specific, evidence-based safe online practices for students should also be a focus for instruction. Further, additional training for education staff on the signs and indicators regarding this predatory activity is required.

---

<sup>3</sup> See <https://www.protectchildren.ca/en/press-and-media/news-releases/2021/tipline-sees-rise-in-reports-of-sex-tortion>. Also the Globe and Mail Monday March 15, 2021 A 4 reports that the centre reported an 88% in on-line child sex exploitation.

As suggested by the Canadian Centre to End Human Trafficking, the following are practices boards could follow:

- Teachers and administrators should know and recognize the signs of trafficking to better support healthy learning environments and ensure student safety.
- Administrators should consider inviting a local organization or police service which specializes in anti-human trafficking education and awareness training to come and talk to students and staff. These conversations sometimes lead to disclosure of trafficking or sexual exploitation from youth and provide an opportunity to access support services.
- School staff should develop a comprehensive anti-trafficking policy and ensure all staff are properly trained.
- Ensure that school safety policies are enforced, especially visitor policies.
- Schools should download and post the [Canadian Human Trafficking Hotline posters](#) around campus in students and staff frequented areas like cafeterias, lounges and washrooms.<sup>4</sup>

### **Developing Culturally Appropriate and Responsive Intervention Services**

OCSTA supports the goal of ensuring all intervention measures used to combat sex trafficking are sensitive to the local needs of a board's student population. Boards should use culturally appropriate programs that have been designed for specific groups of students. For example, the [Speak Out: Stop Sex Trafficking](#) program is an Indigenous-focused anti-human trafficking educational website with downloadable materials for distribution in communities, and culturally relevant activities to help leaders and caregivers facilitate conversations with youth, to raise awareness and provide support.<sup>5</sup>

Boards are encouraged to consult with various advisory committees, parent councils, child welfare organizations, cultural organizations, police services and survivor groups to ensure the education resources developed meet the needs of their students. For racialized and 2SLGBTQIA+ students, the involvement of students in the design of supports and programs will be critical to ensure they meet the specific needs and vulnerabilities experienced by these students.

### **Supporting Community Partners in the Implementation of Anti-Human Trafficking Strategies**

As noted previously, OCSTA believes various community organizations, survivor groups, law enforcement, Indigenous leaders, parent groups, child welfare organizations and students should be involved in the design of board programs, policies and supports to combat sex trafficking. Given the nature of sex trafficking and how different groups of students are targeted, a coordinated approach with the broader community will result in programs, services and policies that best support students.

---

<sup>4</sup> See <https://www.canadiancentretoendhumantrafficking.ca/back-to-school-actions-to-keep-students-safe/>

<sup>5</sup> See <https://settlement.org/news/ontario/new-campaigns-will-educate-youths-and-crack-down-on-human-trafficking/>

OCSTA is aware of several organizations that provide educational resources to boards and other groups to raise awareness while providing services and supports for students related to human trafficking. Many Catholic boards currently work with many local organizations that provide services and supports geared towards the needs and background of students in their communities. For example:

- Kids in the Know—provides educational services for students in Kenora, Ontario;
- Canadian Centre for Child Protection—provides a wide range of training services and other education resources for educators, parents and students;
- Sisters of Notre Dame—provides educational and intervention services across North America;
- Catholic Children’s Aid—provides intervention services across Ontario;
- Persons Against the Crime of Trafficking in Humans (PACT) Ottawa has been working to prevent the trafficking of persons and to increase the protection of victims through education, advocacy, networking and support services; [info@pact-ottawa.org](mailto:info@pact-ottawa.org)
- Ontario Women’s Native Association—provides a range of resources and services for Indigenous women and girls, for example, the [Indigenous Anti-Human Trafficking Liaison \(IAHTL\) Program](#) supports Indigenous communities in providing survivor focused and localized responses to human trafficking. The IAHTL initiative was created by and for Indigenous people in order to end human trafficking in Indigenous communities;
- PROJECT NOW (<https://protectnow.org/k-12-human-trafficking-prevention-education/>) a US based training program for educators;
- FAST 101 (Fighting Against Sex Trafficking) for Kingston.

## **Best Practices for School Boards Regarding Anti-Human Trafficking Programs**

### **Awareness Practices**

One awareness and prevention program that was suggested in the federal government’s National Strategy to Combat Human Trafficking (2019-2024) is the **Engaging Youth Through Hackathons** in which students, software developers and socially responsible technology companies will be brought together to develop ideas on how technology, such as block-chain technology, and social media can be used to combat human trafficking. This will also be a venue to teach youth (under the age of 18) about their rights as outlined in the United Nations Convention on the Rights of the Child as they are one of the primary vulnerable groups at-risk of being trafficked.

### **Prevention Programs**

According to the US President’s Advisory Council on Human Trafficking 2020 Annual Report (“Report”), prevention best practices include peer-to-peer support and youth empowered programs. In addition, the Report indicates that youth clubs can be founded to build community and accountability between middle- and high-schools to educate youth about how to identify and

safely respond to trafficking and exploitation and teach positive life lessons, including planning for the future and building healthy relationships.<sup>6</sup>

### Identification and Early Intervention Programs

The development of identification programs applicable for boards, requires a coordinated effort with child welfare agencies, and survivor groups to assist in creating screening tools and protocols for identifying at risk youth—those suffering homelessness, mental health issues, and other factors that make them more vulnerable to traffickers.

Early intervention can be understood as providing an immediate response to trafficking as it occurs. It involves the provision of basic services, including emergency and medical care that address short-term needs. Creating sensitive intervention policies and programs similarly require boards to consult with agencies and groups with expertise in this area.

The recent program announced by the Ontario government--the creation of a youth response team at the **Ontario Native Women's Association** to provide early intervention, street-based outreach, immediate response and referrals in 10 locations across the province, including Niagara, Ottawa, Thunder Bay and Toronto is a good example of early intervention/response program that boards could refer students to as required.

### Conclusion

OCSTA and its 29 Catholic school boards commend and are committed to assisting the government as we collaborate to develop a policy framework regarding anti-human trafficking. We look forward to further consultations with the government as it develops sector specific policies on anti-human trafficking.

---

<sup>6</sup> USA President's Advisory Council on Human Trafficking 2020 Annual Report p. 19-20. Retrieved from <https://www.state.gov/united-states-advisory-council-on-human-trafficking-annual-report-2020/>.

Ontario Catholic School Trustees' Association  
BOARD OF DIRECTORS

2021-2022

---

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

## NOTES







Ontario Catholic School  
Trustees' Association

---

Box 2064, Suite 1804, 20 Eglinton Avenue West, Toronto, Ontario M4R 1K8  
Tel: 416-932-9460 Fax: 416-932-9459 Email: [ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: Legislative Update May 11 2021  
**Date:** Tuesday, May 11, 2021 10:41:43 AM  
**Attachments:** [image003.png](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Tuesday, May 11, 2021 9:41 AM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo re: Legislative Update May 11 2021

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



**Ontario Catholic School  
Trustees' Association**

May 11, 2021

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff

**FROM:** Patrick J. Daly, President

**SUBJECT: Legislative Update**

---

**Recent and Current Legislation**

**Bill 288, Building Opportunities in the Skilled Trades Act, 2021**

This Bill was introduced by Labour Minister Monte McNaughton on May 6, 2021. Proposed amendments include establishing Skilled Trades Ontario, a new Crown agency to replace the Ontario College of Trades and to “streamline” apprenticeship training. The link to the news release is below.

**Current Status:** First Reading

**Bill 287, Equity Education for Young Ontarians Act, 2021**

This private member’s Bill was introduced by Liberal MPP Lucille Collard. The legislation would require the history of colonization and its impact on Indigenous Peoples to be included in school curricula from kindergarten to Grade 12 in an age-appropriate manner.

**Current Status:** First Reading

**Bill 276, Supporting Recovery and Competitiveness Act, 2021**

This Bill was introduced by Prabmeet Singh Sarkaria, the Associate Minister of Small Business and Red Tape Reduction. The Bill contains changes to 28 Acts, including the *Education Act* which includes a proposed amendment regarding demonstration schools. This Bill has been referred to the Standing Committee General Government for hearings on May 17 and 18, 2021. Written submissions are due May 19, 2021.

**Current Status:** Ordered referred to the Standing Committee on General Government.

**Bill 260, Stopping Harassment and Abuse by Local Leaders Act, 2021**

This Bill was introduced on February 8 by Liberal MPP Stephen Blais. The Bill proposes to amend the *Municipal Act* and the *City of Toronto Act* to include code of conduct breaches that involve workplace violence and harassment policies. The introduction followed a previous government announcement on March 5, indicating that the government will be reviewing Municipal Codes of Conduct. This consultation is not applicable to school boards or trustees.

**Current Status:** First Reading

**Bill 251, An Act to enact, amend and repeal various Acts in Respect of Human Trafficking Matters.**

This Bill was introduced on February 22 by Solicitor General Sylvia Jones. In addition to this proposed legislation, the Ministry of Education connected with education stakeholders, “to inform the development of an anti-human trafficking policy framework for the provincially-

funded education sector.” OCSTA sent a submission to the Ministry of Education on March 18, 2021 on how schools play a role in protecting students against trafficking.

**Current Status:** Ordered referred to the Standing Committee on Justice Policy for a hearing on May 12 and 13 (via videoconference). OCSTA will be making a submission on the Bill.

Please contact me ([pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca)) or Steve Andrews ([sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca)) if you have any questions.

A handwritten signature in black ink, appearing to read 'PDaly', with a long, sweeping horizontal stroke extending to the right.

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: ON News Release - Ontario Supports Safe and Reliable Student Transportation May 11 2021  
**Date:** Tuesday, May 11, 2021 5:45:20 PM  
**Attachments:** [image004.png](#)  
[image005.png](#)  
[image002.jpg](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Tuesday, May 11, 2021 3:42 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: ON News Release - Ontario Supports Safe and Reliable Student Transportation May 11 2021

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

May 11, 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, OCSTA President

**SUBJECT: Ontario News Release – Ontario Supports Safe and Reliable Student Transportation**

---

Please see Ontario news release below regarding student transportation, sent to you for your information.



## NEWS RELEASE

### **Ontario Supports Safe and Reliable Student Transportation**

Investment to Support Driver Retention and Service Reliability for 2021-22 School Year

**May 11, 2021**

[Ministry of Education](#)

TORONTO — As part of ongoing efforts to provide students with continued access to safe and reliable transportation, the Ontario government announced that it will continue the School Bus Driver Retention Pilot (DRP) program in the 2021-22 school year. To ensure reliable transportation service throughout the pandemic, the Ontario government had extended the DRP program in the 2020-21 school year,

supporting driver retention and recruitment.

The DRP program rewards school bus drivers who stay on the job throughout the school year with the intent to reduce driver turnover leading to service stability for students and families by minimizing delays and disruptions.

The DRP program has been in place for the past four school years and has helped provide stability and reliability in the student transportation system across the province. The extension to the upcoming school year will continue to provide eligible drivers with up to \$2,000 based on continuous employment during the school year. It is estimated that this will benefit approximately 18,000 drivers across Ontario who provide transportation to over 830,000 students every day.

“Our commitment is to ensure students can get to schools safely with a caring, reliable and motivated group of school bus drivers,” said Stephen Lecce, Minister of Education. “This investment will support service reliability and keep students safe. Our government is taking action to prevent student transportation disruptions so that students can confidently get to and from school under the care of hard-working school bus drivers in our communities.”

The Ontario government will continue the DRP program by providing total funding of over \$40 million to support school bus drivers and support service reliability for families in rural and urban settings across the province.

“In what has been a difficult year for workers across the education sector, our government is taking strong and decisive action to continue supporting some of the most important people in education — those who safely drive our students to and from school,” said Sam Oosterhoff, Parliamentary Assistant to the Minister of Education and MPP for Niagara West. “It is good news for drivers, students, and families alike that the School Bus Driver Retention Pilot program is being continued for yet another year, to ensure consistency in driver supply. This demonstrates Premier Ford and Minister Lecce’s commitment to the essential workers of our province, including school bus drivers.”

“School bus drivers perform an incredibly important role each and every day, and they deserve our thanks,” said Nancy Daigneault, Executive Director of School Bus Ontario. “I applaud the government for rewarding these hard-working school bus drivers by continuing the DRP, and for putting service reliability and student safety first.”

At a time when the pandemic has created serious disruptions in the labour market, and many school bus operators are having trouble finding qualified staff, the DRP program provides a financial incentive for school bus drivers to stay on the job, and will help to provide stability for



students and families by minimizing transportation delays in the 2021-22 school year.

## Quick Facts

- Over 18,000 drivers have been benefiting from this program each year over the last four school years.
- The DRP program provides eligible school bus drivers up to \$2,000 based on continuous employment in the school year.
- As of May 6th, 2021, all eligible education staff province-wide are eligible to register for vaccination appointments. Education staff eligible to book vaccination appointments include any school board staff or student transportation partners who typically work in-person in elementary and secondary schools. This eligibility includes school bus drivers province-wide.
- 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.
- The \$1.6 billion in funding to respond to COVID-19 includes \$65.5 million for enhanced cleaning protocols and other safety measures in student transportation, such as reducing the number of students on school buses to support physical distancing.
- The student transportation sector will benefit from the continued provision of required personal protective equipment (PPE) and critical supplies and equipment (e.g., cleaning supplies) through the Ministry of Government and Consumer Services and the pandemic stockpile.

## Additional Resources

[Visit Ontario's website to learn more about how the province continues to protect Ontarians from COVID-19](#)

[Ontario Unveils \\$2 Billion Plan to Keep Schools Safe and Support Learning Recovery and Renewal](#)

[Guide to reopening Ontario's schools](#)

## Media Contacts

**Caitlin Clark**  
Minister's Office  
[caitlin.clark@ontario.ca](mailto:caitlin.clark@ontario.ca)

**Ingrid Anderson**  
Communications Branch  
[ingrid.e.anderson@ontario.ca](mailto:ingrid.e.anderson@ontario.ca)  
[437-225-0321](tel:437-225-0321)

**We have recently updated Ontario Newsroom Subscription. You may receive additional emails. If you would like to update your subscription preferences or unsubscribe, click the 'manage your subscriptions' or 'unsubscribe' links down below.**

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»



# OCSTA Newswire – May 12, 2021



By [Editor](#)  
May 12, 2021

[OCSTA Newswire](#)

[1 Comments](#)

## President Daly Receives CPCO Fr. John Redmond Award



OCSTA is pleased to acknowledge that our President Patrick Daly was recently presented with the Fr. John Redmond Memorial Award by the Catholic Principals' Council of Ontario.

This award recognizes individuals who have demonstrated an extraordinary level of provincial leadership. Throughout President Daly's 36-year tenure as a Catholic Trustee he has made significant contributions that shaped legislation and informed political decisions in support of Ontario's publicly funded Catholic education system.

Among Pat's several achievements was leading the successful system-wide effort that resulted in funding equity for all Ontario students.

Congratulations President Daly!

## Legislative Update

OCSTA President Patrick Daly recently issued a memo to CDSB Chairs and Directors of Education containing a legislative update – [click here to view](#).

# Catholic Education Week – A Success



Ontario's Catholic schools once again raised the profile of publicly funded Catholic education in Ontario through their prayers, activities and promotions that celebrated the very timely theme "Nurturing Hope."

We appreciate the great support, dedication and participation of students, their families, staff, parishioners and trustees in Catholic school board communities across Ontario. Your stories, videos and images of faith in action were shared thousands of times throughout social media, in local newspapers and other media outlets across the province.

This year's theme "Nurturing Hope" could not have been more suitable. As we continue to work together to address the challenges of the pandemic, our Catholic school communities nurtured hope through their prayers, classroom lessons and activities.

This year's celebration also included recognition of the fifth anniversary of the Holy Father's encyclical on the environment entitled "On Caring for our Common Home." We invite all to view the resource guide on Catholic school board environmental practices developed by Director of Catholic Education Anne

O'Brien and featuring submissions from Catholic school boards from across Ontario. [Click here to view.](#)

Catholic Education Week curriculum, readings lists and multimedia resources remain on the OCSTA website at [www.goodnewsforall.ca](http://www.goodnewsforall.ca).

# Ontario Catholic Student Youth Day – May 5



It has become a practice each year for the Catholic Student Trustees provincial leadership cabinet to coordinate an activity/seminar for Ontario Catholic Student Youth Day. This year was no different with the exception that the event was virtual. Held on May 5, the event opened with the Provincial Mass for Catholic Education Week, celebrated by His Eminence, Cardinal Thomas Collins, and concluded with an afternoon session featuring poignant presentations on youth empowerment with musician and motivational speaker, Peter Katz and a unique

session on mental health and suicide prevention with former OCSTA Student Trustee Alumni Award recipient, Dr. Ben Verboom.

## **Catholic Education Week Committee**

OCSTA extends our sincere appreciation to the educators and faith formation leaders on the Catholic Education Week Committee – these are the individuals behind the development of the exceptional resources that are utilized by students, staff and families across Ontario and even beyond our borders:

Paul Beaudette – Hamilton-Wentworth CDSB

Janet Bentham – Ottawa CSB

Sister Pat Carter – Huron-Superior CDSB

Nancy Davie – York CDSB

Laura Hughes – Office provincial de l'éducation de la foi catholique de l'Ontario

Sébastien Lacroix – Conseil scolaire catholique MonAvenir

Stephanie Maher – Simcoe Muskoka CDSB

Paul Nalli – Halton CDSB

Michael Nerino – Northwest CDSB

Michelle Tymkin (Indigenous Lead) – Northwest CDSB

Murray Watson – Simcoe Muskoka CDSB

## **FACE Virtual Lobby Days at Queen's Park**

The annual Catholic Education Lobby Day at Queen's Park took place virtually this year from May 6-7 but was hosted once again by the Friends and Advocates

of Catholic Education or FACE. This initiative created jointly by OCSTA, the Ontario English Catholic Teachers' Association and, the Assembly of Catholic Bishops of Ontario has for several years presented a united front for publicly funded Catholic education in Ontario through this annual series of meetings with our legislative representatives at Queen's Park.

The trustees, educators and Bishops representing FACE met with a number of MPPs to discuss the excellent work being done in Ontario's Catholic schools. They focused on the caring and supportive atmospheres of Catholic schools, the acts of Christian service demonstrated by students and staff, and the dedication of Catholic school boards to ensuring the continuity of learning for all students.

Additionally, at each meeting, FACE delegation members discussed local information that might deepen each MPPs understanding of the distinctive attributes and achievements of Catholic schools in their respective constituencies.

### **MPPs Meeting with FACE delegations during 2021 Catholic Education**

#### **Lobby Days, included:**

MPP France Gelinas, Nickel Belt

MPP John Fraser, Ottawa South

Attorney General, Doug Downey (MPP – Barrie – Springwater – Oro-Medonte)

MPP Donna Skelly, Flamborough-Glanbrook

MPP Ian Arthur, Kingston & The Islands

MPP Sol Mamakwa, Kiiwetinoong

MPP Sam Oosterhoff, Niagara West

Speaker of the House Ted Arnott, Wellington-Halton Hills

MPP Marit Stiles, Davenport

MPP Mike Schreiner, Guelph



MPP Lisa Thompson (Minister of Government & Consumer Services), Huron-Bruce

MPP Tom Rakocovic, Humber River-Black Creek

MPP Kathleen Wynne, Don Valley West

MPP Rick Nicholls, Chatham-Kent-Leamington

MPP Stephen Blais, Orleans

MPP Jill Dunlop, Simcoe North

MPP Lorne Coe, Whitby

MPP Lindsey Park, Durham

Liberal Leader Steven Del Duca

OCSTA appreciates the support and contribution of all participants in the 2021

Catholic Education Lobby Day at Queen's Park:

**OCSTA:**

Patrick Daly, OCSTA President

Michael Bellmore, Chair, Sudbury CDSB

Beverley Eckensweiler, Bruce-Grey CDSB

Mark Mullan, Chair, Ottawa CSB

Nancy Crawford, Toronto CDSB

Frank Bastone, Kenora CDSB

Kathy Burtnik, Niagara CDSB

Marino Gazzola, Wellington CDSB

Linda Ainsworth, Peterborough Victoria Northumberland & Clarington CDSB

Morgan Ste. Marie, Durham CDSB

**OECTA:**

Liz Stuart, OECTA President

Maurizio De Poli, Sudbury Secondary Unit

Michele Pierce, Ottawa Unit President

Barb Dobrowolski, OECTA President-elect

Nick deKoning, Hamilton-Wentworth CDSB Elementary President

Rene Jansen in de Wal, OECTA 1st VP

Leanne Davidson, Kenora OECTA President

Marie Balanowski, Niagara Elementary Unit President

Lorain Beraldo-Turner, Halton OECTA Secondary President

Chad Coene, St. Clair CDSB

Paul Collicutt, Durham Secondary President

**ACBO:**

Most Rev., Bishop Ronald Fabbro, ACBO President

His Emnence, Cardinal Thomas Collins

Most Rev. Bishop Frederick Colli, Diocese of Thunder Bay

Most Rev. Bishop Thomas Dowd, Diocese of Sault Ste. Marie

Most Rev. Archbishop Marcel Dampousse, Archdiocese of Ottawa-Cornwall

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

Most Rev. Bishop Douglas Crosby, Diocese of Hamilton

Most Rev. Bishop John Boissonneau, Auxiliary Bishop, Archdiocese of Toronto

Most Rev. Bishop Robert Kasun, Auxiliary Bishop, Archdiocese of Toronto

Most Rev. Bishop Ivan Camilleri, Auxiliary Bishop, Archdiocese of Toronto

Sincere appreciation is also extended to the **FACE Project Manager, Carole Allen** who annually coordinates this important initiative on behalf of the FACE partners..

## **FACE Meeting Highlight:**



The Bishop of Thunder Bay, The Most Reverend Bishop Colli, OCSTA Director and Kenora CDSB Trustee Frank Bastone and Kenora OECTA President, Leanne Davidson formed the delegation team meeting with the NW Ontario MPP Sol Mamakwa (Kiiwetinoong). During this meeting the delegation elaborated on many topics including the demographics of the region, and the distinctive programs and initiatives taking place at all four of Ontario's school boards in this northwest region of the province.

Trustee Bastone shared with MPP Mamakwa the deep commitment of Catholic school boards to respecting and supporting First Nations students and their families and also explained how the Catholic school system's Catholic Graduate Expectations complement and work together with the 8 Grandfather Teachings. OECTA representative Leanne Davidson highlighted the supports for Indigenous students that are available in Catholic schools and discussed the positive impacts and understanding gained through the strengthening of relationships with families. His Excellency, Bishop Colli discussed the involvement of the Bishops in reviewing curriculum over the years and the deep commitment to ensuring historical accuracy and care and respect for Indigenous people.

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo-ON News Release - Ontario Extending Stay-at-Home Order Until June 2  
**Date:** Thursday, May 13, 2021 12:43:01 PM  
**Attachments:** [image004.png](#)  
[image005.png](#)  
[image002.jpg](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Thursday, May 13, 2021 12:42 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo-ON News Release - Ontario Extending Stay-at-Home Order Until June 2

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

May 13, 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 Extending Stay-at-Home Order Until June 2**

---

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



## NEWS RELEASE

### **Ontario Extending Stay-at-Home Order Until June 2**

Province Outlines Plans to Make Pfizer Vaccine Available to Youth Aged 12 to 17

**May 13, 2021**

[Premier's Office](#)

TORONTO — With the new, more contagious variants continuing to pose significant risks, the Ontario government, in consultation with the Chief Medical Officer of Health, has extended the Stay-at-Home Order ([O. Reg. 265/21](#)) until at least June 2, 2021. All public health and workplace safety measures under the [provincewide emergency brake](#) will also remain in effect. During this time, the government will prepare to administer the Pfizer vaccine to youth between the ages of 12 and 17, beginning the week May 31, 2021, as the province also finalizes plans to gradually and safely re-open the province.

“While we are seeing positive trends as a result of the public health measures

put in place, we cannot afford to let up yet,” said Premier Ford. “We must stay vigilant to ensure our ICU numbers stay down and our hospital capacity is protected. If we stay the course for the next two weeks, and continue vaccinating record number of Ontarians every day, we can begin looking forward to July and August and having the summer that everyone deserves.”

Thanks to the collective efforts of Ontarians in following public health and workplace safety measures, the province continues to make considerable progress in the fight to control the third wave of COVID-19. This past week (May 2 to 8), the provincial cases rate decreased by 14.8 per cent, with the positivity rate also decreasing to 7.7 per cent compared to 8.6 per cent the previous week. From May 5 to 12, the number of patients with COVID-related critical illness in intensive care has decreased from 877 to 776.

Despite improvements, key indicators remain high and more time is required before the province can safely lift the Stay-at-Home Order. From May 3 to 9, the provincial cases rate remained very high at 134.9 cases per 100,000 people, and per cent positivity was above the high alert threshold of 2.5 per cent. Hospitalization and ICU admissions also remain too high and well above the peak of wave two.

Based on this data, the government has extended the provincewide Stay-at-Home Order that is set to expire on May 19 until at least June 2, 2021. The impacts of these measures will continue to be evaluated over the coming weeks, with consideration being made to the reopening of outdoor recreational amenities on June 2, subject to current trends continuing.

“While the latest data shows that public health measures are having an impact, the situation in our hospitals remains precarious and variants continue to pose a significant risk,” said Christine Elliott, Deputy Premier and Minister of Health. “Experience from other jurisdictions shows that driving transmission to very low levels is needed in order to end the third wave. We must stay the course as we continue to quickly vaccinate more Ontarians, including our children and youth.”

In addition, all publicly funded and private elementary and secondary schools in the province will continue to operate under teacher-led remote learning. Data is to be assessed on an ongoing basis and medical experts, including the Chief Medical Officer of Health, and other health officials will be consulted to determine if it may be safe to resume in-person learning.

Beginning the week of May 31, youth in Ontario between 12 and 17 years of age and their family members who have not received a vaccine will be eligible to book an appointment to receive their first dose of the Pfizer vaccine, including at special dedicated youth and family clinics throughout the weeks of June 14 and 21.

“Expanding vaccines to youth 12 and up will bring us one step closer to normalcy for our students,” said Stephen Lecce, Minister of Education. “We are focused on delivering a safe, stable, and well-resourced learning experience

with an additional \$1.6-billion in resources to protect students and school communities in the 2021-22 school year.”

The province will work with public health units to offer both doses of vaccine to youth aged 12 to 17 by the end of August, in collaboration with school boards and other partners. The rollout will be informed by the work of the Children’s COVID-19 Vaccine Table and will provide access to multiple channels to support vaccinating this group, including mass vaccination clinics, community or school pop-ups, and pharmacies.

“The spread of COVID-19 continues to pose a significant threat to our health care system and the well-being of Ontarians,” said Solicitor General Sylvia Jones. “While we have made great strides, extending the Stay-at-Home order is essential to protect our communities, reduce the spread of the virus and save lives.”

“Despite the progress we have made in recent weeks in our fight against this virus, we all must remain vigilant, as we are not yet at the point where we can safely exit the Stay-at-Home Order, as our health system remains under significant strain,” said Dr. David Williams, Chief Medical Officer of Health. “By continuing to strictly follow all measures, we can further reduce transmission of the virus, safeguard hospital and public health capacity, and save lives.”

## Quick Facts

- Ontario has administered first doses of the COVID-19 vaccines to over [50 per cent of Ontarians aged 18 and over](#). Over one million doses of the COVID-19 vaccine have been administered in Ontario since the start of May, and the province remains on track to have administered first doses to 65 per cent of Ontarians aged 18 and over by the end of May.
- On May 5, 2021, Health Canada authorized the use of the Pfizer COVID-19 vaccine in children 12 to 15 years of age, marking the first COVID-19 vaccine authorized in Canada for use in this age group.
- The [Stay-at-Home order](#) currently in effect requires everyone to remain at home except for specified purposes, such as going to the grocery store or pharmacy, accessing health care services (including getting vaccinated), for outdoor exercise, or for work that cannot be done remotely.
- On April 3, 2021, the government implemented a [provincewide emergency brake](#), putting in place time-limited public health and workplace safety measures to help to stop the rapid transmission of COVID-19 variants in communities, protect hospital capacity and save lives.
- Emergency [orders currently in force](#) under the Emergency Management and Civil Protection Act have been extended until June 2, 2021, as the province continues to deal with the impacts of COVID-19. Orders currently in force under the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020, with the exception of O.Reg 129/20 (Signatures in Wills and Powers of Attorney), have been extended until June 19, 2021.

- Under the ROA, orders can be extended for up to 30 days at a time, and the government must report on all order extensions to the [Select Committee on Emergency Management Oversight](#).
- The ROA requires the Premier to table a report on any amendments or extensions of any orders within 120 days after the first anniversary of the ROA coming into force.
- Last week, the Ontario government [announced](#) it 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, with an \$85.5 million commitment to support learning recovery and renewal in response to the ongoing pandemic in the 2020-21 and 2021-22 school years.

## Additional Resources

- [Ontario Implements Provincewide Emergency Brake](#)
- [Ontario Continues to Expand Booking Eligibility for COVID-19 Vaccines to More Ontarians](#)
- Visit Ontario's [COVID-19 communications resources web page](#) for resources in multiple languages to help local communication efforts.
- Visit Ontario's [website](#) to find out if you are eligible to receive a COVID-19 vaccine at this time.
- Eligible groups can use Ontario's [vaccine booking system](#) to find out how to schedule an appointment, or can call the Provincial Vaccine Booking Line number at 1-833-943-3900. For general inquiries, individuals can call the Provincial Vaccine Information Line number at 1-888-999-6488 or TTY service is also available by calling [1-866-797-0007](#).
- Visit Ontario's [COVID-19 vaccine web page](#) to view the latest provincial data and information on COVID-19 vaccines.
- Visit Ontario's COVID-19 information [website](#) to learn more about how the province continues to protect the people of Ontario from the virus.
- For public inquiries call ServiceOntario, INFOline at 1-866-532-3161 (Toll-free in Ontario only).

## Media Contacts

Ivana Yelich  
Premier's Office  
[Ivana.Yelich@ontario.ca](mailto:Ivana.Yelich@ontario.ca)

Alexandra Hilken  
Minister Elliott's Office  
[Alexandra.Hilken@ontario.ca](mailto:Alexandra.Hilken@ontario.ca)



« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: ON News Release - Ontario Strengthening Educational Supports for Children and Youth in Care May 13/21  
**Date:** Thursday, May 13, 2021 4:52:46 PM  
**Attachments:** [image009.png](#)  
[image002.png](#)  
[image004.jpg](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Thursday, May 13, 2021 3:34 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: ON News Release - Ontario Strengthening Educational Supports for Children and Youth in Care May 13/21

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

May 13, 2021

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

**FROM:** Patrick J. Daly, President

**SUBJECT:** Ontario Strengthening Educational Supports for Children and Youth in Care

---

Please see attached Ontario new release regarding educational supports for children and youth in care, sent to you for your information.



## NEWS RELEASE

### **Ontario Strengthening Educational Supports for Children and Youth in Care**

Children's aid societies receive additional funding for tutoring and skills development

**May 13, 2021**

[Ministry of Children, Community and Social Services](#)

TORONTO — The Ontario government is setting children and youth in care up for success by investing an additional \$1.5 million in the Education Liaison program. The program helps connect students to supports such as tutoring, academic enrichment, career mentoring and skills development and improves collaboration between children's aid societies and school boards. With this investment, the total annual funding for this program has increased to \$5 million.

“Education is critical for success and every child and youth deserves to get the support when needed, including those in care,” said Jill Dunlop, Associate Minister of Children and Women’s Issues. “Accessing these educational supports is going to help kids and young people in care get the help they need to focus on their studies, setting them up for success as they get older.”

The expanded program will now support a full-time Education Liaison in every children’s aid society. The Education Liaisons will focus on improving the educational outcomes of children and youth in care by coordinating educational services and building capacity within children’s aid societies and school boards. This work includes:

- Connecting students to educational supports with school boards and community resources, like mental health services and specialized assessments
- Generating plans to help students at risk of suspension and help students transition between grades and schools and to postsecondary learning
- Helping increase student enrolments for students who move schools or who attend specialized care, custody and corrections programs
- Facilitating applications for the Ministry of Education’s Transportation and Stability Supports Program funding, that seeks to improve the educational experience and outcomes of students in care by ensuring positive and stable connections to school and learning during times of instability and transition
- Supporting students, societies and caregivers in responding to educational needs during the COVID-19 pandemic, including shifting to online learning and providing tutoring.

“Every child deserves the opportunity to succeed, and this targeted investment will benefit children and youth in care to ensure every child can succeed and receive the supports they deserve,” said Stephen Lecce, Minister of Education. “In response to the COVID-19 pandemic, our government is stepping up to support students with a historic \$1.6 billion investment in mental health, special education needs, and other supports to ensure a safe and successful 2021-22 school year.”

## Quick Facts

- In 2019-20, children’s aid societies reported 3,005 children and youth received direct services through the Education Liaison program. Of these, 2,475 were referred to specialized services, such as tutoring, academic enrichment, career mentoring and skills development. About 1,900 students identified as First Nation, Metis, Inuit or another Indigenous identity.
- The Education Liaison program aligns with the *Strengthening Youth Supports* pillar of Ontario’s child welfare redesign strategy, which targets improving education and employment for children and youth in care. The strategy promotes prevention, early intervention, improved service experience and improved outcomes for those who need protection services

from children's aid societies and residential care.

- Children and youth leaving the child welfare system are more likely to experience a range of negative outcomes, such as homelessness, mental health concerns, unemployment, lack of education and involvement in the justice system.
- The Ontario government is providing more than [\\$1.6 billion in resources](#) to respond to COVID-19 and protect public education for the 2021-22 school year. This funding includes 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.
- Students and families will also benefit from [recently announced investments](#) to support student mental health including over \$80 million projected for the 2021-22 school year. This investment also includes \$35 million in COVID-19 supports to address local priorities such as access to school-based mental health professionals, educator professional learning and collaborating with community mental health providers for students requiring more intensive supports, and student engagement.

## Additional Resources

- Learn more about redesigning [Ontario's child welfare system](#), including the [five pillars of the provincial redesign strategy](#).
- Learn about the [Ontario Association of Children's Aid Societies](#), including more about all 51 societies.

## Media Contacts

### Hannah Anderson

Associate Minister Dunlop's Office

[hannah.anderson@ontario.ca](mailto:hannah.anderson@ontario.ca)

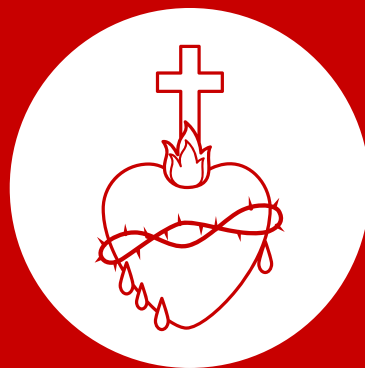
### Media Relations

Ministry of Children, Community and Social Services

[media.mccss@ontario.ca](mailto:media.mccss@ontario.ca)

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#). »





# NOVENA TO THE SACRED HEART OF JESUS





## AN INVITATION TO THOSE INVOLVED IN AND THOSE WHO CARE FOR *CATHOLIC* *EDUCATION* IN THE PROVINCE OF ONTARIO TO PRAY TOGETHER

As we come to the close of this unprecedented year, we naturally look back and reflect on the joys and struggles, the successes and the challenges, and we seek to find meaning in our stories.

From the stresses of constant changes to learning environments, to the worry of illness for ourselves and those we love, to the struggle to work from home in ways that make sense and are healthy, to the struggle of going to work in the face of uncertainty, it has been quite a year!

As an education community, we have persevered through so much. We have learned new ways of being and learning, new ways of encountering and accompanying. We have longed for 'normal' even as we have been amazed by our capacity for change.

In all things, we are more than just a group united in the goal of a system of education, we are a community of joyful disciples understanding ourselves as one body in Christ. The suffering, death and resurrection of Jesus brings meaning to all our experience.

As we prepare to leave this most difficult school year, let us turn with one mind and one heart and one voice to the One who brings meaning to our story by inviting us to enter into his.

Let us pray together for nine days in preparation for the Solemnity of the Most Sacred Heart of Jesus. Let us find our sure comfort and rest in the Sacred Heart of Christ's love for each and every one of us.





# STRUCTURE AND USE OF THE NOVENA

A novena is an ancient form of prayer in the Catholic tradition consisting of nine consecutive days of prayer leading up to a particular feast day where a particular blessing or grace is sought.

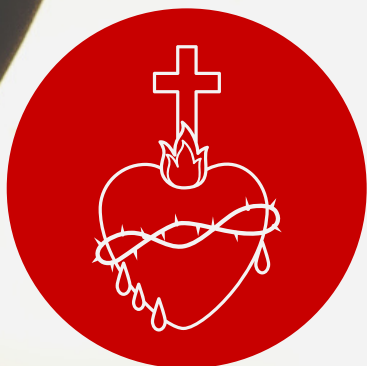
The devotion to the Sacred Heart of Jesus and the celebration of the Solemnity of the Sacred Heart of Jesus are part of our longstanding tradition in the Church. Students in Catholic Schools in Ontario learn about this devotion in the Grade 6 *Growing in Faith, Growing in Christ* program during Unit 5.

You may begin each day with an announcement of the Theme.

Then say, "Let us pray." (pause)

Make the Sign of the Cross and proceed with the day's prayer as shown below.

Each day, the prayer incorporates a small Scripture passage from the readings of the day. In this way, our prayer is joined with the prayer of the whole Church worldwide. It is recommended that you observe a brief pause following the proclamation of the short Scripture passage. This allows for a moment of silent reflection and our collective prayer then follows from the Word of God.



## IN PREPARATION: WEDNESDAY, JUNE 2 | WE LOOK TO YOU, O LORD

On this day, before our Novena begins, we think of Psalm 25. Over the next nine days we will lift up our soul, lift up our hearts, lift up our prayers together knowing no matter what, the heart of Jesus is filled with love for us.

*To you, O Lord, I lift up my soul.  
O my God, in you I trust;  
Make me to know your ways, O Lord;  
teach me your paths.  
Lead me in your truth, and teach me,  
for you are the God of my salvation;  
for you I wait all day long.*

---

## FIRST DAY: THURSDAY, JUNE 3 | WE LOVE YOU IN THE LOVING OF OURSELVES AND OUR NEIGHBOUR

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*There is no greater commandment. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength and Love your neighbour as yourself. (Mark 28.29-31)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for the **grace to love ourselves and others as you love.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

## SECOND DAY: FRIDAY, JUNE 4 | BLESSED ARE YOU GOD FOR YOUR MERCY ON US

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*Blessed be God, and blessed be his great name, and blessed be all his holy angels. May his holy name be blessed throughout all the ages, for he has had mercy upon me. (Tobit 11.14-15)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace of your forgiveness for times we have been unloving.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

---

## THIRD DAY: SATURDAY, JUNE 5 | WE OFFER YOU ALL WE HAVE AND ALL WE ARE | (TOBIT 13.1, 6A)

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*Blessed be God who lives for ever. If you turn to him with all your heart and with all your soul, to do what is true before him, then he will turn to you. (Tobit 13.1, 6A)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace of perseverance (not giving up hope). It has been a hard school year but we know you are with us always.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

## FOURTH DAY: SUNDAY, JUNE 6 | YOU GIVE US YOUR VERY BODY AND BLOOD TO STRENGTHEN US

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*While they were eating, he took a loaf of bread, and after blessing it he broke it, gave it to them, and said, 'Take; this is my body.' Then he took a cup, and after giving thanks he gave it to them, and all of them drank from it. He said to them, 'This is my blood of the covenant, which is poured out for many.'  
(Mark 14.22-24)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace of thankful hearts, especially for the gift of your body and blood in the Eucharist. This year we have often been unable to be together in Church. We miss being together in this way. We know you will bring us back together again soon.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

---

## FIFTH DAY: MONDAY, JUNE 7 | YOU COMFORT US SO WE MAY COMFORT OTHERS

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*Blessed be the God and Father of our Lord Jesus Christ, the Father of mercies and the God of all consolation, who consoles us in all our affliction, so that we may be able to console those who are in any affliction with the consolation with which we ourselves are consoled by God. (2 Corinthians 1.3-4)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace of your comfort when we are sad, frustrated, and worried. Help us to comfort others.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

## SIXTH DAY: TUESDAY, JUNE 8 | LET YOUR LIGHT SHINE IN US

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*You are the light of the world. Let your light shine before others, so that they may see your good works and give glory to your Father in heaven.*

*(Matthew 5.14-16)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace to be a light for others. Let them see your light through us.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

---

## SEVENTH DAY: WEDNESDAY, JUNE 9 | YOU ARE HOLY, LORD

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*Let them praise your great and awesome name. Holy is he!*

*The Lord our God is holy. (Psalm 99.3,9)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace of gratitude for all the people who have worked so hard to keep us safe in this difficult year, especially everyone in our school community, in the buildings and classrooms and online.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.



## EIGHTH DAY: THURSDAY, JUNE 10 | YOU CALL US TO FORGIVE

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.  
O my Jesus, I place my trust in you.

*Be merciful, therefore, as your heavenly Father is merciful.  
Forgive, and you will be forgiven. (Luke 6:36, 37B)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace to be forgiving and loving to others.**

Sacred Heart of Jesus, we place all our trust in you.  
O Sacred Heart of Jesus, full of compassion and love, have mercy on us.  
In the name of the Father, and of the Son, and of the Holy Spirit. Amen.



## NINTH DAY: FRIDAY, JUNE 11 | TO KNOW YOUR LOVE IS THE BEST KNOWING WE HAVE

For nine days we have prayed together, placing our trust in Jesus and the love and compassion he has for us and for all people. This has not been an easy school year, but we have made it through together. As we come to the end of our Novena, may we feel the peace and comfort only God's love can bring as we have drawn close to God in our prayer. And may we feel especially close to one another, even if we are apart, because our prayer can bring us together. On this, our final day of our Novena ...

### Let us pray +

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

*I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.  
(Ephesians 3.18-19)*

*(pause for a moment of silent reflection)*

Encouraged by your words we now ask for **the grace to know how deeply you love each of us – all our friends and family, everyone in our community, in our country and in our world. Let your love warm us, strengthen us, and help us to face the struggles in our lives and to celebrate the happy times.**

Sacred Heart of Jesus, we place all our trust in you.

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo-Novena to the Sacred Heart of Jesus  
**Date:** Tuesday, May 18, 2021 4:56:48 PM  
**Attachments:** [Novena To Sacred Heart of Jesus FINAL.pdf](#)  
[image006.png](#)  
[image002.jpg](#)  
[image004.jpg](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Tuesday, May 18, 2021 2:07 PM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA: Memo-Novena to the Sacred Heart of Jesus

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

May 18, 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: Novena to the Sacred Heart of Jesus**

---

The attached Novena to the Sacred Heart of Jesus was provided to us by the Institute for Catholic Education. We share it with you and invite you and the Catholic School Communities within your Board to join together in prayer at the end of what we know has been a year with many complex and significant challenges.

The hope is that schools, school boards, parishes and parents can join in this devotional prayer seeking the comfort, mercy, strength and love that is shown to us in the image of the Sacred Heart of Jesus.

The package provides one day of preparation for the Novena followed by 9 consecutive days of prayer. On June 2<sup>nd</sup>, we will pray from Psalm 25: "To you, O Lord, I lift up my soul, O my God, in you I trust." Then from June 3<sup>rd</sup> to the Solemnity of the Sacred Heart on June 11<sup>th</sup>, we will pray each day in thanksgiving for all we have received and in supplication for all we still need.

Please know, we will be praying with and for all of you.

May we all find consolation in the love of Christ burning for us.

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



« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all

copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe.](#)»

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo: Emails re Hybrid Learning Model  
**Date:** Monday, May 24, 2021 8:43:03 PM  
**Attachments:** [image003.png](#)  
[image002.jpg](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

519-578-3660 | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Monday, May 24, 2021 8:12 PM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Memo: Emails re Hybrid Learning Model

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

May 24, 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: Emails re Hybrid Learning Model**

---

We have been informed that a number of Chairs and trustees are receiving letters with regard to the hybrid learning model. Through conversations with Chairs that have reached out to us, we are aware that the emails/letters are identical, have been personalized (to trustees) and are being sent from different sender names and email addresses.

If we receive additional information, we will let you know.



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



« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo - 2021/2022 GSNs Funding, Priorities and Partnership Funding, COVID Funding  
**Date:** Tuesday, May 25, 2021 4:20:23 PM  
**Attachments:** [image003.png](#)

---

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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

**519-578-3660** | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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

---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Tuesday, May 25, 2021 3:31 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo - 2021/2022 GSNs Funding, Priorities and Partnership Funding, COVID Funding

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



**Ontario Catholic School  
Trustees' Association**

May 25, 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: 2021-22 Grants for Student Needs Funding, Priorities and Partnership Funding,  
COVID Funding**

Further to our previous memo, we provide additional provincial information with regard to the 2021-2022 Grants for Student Needs. As you know, on May 5<sup>th</sup>, 2020, the Ministry of Education issued Ministry Memorandums 2021: B07 Planning Guide, B08 GSN Funding, B09 Capital Funding, B10 Priorities and Partnerships Funding. These memorandums provide highlights of the 2021-22 Grants for Student Needs (GSN) as well as the 2021-22 Priorities and Partnerships Funds/COVID Funding. Board by board funding estimates, and other information regarding funding for 2021-22 is available on the Ministry of Education website. <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>.

The GSN for 2021-2022 is estimated at \$25.6 billion, which is an increase of 2.2% from the previous year.

**Highlights of the 2021-21Funding Announcements**

- Increase in salary benchmarks for unionized teaching and non-teaching staff of 1.0 percent for 2021-22 school year as well up to 1% increase for ELHT benefit plans maintenance/improvements as well as additional inflationary increases;
- Supports for Students Funds continues into 2021-22 consistent with the terms of the central agreements;
- Educational Software Licensing Funding increased to \$.084 per-pupil (minimum of \$50,000 per board);
- Recent Immigrant Supplement \$79.6 million (new immigrants to Canada);
- Recognition of COVID related student mental health \$10.1 million;
- Support for Technology Related Costs for student access & equipment \$14.9 million;
- COVID related Safety of students and staff funding (including physical plant upgrades – air quality/ventilation);
- Several Priorities and Partnership programs will be incorporated into GSN:
  - Specialist High Skills Major -SHSM \$23.6 M (consolidated into SHSM Allocation of the Learning Opportunities Grant);
  - After School Skills Development – ASSD \$6.1M (transferred and enveloped within Behaviour Expertise Amount Allocation of the Special Education Grant);
  - Integrated Services for Northern Children -ISNC \$1.44 M;
  - Increase in School Operations Allocation benchmark (2%) to support increase in commodity prices (electricity, natural gas, insurance etc.).

**Priorities and Partnerships Funding \$487.9 million**

- - \$304.0 million for staffing related to COVID. School boards may use this funding to support teachers, early childhood educators, educational assistants, custodians, school-based administrative support, principals and vice-principals to facilitate smaller cohorts, physical distancing, enhanced cleaning and the delivery of remote learning;

- \$65.5 million for enhanced cleaning protocols and other health and safety measures in student transportation;
- \$49.0 million for special education, mental health and well-being and equity initiatives;
- \$29.4 million for increased costs related to school operations in recognition of the need to operate ventilation systems longer and replace filters more frequently. This funding will be allocated to provide for a 2% increase to the non-staff school operations benchmark, in recognition of additional costs for non-staff operations related to COVID19. A further 1.25% will be provided to support costs related to enhanced filtration;
- \$20.0 million for re-engaging students and reading assessment supports. Funding will be allocated to school boards reflecting a base funding amount of \$20,000 per school board as well as a per pupil allocation, and school authorities;
- \$20.0 million in connectivity supports for remote learning technology such as improvements to connectivity within school buildings.

### **Use of Reserves \$507.9 Million**

Government once again is permitting boards to draw down up to the equivalent of 2% of operating funding for resources to support COVID related expenditures. It is estimated that OCSTA Boards' use of reserves for 2021-22 would be approximately \$140 million, if 2% of operating revenue was drawn down.

Appendix A to the 2021: B07 2021-22 Planning Memo contains funding amounts by school board for each of the PPF Funding supports.

### **Compliance & Reporting**

- The Ministry also announced several new reporting/compliance requirements commencing 2021-22:

- Indigenous Education and the Program Leadership Grant Allocation to be enveloped;
- Indigenous Education Lead must be a full-time position, no job splitting;
- Library Staffing, enhanced reporting on staffing expenditures;
- Prior Learning Assessment and Recognition (PLAR), revised PLAR process will be made available to all eligible adult learners.

### **Technical Changes/Adjustments to GSN**

- 
- School Operation Allocation – Supplementary Area Factor change to reflect secondary class size of 23;
  - Grants out of School Board Administration and Governance Grant (SBAGG):
    - Parent Engagement Allocation – Moving to School Foundation Grant (SFG);
    - Capital Planning Capacity Allocation -Moving to School Operations and

Renewal;

- Non-Instructional Space Amount - Moving to School Operations and Renewal;
- Calculation of In-Year Deficit for Balanced Budget Compliance.

### **Central Employer Bargaining Agency Fees**

Commencing 2021-22, allocation revised to better reflect Association's cost structures associated with the School Boards Collective Bargaining Act (SBCBA). For 2021-22, GSN reflects maximum annual revenue for the Association, subsequent years funding will be adjusted by trustees' Association's total expenses and changes to GSN benchmarks.

We have in the past, and will continue, to express our significant concern with regard to the reliance on School Board Reserves. If there are areas within the 2021-2022 GSNs of particular concern to your school board, we would appreciate it if you could bring them to our attention.

I would like to recognize and thank Dan Duszczyszyn for his careful review of the GSNs. If you have any questions with respect to the GSN highlights please contact or Dan Duszczyszyn ([dduszczyszyn@ocsta.on.ca](mailto:dduszczyszyn@ocsta.on.ca)), Stephen Andrews ([sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca)) or me ([pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca)).



**MARIE PALOMBI**

**Ontario Catholic School Trustees' Association**

**1804 – 20 Eglinton Avenue West**

**Toronto, ON M4R 1K8**

**416-932-9460 Ext. 234 | Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)**

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»





**Date:** January 18, 2021  
**To:** Board of Trustees  
**From:** Governance Committee  
**Subject:** Policy Review and Recommendations

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

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

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

Board Policy I 001 Ends – Board Policy Provision  
Board Policy IV 010 Facilities Accommodations

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

**Alignment to the MYSP:**

Not applicable

**Background/Comments:**

**Board Policy I 001 Ends - Broad Policy Provision**

**1 Ends Statement Review**

Chair provided some context, dating back to January 2021, wherein this was brought to Governance because of concerns about the scheduling of when Ends Monitoring comes to the board. It was noted that the final remark of policy document I 001 notes that it is taken up in June, but it currently aligned with the Board Report in December. Members could see value in either June or December for different reasons.

It was also discussed that the Ends policy should be reviewed in full, requiring stakeholder engagement and perhaps an additional sub-committee to complete the task.



Committee discussed the current strain on system in the context of stakeholder engagement and the potential for deferring the review while not losing site of it by placing it under Pending Items.

There was further discussion regarding timing of December versus June. It was recommended that the policy be changed to reflect more formal monitoring in December.

The following motion was passed:

- 1) Governance recommends to full Board of Trustees keeping Ends Policy in the pending items on Board agendas, but change final statement of the policy to reflect that "monitoring will happen throughout the year, but more formally in December of each year."

### **Monitoring Reports**

Chair reviewed history of Monitoring reports and how requested changes have been incorporated so far this year. Governance committee reviewed a case study to further confirm our understanding of interpretations and provide feedback to Director and SOs on the creation of Monitoring Reports. The full board will discuss Monitoring Reports in 2021-2022 Committee of the Whole Board meetings as ongoing work of the board.

### **Consent Agenda**

Committee reviewed current practice of what is placed in Consent Agendas and discussed various pros and cons of selecting which reports may belong in consent or not in the future. We will continue to monitor the content of Consent Agendas and discuss further during 2021-2022 Committee of the Whole Board meetings as ongoing work of the board.

### **Board Policy IV 010 Facilities Accommodations**

After a short discussion on changes to Ministry policy on financing, it was recommended that item 3 in the Facilities Accommodations policy to reflect that boards are no longer required or able to explore available financing options. As a result the following motion was passed:

Governance recommends to Board that Policy IV 010 be revised to strike the words from clause 3: "finance options and"



## Recommendations:

### That the Board:

1. Keep the Ends Policy in the pending items on Board agendas, but change final statement of the policy to reflect that "monitoring will happen throughout the year, but more formally in December of each year.
2. Revise Policy IV 010 to strike the words from clause 3: "finance options and"

**Prepared/Reviewed By:** Jeanne Gravelle, Governance Committee Chair

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





**Number: I 001**

**Subject: Ends**

**Approval Date:** September 2, 2008  
**Effective Date:** September 2, 2008  
**Revised:** May 31, 2010; November 29, 2010; January 27, 2014, February 23, 2015,  
February 26, 2018, **May 31, 2021**

## **ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

## **POLICY STATEMENT:**

In a policy governance model, “ends statements” act as guiding principles that will lead us to our preferred future as a system. On behalf of the Catholic ratepayers of Waterloo Region and, in part under its duties as a Board under Section 169.1 of the Education Act and Regulations, as well as at a justifiable use of government and community resources, the WCDSB will create, implement and monitor a multi-year strategic plan that ensures – via the Director of Education – the Board acts responsibly to ensure learners achieve their fullest potential in learning communities that are a living experience of Catholic faith.

## **Heart of the Community:**

Our schools are heart of the community:

- I. When faith practice is integrated into the daily lives of our students as members of their school community,
- II. When they have the knowledge of the history, and regular experiences with, the values, doctrines and social justice imperatives of the Catholic faith,
- III. When they are contributors to society, dedicated to the common good and,
- IV. When all are included, welcomed, cared for, respected, and treated with dignity in invitational learning environments that help every student fully utilize their unique gifts while meeting their individual spiritual, physical, learning and/or emotional needs.

## **Success for Each:**

We create the conditions for success for our students by knowing our students, knowing our staff and doing what matters.

Our students achieve academic success:

- I. When given the necessary supports to work to their highest level of ability,
- II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and,
- III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and,
- IV. When they meet the Ontario Catholic Schools Graduate Expectations.



## **We Create A Place for All:**

When our schools, system departments, processes and policies reflect our belief that students deserve the best programs, delivered by well-prepared staff who are supported in their professional learning. Our schools will be supported in this by a strategic plan that includes processes whereby:

- I. WCDSB school and system initiatives are monitored through ongoing internal and external assessment measures to ensure students are learning at their highest possible level of achievement through programming that meets their individual learning needs, spiritual needs and learning styles and
- II. When all WCDSB departments are held to the highest standards through periodic external reviews to ensure the Board meets its financial and legal obligations to its employees, the Ministry of Education and its ratepayers.

~~Monitoring would take place on an ongoing basis but more formally in the June of each year, as the Multi-year Strategic Plan is monitored along with CEO Performance.~~ Monitoring will happen throughout the year, but more formally in December of each year.



---

**Number: IV 010**  
**Subject: Facilities/Accommodations**

**Approval Date:** September 2, 2008  
**Effective Date:** September 2, 2008  
**Revised:** October 26, 2009; October 26, 2010; April 26, 2011; October 24, 2011; January 30, 2012; June 10, 2013, October 26, 2015; December 12, 2016, July 3, 2019, **May 31, 2021**

---

**ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

**POLICY STATEMENT:**

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.

Accordingly, without limiting the scope of the foregoing, the CEO shall not:

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.
2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.
3. Initiate or enter into projects that involve material changes to facilities without exploring available ~~financing options and~~ public sector partnerships.
4. Engage in facility partnerships without board approval.
5. Fail to address the impact of facilities on the environmental footprint.
6. Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is in compliance with current Ministry of Education guidelines and directives.





**Number: II 011**

**Subject: Student Representation on the Board**

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** January 27, 2020

## **ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

## **POLICY STATEMENT:**

As per the Education Act and Regulation 7/07 it is the policy of the Waterloo Catholic District School Board that the interests of pupils be represented on the Board through the position of student trustee.

Accordingly:

1. The Board shall have two student trustees to represent the interests of their peers
2. A student trustee shall have the following qualifications:
  - a) be a Catholic in Union with the See of Rome
  - b) Be a resident student of the Board
  - c) Be enrolled full-time (ie: at least 3 credits per semester) in one of the Board's Catholic Secondary Schools and be in the senior division at the time of his/her term
3. A student trustee has the same status as a board member with respect to access to board resources and opportunities for training.
4. The Chair of the Board shall appoint a trustee to act as a mentor for each student trustee
5. The appropriate Superintendent of Schools shall be the staff contact for the student trustees. The Superintendent shall establish procedures to assist the student trustee in fulfilling their roles and responsibilities.
6. Student trustees may be disqualified from office for the following reasons:
  - a) as per trustee disqualifications criteria outlined in legislation
  - b) the student trustees ceases to be enrolled as a full time student in one of the Board's Catholic Secondary schools
  - c) the student trustee commits a serious breach of his/her school's code of conduct



d) the student trustee's conduct is deemed to be incompatible with the roles and responsibilities of the position

7. Upon completion of the student trustee's term, the Board will suitably recognize them including but not limited to a notation in the student's Ontario Student Record and a letter of service signed by the Chair of the Board.





## **Number: II 012**

### **Subject: Student Trustee Role Description**

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** October 26, 2010; November 26, 2012; September 29, 2014;  
December 12, 2016; May 29, 2017, January 27, 2020,  
June 15, 2020

#### **ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

#### **POLICY STATEMENT:**

As per the Education Act, reg 7/07 and this policy, the position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

#### **Board of Trustees Role and Responsibilities**

1. Attend all regularly scheduled public Board meetings and committees on which the student trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the appropriate superintendent and the committee chair prior to the start of the meeting.
2. Represent their own views and those of students within the board on any matter before the Board of Trustees including but not limited to government legislation and policies or operational practices enacted by the Ministry of Education, the Board or individual schools.
3. Represent the Board's students at public/official functions and on Board committees as assigned.
4. Report regularly to the Board of Trustees on their activities with the Secondary Student Senate and Ontario Student Trustee's Association.
5. Student Trustee feedback form to be completed for and presented at the May Board meeting each year.

#### **School and Student Representative Role and Responsibilities**

6. Serve as co-chairs of the Secondary Student Senate which holds a minimum of six (6) meetings per year.
7. Student Trustee feedback form to be completed for and presented at the May Board meeting each year.



8. Provide leadership within the Secondary Student Senate for its responsibility to promote the distinctiveness of a Catholic education within the Waterloo Catholic District School Board and the Region of Waterloo.
9. Participate as a member of his/her home school student council as an ex-officio member. The degree of participation beyond attendance at regular Student Activity Council meetings is at the discretion of the student trustee.
10. Report regularly to the Secondary Student Senate on the activities of the Board of Trustees and the Ontario Student Trustee's Association.

#### **Leadership Role and Responsibilities**

11. Monitor the activities of the Catholic Board Council of the Ontario Student Trustee's Association.
12. Participate in student leadership development activities associated with their school, board and association roles. If the activities are outside of Board jurisdiction supervision is to be provided by the student trustee parents and/or parents provide written permission for student trustee to attend. All excursions are subject to the availability of funds.



**Number: III 001**

**Subject: Global Governance-Management Connection**

**Approval Date:** April 28, 2008

**Effective Date:** April 28, 2008

**Revised:**

## **ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

## **POLICY STATEMENT:**

The board's sole official connection to the operational organization, its achievements and conduct will be through a Chief Executive Officer and Chief Education Officer, titled Director of Education. The Director of Education will also be the secretary of the Board.

**Unity of Control:** Only officially passed motions of the board are binding on the CEO.

**Accountability of the CEO:** The CEO is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the CEO.

**Delegation to the CEO:** The board will instruct the CEO through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the CEO to use any reasonable interpretation of these policies.

**Monitoring CEO Performance:** Systematic and thorough monitoring of CEO job performance will be solely against expected CEO job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations.

**CEO Compensation and Benefits:** The Board shall negotiate a contract with the CEO that will stipulate compensation and benefits for the CEO based on fair market value for services within the context of fiscal responsibility to the organization.





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Melanie Van Alphen, Chair of the Board  
**Subject:** 2020-2021 Board/Committee of the Whole Meeting Dates

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

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

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

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

**By-law 3.1 – 3.1.4 Regular Board Meetings**

**Alignment to the MYSP:**

Not applicable

**Background/Comments:**

**Please see the 2021-2022 Board/Committee of the Whole Meeting Dates below for approval.**

### September 2021

- 13– Committee of the Whole
- 27– Board of Trustees'

### October 2021

- 4 – Committee of the Whole (Thanksgiving - Monday Oct 11<sup>th</sup>)
- 25 – Board of Trustees'



## November 2021

- 8 – Committee of the Whole
- 22 – Board of Trustees'

## December 2021

- 6 – Inaugural Election Chair/Vice-chair
- 13 – Board of Trustees'

## January 2022

- 10 – Committee of the Whole
- 24 – Board of Trustees'

## February 2022

- 3 – Committee of the Whole
- 28 – Board of Trustees'

## March 2022 (March break 15 – 19)

- 3 – Committee of the Whole
- 28 – Board of Trustees'

## April 2022 (Easter - Sunday April 17)

- 4 – Committee of the Whole
- 25 – Board of Trustees'

## May 2022 (Victoria Day – Monday May 23)

- 9 – Committee of the Whole
- 30 – Board of Trustees'

## June 2022

- 6 – Special Board – Budget Presentation
- 13 – Board of Trustees' (graduations are typically held the last full week of June)

## Recommendation:

That the Board of Trustees approve the Board dates for 2021/2022 as recommended

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

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





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Melanie Van Alphen, Chair of the Board  
**Subject:** Student Trustee Feedback – 2020/2021 Results

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

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

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

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

Board Policy II 012 – Student Trustee Role Description

*#7 - Student Trustee feedback form to be completed for and presented at the May Board meeting each year.*

**Alignment to the MYSP:**

Not applicable

**Background/Comments:**

As per Board policy II 012, Student Trustees were asked to complete a feedback form to be presented at the May Board meeting. Results from these feedback forms are attached for review and discussion. The number listed in each column represents how many Trustees provided that respective rating to each question.

**Recommendation:**

That Trustees review and discuss the attached Student Trustee feedback forms for the 2020/2021 school year.



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

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





## Student Trustee Feedback

The Waterloo Catholic District School Board values student voice. As per the Education Act and Regulation 7/07 it is the policy of the WCDSB that the interests of pupils be represented on the Board through the position of student trustee. Student representation on the Board and the Role of a student trustee are outlined in Board policy II 011 and II 012 respectively.

Annual feedback is to be given by each student trustee at the end of their term to provide input to the Board of trustees regarding this role. This feedback will be useful for Trustees in monitoring policy and/or suggesting improvement going forward.

Please complete the attached assessment using the following ratings

- 5. Always
- 4. Most of the time
- 3. About half the time
- 2. Once in a while
- 1. Never

<b><u>Student Trustee Survey (Board Policy II 011 &amp; II 012)</u></b>	1	2	3	4	5	Comments
Training was provided and an orientation package was provided.		1			1	The orientation package was provided NOT by my Trustee mentor. Additionally, it was given much later then would be effective- mid October.
Access to Board resources were provided as needed.			1	1		Resources were provided as needed. However, at times there was a delay in receiving such, and confusion as to who to see for various inquires.,
Support in the role was provided by having an assigned trustee mentor and superintendent of schools to answer questions and guide you through process.		1	1			The first interaction with my mentor was not until early November... However, the other mentor was helpful in any questions we had add board meetings in the meantime. Additionally, many other board members extended their knowledge, warm welcomes and help.
Comfortable sharing your views and those of students at regular board meetings.					2	I felt as if I was given the same respect, and time to speak as the





						other Trustees. The board did a fantastic job in making me feel equal.
Feel your views and those of students were valued and listened to.					2	Similar to the last question, I feel as if I was respected regardless of if my opinion was shared by the large group. Although at times meeting discussion got intense, everyone was kind as soon as the meeting adjourned. Overall, I enjoyed the atmosphere and am greatly going to miss sitting around the board-table.
Participated in student leadership development activities associated with the school, board, and association roles.					2	In collaboration we were able to complete all of the required tasks. We also had the opportunity to go above and beyond through launching additional initiatives (eg. Monthly DOR package for grade 7/8 students).
Reported regularly to the Board of trustees on activities with the secondary student senate and Ontario Student Trustees Association.					2	See above.

Comments (what went well/what can be improved upon):

- Despite a challenging year for many, I found that I was very much supported during my time as Student Trustee. I really appreciated all the help everyone gave me, and I truly felt as though my opinions and views were valued. I think I struggled somewhat with not knowing who to go to for certain things, however. I also felt confusion surrounding board resources and who I needed to be talking to; sometimes getting in contact with the right person was a big game of telephone. I always appreciated the support I received during my term and am grateful for this opportunity! Thank you :)





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Melanie Van Alphen, Chair of the Board  
**Subject:** Compiled results of Board of Trustees Self-Evaluation for 2020/2021 School Year

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

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

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

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

Board Policy II 003 – Board Job Description

*#7 - Continuous improvement including a self-evaluation every year, to be presented at the May board meeting.*

**Alignment to the MYSP:**

Not applicable

**Background/Comments:**

As per Board policy II 003, Trustees were asked to complete a self-evaluation and submit their responses to Alice Figueiredo. All trustees submitted did submit their self-evaluation for the 2020/2021 school year and the compiled responses are attached to this report. The number listed in each column represents how many Trustees provided that respective rating to each question.

**Recommendation:**

That Trustees review and discuss the attached self-evaluations for the 2020/2021 school year.



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

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





## Board of Trustees Self Evaluation 2020/2021 School Year

Waterloo Catholic District School Board vision is “Our Catholic Schools: heart of the community-success for each, a place for all” and as a Board of Trustees we are called to support this vision. We are also called to help the system work towards achieving “The Ends.”

We monitor Board policies, MYSP, student achievement, student well-being and fiscal priorities, all within the context of our Catholic values. As part of continuous improvement a self-evaluation allows the Board of Trustees to reflect on how successful it is in focusing on what matters most and to commit to quality, excellence, and continuous learning.

Waterloo Catholic District School Board has been completing self-evaluations for a number of years as part of their work on good governance. There are many benefits in completing such a tool and they include:

- Assesses board effectiveness in carrying out core governance functions.
- Allows trustees to be self-reflective on their individual and collective behaviour and performance.
- It is a mutual learning opportunity to affirm successful governance practices and to improve on the gaps.
- Allows the Board to assess the “yearly work of the board.”
- Promotes trustee accountability.
- Supports open communication and transparency amongst trustees and between trustees and director.

Please complete the attached evaluation using the following ratings

- 5. Always**
- 4. Most of the time**
- 3. About half the time**
- 2. Once in a while**
- 1. Never**



<b><u>Section I: Catholic Development (Board Policy II 004 &amp; II 006)</u></b>	1	2	3	4	5
The Board of Trustees ensures that the system's affairs are managed with an appropriate degree of care and control within the context of Catholic values.		1	1	5	2
There is evidence that the Board demonstrates Catholic distinctiveness in its meetings.		1	1	3	4
The Board maintains strong linkages with it's Catholic partners eg: Parishes, Deanery, Diocese		2	2	3	2
The Board of Trustees monitors the implementation of the Pastoral Plan as part of the MYSP		1		4	4
The Board of Trustees participates in charitable acts within the community.		2		7	
The Board advocates and protects the distinctive nature of Catholic Education through its work with OCSTA.	2		2	3	2

<b><u>Section II: Governance (Board Policy II 002, II 003, II 007, II 013, II 014, II 015)</u></b>	1	2	3	4	5
The Board of Trustees adequately reviews finances and financial results against operating plans, budget and capital plans. Ensures resources are allocated to achieve desired results.			1	5	3
The Board of Trustees ensures compliance with Board policies, Ministry of Education and other externally imposed operating requirements			2	6	1
The Board of Trustees understand their legal obligations and ensure they are being met.				6	3
The Board of Trustees sufficiently considers recommendations made in the auditor's report and management letter.				6	3
Trustees' knowledge and understanding of the Board's value, mission, Multi Year Strategic Plan, and Board Improvement Plan is reflected in how they deal with key issues.		1	2	4	2
The Board of Trustees focus on strategic issues and delegate operational matters to staff.		1	1	7	



The Board of Trustees is effective in making decisions that help the School Board achieve it's mission, vision, beliefs and strategic priorities.	1		1	4	3
The Board of Trustees planning and fiscal strategies anticipate future trends and priorities.		1	3	5	
The Board of Trustees monitors the progress of the Multi-year Strategic Plan and keeps this plan at the forefront of Board decisions throughout the year.		1	1	6	1
The Board of Trustees adopts and follows ethical standards governing the conduct of the Board and Board members.			1	3	5
The Board of Trustees has a schedule where Board policies are reviewed annually and a process for revisions is in place.					9
The Board's decisions and actions are consistent with its policies.		2		6	1

<b><u>Section III: Board Meetings (Bylaws articles 3 and 4)</u></b>	1	2	3	4	5
Board agenda is received in time to allow Board members to thoroughly prepare for meetings				3	6
Board meetings begin and end on time		1	2	6	
There is sufficient opportunity for Trustees to be heard and views to be discussed before decisions are made			2	3	4
Board meetings are productive, effectively addressing agenda topics		1	3	3	2
Where proposals require Board of Trustee approval before implementation, there is sufficient time for staff to present risks and benefits, assumptions and alternatives for the Board to provide constructive input				9	
Trustees promote the level of strategic discussion necessary to benefit the Director of Education and system as a whole		1	1	7	
There is sufficient time allotted for in-camera meetings			2	7	



Trustees deal with in-camera business appropriately				6	3
Trustees respect the confidentiality of all in camera and private meetings				3	6
Trustees know how to add items prior to Board meetings and do so in a clear, constructive, and respectful manner.		2	1	6	
Trustees only depart from the approved agenda under special circumstances in accordance with Board bylaws				4	5

<b><u>Section IV: Communication (Board Policy II 004, II 005, II 006, II 015)</u></b>	1	2	3	4	5
The Board of Trustees ensures that mechanisms are in place to gather community and other stakeholder input to support strategic planning and decision making.	1	1	2	4	1
The Board of Trustees understands and fulfils its role in terms of community relations and building stakeholder and community support.	1	1	1	4	2
The Board has effective and appropriate communication vehicles and uses them to communicate clearly and regularly with appropriate staff, and stakeholders.	1		1	5	2
Trustees recognize staff, students and community		1		5	3
Trustees monitor legislative changes, advocates, advises and informs the appropriate government ministries, stakeholders, and OCSTA about issues/concerns pertinent to publicly funded catholic education			1	7	1
Trustees refer parent or community concerns about operations or personnel to the appropriate staff member and follow APC001		1		6	2

<b><u>Section V: Work of the Board (Board Policy II 002 – II 015)</u></b>	1	2	3	4	5
The Board of Trustees ensures that specific strategies, goals and actions plans are in place to move us to the desired future state.	2	1	1	5	
The Board of Trustees understands the nature and scope of work it needs to accomplish.	2		2	4	1
Ongoing Trustee education is both adequate and relevant.			3	4	2
The Board of Trustees undertakes the			2	6	1



appropriate planning relative to the nature and scope of the work it needs to accomplish.					
The Board of Trustees uses committees and/or work groups in an effective manner to accomplish the work of the Board.			1	4	4
The Board of Trustees seeks advice from staff and community when establishing direction for the work of the Board.		3	2	4	
The work of the Board is reviewed annually through a year end report.				4	5

<b><u>Section VI – Board-Director Relationship</u></b> <b><u>(Board Policy III 002 – III 006)</u></b>	1	2	3	4	5
The Board of Trustees sole official connection to the operational organization, its achievements and conduct will be through the Director of Education.				3	6
The Board of Trustees shall ensure that only officially passed motions of the Board are binding on the Director of Education.				2	7
The Board of Trustees ensures that the Director of Education's performance is formally assessed on an annual basis with feedback from trustees. A more in depth, review may take at the discretion of the Board.					9
The Board of Trustees recognize the Director of Education as its only employee and he/she is responsible for system operations.				2	7
The Board of Trustees will instruct the Director of Education through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the Director of Education to use any reasonable interpretation of these policies.				4	5
The Board of Trustees shall negotiate a contract with the Director of Education that will stipulate compensation and benefits for the Director of Education based on a fair market value for services within the context of fiscal responsibility to the organization.	1			2	6



<b><u>Section VII: Chair (Board Policy II 001, II 007, II 008, Bylaw 3.2 and 7.2)</u></b>	1	2	3	4	5
The Chair runs an orderly meeting, with clear instructions and directions to Board of Trustees as well as the public and delegations. Maintains the order and proper conduct and decorum of the meeting so that motions may be formally debated. Ensures that such meetings are conducted in accordance within board policies and/or the goals of the Multi-Year Strategic Plan and procedures as established by the Board of Trustees.				4	5
Ensures that all issues before the Board of Trustees are well-stated, clearly expressed inline with work of board.			1	2	6
The chair ensures that everyone has an opportunity to speak on the subject under consideration.				2	7
Keeps the Board of Trustees informed in a timely manner of all matters that might affect the board.				3	6
Conveys directly to the Director of Education any concerns brought forward by trustees.				3	6
Acts as the spokesperson for the Board of Trustees except for those instances where the Board has delegated this role to another individual or group.				1	8
Works primarily to be the Chief Governance Officer of the board, assuring the integrity of the board's process.	1			2	6
The first among equals and accords no special privileges or knowledge over other members of the board.				4	5
Assign trustees to board committees, considering the need for trustee work to be equally distributed and for trustee experience to be developed.	1			2	6
Will set, in consultation with the Board of Trustees the agenda for the meetings of the board.		2	1	1	5

### **Section VIII: The Work of The Board**

#### **Board Policy: Policy II 003 Board Job Description**

As per Policy II 003 Board Job Description, each year in September the Board of Trustees sets out what their work and priorities will be for that school year. As part of this process we would like to gather some information from you. After completing this self-evaluation and reflecting on this past year are there gaps in our learning that you feel we could use some more professional development on or to further explore in regard to how we govern.

#### **Work of the Board Comments:**

- Through our work this year, wonder if we need more in-service on the role of governance and monitoring reports in terms of data. What are we looking for?
- As a board we require a better understanding of our faith and the reason we have a Catholic School system. This board has developed a very secular view of our education and is not following the tenets of our faith. I also don't believe this board fairly represents the ideology of the community. The left-leaning board is making decisions that only support a very liberal agenda and forgets that fifty percent of the population has conservative views as witnessed through the election process where the provincial government elected was suppose to be conservative and promised a conservative government only to flip on all of it's promises.
- still need work on reasonable interpretations and valid data to confirm interpretation.
- Continue with working thru our policies as it sometimes takes a while before understanding them fully.
- Continued work on understanding board policy and Director's interpretations
- Continued work on understanding on how to bring motions to the board.
- Improvements to board agendas to ensure a better balance of items that the boards needs to deal with make up the majority of the meeting and less of the board meeting is information only from staff
- More training on equity and inclusion, suggest some learning sessions with board equity officer.
- More spiritual opportunities/retreats, the board needs to rebuild and repair relationships after Pride flag debate.
- Continuing with last year's work would be beneficial.
- I would like to see us continue our work on Monitoring Reports. I think this is important work that will take time to incorporate our learning into practice. I would also like to see us look at education in a post-pandemic world and what it means to us as trustees.
- I don't have anything specific.
- Exploring the Catholic faith would be a good place to start!



**General Comments:**

- A great board to be a part of and learn.
- It seems the board actually made a major decision to allow the director to make a major decision that has far reaching affects within our community without really consulting with the Catholic Ratepayers of the region who we are responsible to.
- Chair is an excellent communicator.





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Treatment of Staff IV 004

---

**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 004**  
☐ Information only of day-to-day operational matters delegated to the CEO

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

Treatment of Staff IV 004

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

Occupational Health and Safety Act  
Workplace Safety and Insurance Act  
Well-Being Strategy

**Alignment to the MYSP:**

Nurture the well-being of all staff and students

**Background/Comments:**

**1) The CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy or arbitrarily inequitable.**

**CEO Interpretation**

We interpret this policy provision to mean that the CEO takes positive actions to strive for a work environment that is safe and healthy where there is clear, transparent direction and reasoned and just decisions are made in the best interests of students, employees and communities.

**i) Unclear**

The Board has 131 Administrative Procedure (AP) Memorandums specifying processes and required actions for a multitude of situations. The AP Memorandums are available on the public website and select AP Memorandums are reviewed with staff before each school year.

In planning for opening schools in September 2021, the Board followed all directives and advice issued by the Ministry of Education (the Ministry) and Waterloo Region Public Health (Public Health). The Board developed a "Plan for Re-opening



Schools” and “Operational Guidelines: Protocols for Working in School during the COVID-19 Pandemic”, both of which were approved by the Ministry and Public Health. All staff received training prior to the arrival of students in September 2020.

Any changes in protocols, as determined by the Board, the Ministry and/or Public Health (e.g. allowable activities during Physical Education and recess, enhanced screening protocols) were communicated to staff by their managers/administrators or directly via targeted and/or all staff communications.

The AP memorandums and procedures for operations during the pandemic demonstrate clear and transparent directions to staff and the Board does not cause or allow conditions, procedures, actions, or decisions that are unclear.

## ii) Unsafe and Unhealthy

The Board has an Internal Responsibility System, per the *Occupational Health and Safety Act*, that includes reporting mechanisms for employees, incident tracking, investigation and follow up. In addition, the Board has a central Joint Health and Safety Committee with terms approved by the Ministry of Labour.

Health and Safety responsibilities are managed by the Health and Safety Officer and the Health and Safety Specialist. Their activities include equipment inventory and certification, repairs, installation and replacement of equipment, training, inspections, hazardous waste management, air quality monitoring and investigations, asbestos surveys and repairs, ergonomics, workplace violence and policy management.

The 2020-2021 school year presented unique challenges in maintaining safe and healthy worksites during the COVID-19 pandemic. Board worksites are part of their communities and as COVID-19 cases rose in those communities, the Board experienced increased activity occurring in its worksites, especially in schools.

As indicated above, in planning for opening schools in September 2021, the Board followed all directives and advice issued by the Ministry and Public Health. The Board developed a “Plan for Re-opening Schools” and “Operational Guidelines: Protocols for Working in School during the COVID-19 Pandemic”, both of which were approved by the Ministry and Public Health. All staff received training prior to the arrival of students in September 2020.

Any changes in protocols, as determined by the Board, the Ministry and/or Public Health (e.g. allowable activities during Physical Education and recess, enhanced screening protocols) were communicated to staff by their managers/administrators or directly via targeted and/or all staff communications.

The Board experience 205 positive COVID-19 cases in worksites from September 1, 2020 to May 10, 2021, resulting in 412 employees being deemed high-risk contacts due to exposure to a positive case. There have been six approved WSIB claims where it was considered probable an employee contracted COVID-19 while attending work.

Up to May 10, 2021 Public Health has conducted 17 Infection Prevent and Control assessments in Board schools. Each assessment has led to some advice for the Board such as cleaning techniques and the placement of UV air filters, but the results have strongly indicated that the Board is following Public Health direction.

In addition, the Ministry of Labour has visited Board worksites on six occasions up to May 10, 2021 due to concerns related to the pandemic. One visit resulted in orders that were consistent with the Board’s Operating Guidelines.

Regarding overall health and safety performance, as of April 30, 2021 there were 541 incidents reported for the 2020-2021 school year, 352 of which were reported as “workplace violence” incidents. As of February 28, 2020 there were 986 incidents reported for 2019-2020, 553 were reported as workplace violence incidents. The significant decrease in reported workplace violent incidents is currently under investigation to inform future programming and best practices that will support a further decrease in incidents.

In 2019-2020 the Board had a total WSIB claims frequency rate of 4.04 per 100 employees. The average rate for Ontario boards was 3.22 and the rate for similar sized boards was 3.09. The Board’s frequency rate decreased from 4.24 in 2018-2019. In the last five years that data is available, the Board was below the provincial average on three occasions. The school closure from March 2020 had an impact on the year over year decrease in claims frequency and may have impact the relative performance among individual boards (e.g. some boards allowed custodial and maintenance staff to return to work earlier than others).

As of April 30, 2021 there were 60 approved WSIB claims. There were 117 approved claims in 2019-2020 during the same time period. A year over year comparison that excludes school closure periods likewise indicates more positive performance as there were 46 approved claims from September to December 2020 versus 80 approved claims from September to December 2019. The reduction was experienced across all causes for injuries, but the largest decrease occurred in claims connect to workplace violence incidents where there were 26 fewer cases year over year.

The percentage of lost-time claims for the Board versus total claims reduced in 2019-2020 to 56.25% from 63.79% in 2018-2019.

The Board experience three critical injuries in the current school year as of May 10, 2021. There was one critical injury in 2019-2020.

In order to support a continued healthy work environment for all staff, the Board has created a Mental Health and Wellbeing page on its website with a multitude of resources for staff to support their own mental health and well-being as well as the mental health of well-being of students and communities (<https://www.wcdsb.ca/programs-and-services/mental-health-and-well-being-at-wcdsb/>). The site has been accessed 4,754 times from September 1, 2020 to May 10, 2021. In addition, the Board continues to provide an Employee Assistance Program (EAP) available to all staff and their families. The EAP provides a multitude of wellness resources and crisis support and intervention services.

Last, the rate of sick leave usage experienced by the Board from September 2020 to April 2021 was low in comparison to previous years:

2020-21	4.07%
2019-20	3.15% (lower due to school closure from March)
2018-19	4.78%
2017-18	4.46%

The annual School Board Cooperative Inc's absenteeism report indicates that the Board had the 2nd lowest rate of absenteeism among 58 boards in 2019-20. The Board consistently ranks in the top five each year.

In summary, the Board's management of health and safety, protocols for operations during the pandemic, adherence to Ministry and Public Health direction, reviews by Public Health and the MOL, and health and safety, WSIB and sick leave data demonstrate the Board provides a safe and healthy work environment for all staff.

### iii) Arbitrarily Inequitable

The Board is often confronted with complex situations where decisions impact competing wants and priorities. In making such decisions, the Board reviews all information available, including the Board's Mission and Vision, data, cost, Board policy, relevant legislation, Ministry direction, and collective agreements and terms of employment. All decisions are made with due regard to the impact on students, staff and communities.

In addition, no terms and conditions are intentionally breached and all staff have access to a process whereby alleged breaches may be raised.

The Board's decision-making practices indicate that the Board seeks to achieve reasoned and just decisions that do not have conditions, procedures, actions, or decisions that are arbitrarily inequitable.

## **2) The CEO shall not cause conditions to exist that adversely impact on staff morale and performance.**

We interpret this policy provision to mean that the CEO takes positive actions to strive for a positive work environment that supports employees in the performance of their duties.

The operation of schools during the COVID-19 pandemic has resulted in unprecedented challenges for all Board staff and these challenges have undoubtedly had an impact on staff morale and performance. The goal for the Board during the pandemic has been to support staff in providing safe environments where students can meet their full potential.

While there is no direct measure for staff morale and performance, data is available to gauge the experience of staff during the 2020-2021 school year.

The Board conducted a Thought Exchange in November 2020 asking staff about their feelings regarding the reopening of schools and welcoming feedback. The major themes that emerged were concerns about the implementation of the new student data system Aspen, fatigue, burnout and mental health, class sizes, symptomatic students attending school, lack of training resources for on-line learning. Staff also provided positive feedback regarding the Board's communication with staff and communities.

In response to the concerns raised, the following actions were taken:

- An explanation to staff why the transition to Aspen had to occur in 2020-21.
- Hiring of additional IT staff to support Aspen implementation.
- Ongoing enhancements to the Mental Health and Well-Being site.
- Weekly Director's message including support and resources to support mental health and well-being
- Class sizes lower than what is required by the Class Size Regulation. Lower class sizes were implemented prior to the announcement of funding support.
- All Ministry and Public Health directives have been followed with respect to the operation of schools, including pre-screening students and management of students who present symptoms.
- Training and resources to support on-line learning provided to all teachers prior to the arrival of students in September.
- Ongoing training and support for on-line learning including,
  - Office hours for consultants to support individual teachers
  - Framework for Learning Design Website
  - List of approved tools and applications
  - D2L Professional Learning Site
  - GSuite Support Site
  - Virtual Meeting Supports
  - Webinars

The Board also conducted a PPM 164 Staff and Family Survey as required by the Ministry. Forty-four percent of staff indicated they accessed professional learning regarding remote learning. Ninety percent indicated emerging confidence, very confident or ability to develop others with respect to using digital resources to increase engagement and motivation and amplify learning. Eighty-eight percent indicated emerging confidence, very confident or ability to develop others with respect to fostering digital citizenship and personal safety. Eighty-three percent indicated emerging confidence, very confident or ability to develop others with respect to facilitating student access to digital that enables timely and accurate feedback.

While acknowledging how challenging the current school year has been, it is important to note the efforts taken by so many within the Board to maintain a positive work environment and to make this year as meaningful and rewarding as any for all staff and students. Below is a small sampling of these efforts:

- Faith Over Fear Fridays – weekly emails with prayer and positive messaging focused on hope and optimism
- Lenton Reflections – weekly emails during lent with prayer, activities and homilies to support staff through Lent
- CUPE Good News – regular publication from Student Services with supports, resources and “shout outs” to staff for their extraordinary contributions. (Ongoing communication that was previous to the pandemic)
- Sharing Our Stories – section on webpage with videos, tweets and stories (#WCDSBAwesome).

Support provided to staff and from staff and survey data indicate that the Board does not cause conditions that adversely impact on staff morale and performance and that work is being done to promote a positive work environment that supports employee performance.

### **3) The CEO shall not discriminate against anyone for non-disruptive expression of dissent.**

We interpret this policy provision to mean that the CEO welcomes dissenting views and will not allow reprisals against any employee who respectfully expresses concern or disagreement.

There have been no instances of discipline for anyone who engaged in a non-disruptive expression of dissent. Likewise, no hiring or promotion decisions have been based on an individual being engaged in a non-disruptive expression of dissent.

**Recommendation:**

That the Board accept this report indicating compliance with Treatment of Staff Policy IV 004.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education  
  
Jason Connolly  
Superintendent of Human Resources

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





**Date:** May 31, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Monitoring Report – IV 009 “Asset Protection”

**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 009**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

This report will provide Trustees with information to assess the Director of Education’s compliance with Board Policy IV 009 “Asset Protection”.

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

Executive Limitation IV 009, “Asset Protection”

**Alignment to the MYSP:**

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

**Background/Comments:**

***Policy Statement:***

***The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.***

Definition

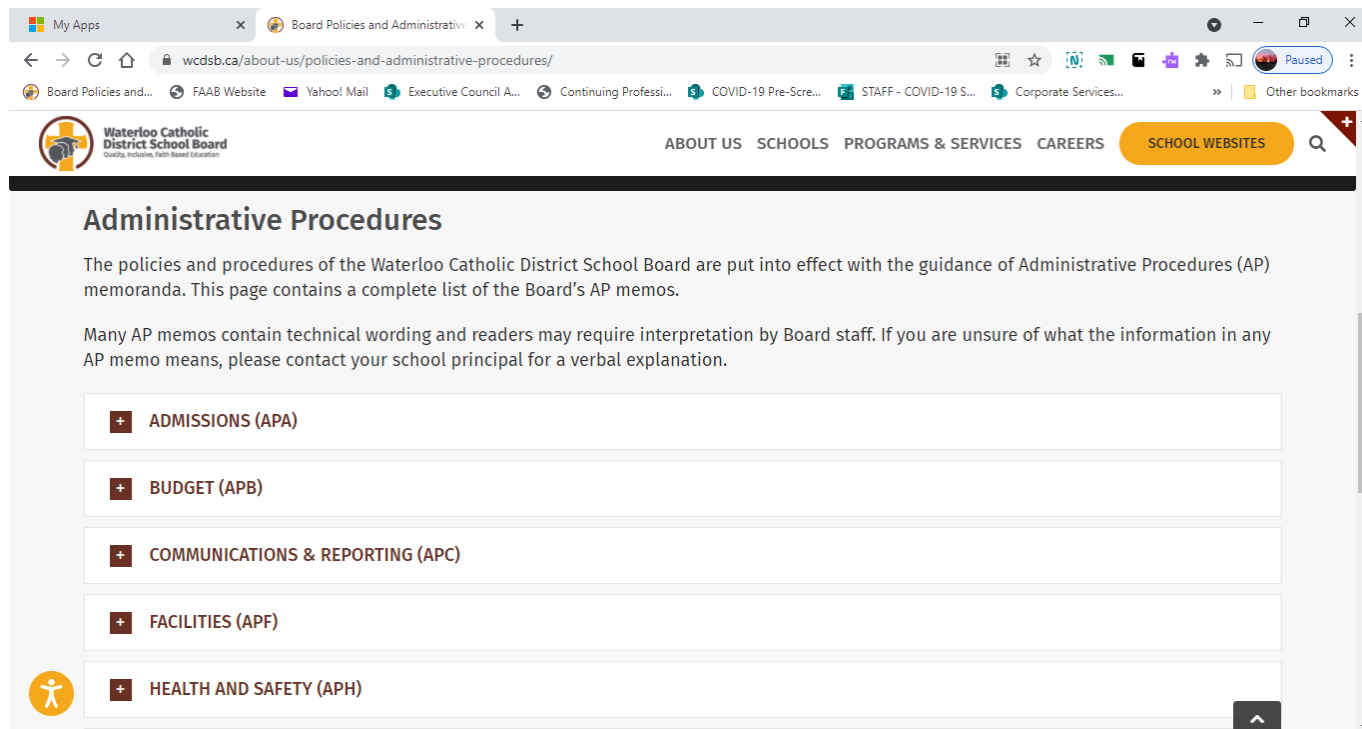
This policy statement is defined to mean that the CEO must ensure the appropriate cautions, facility maintenance, and risk management measures are in place to ensure assets are available for use in the delivery of educational programs and services.

Evidence

Management strives to create an environment where staff embrace their role as stewards of public resources.



Administrative procedures are used to provide staff and other stakeholders with information and guidance on acceptable practices within our educational context. The CEO's administrative procedures can be found here:



The administrative procedures address the most common aspects of security, risk management, and maintenance. The CEO also has in place subject matter experts in all relevant fields who have special knowledge of the Board's various systems and assets.

Finally, the CEO has negotiated a comprehensive insurance plan which covers those instances where risk management measures do not fully mitigate the prevention of loss or damage.

***Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:***

- 1. Fail to insure against theft and casualty losses and against liability losses to Board members, staff, or the organization itself.***

#### Definition

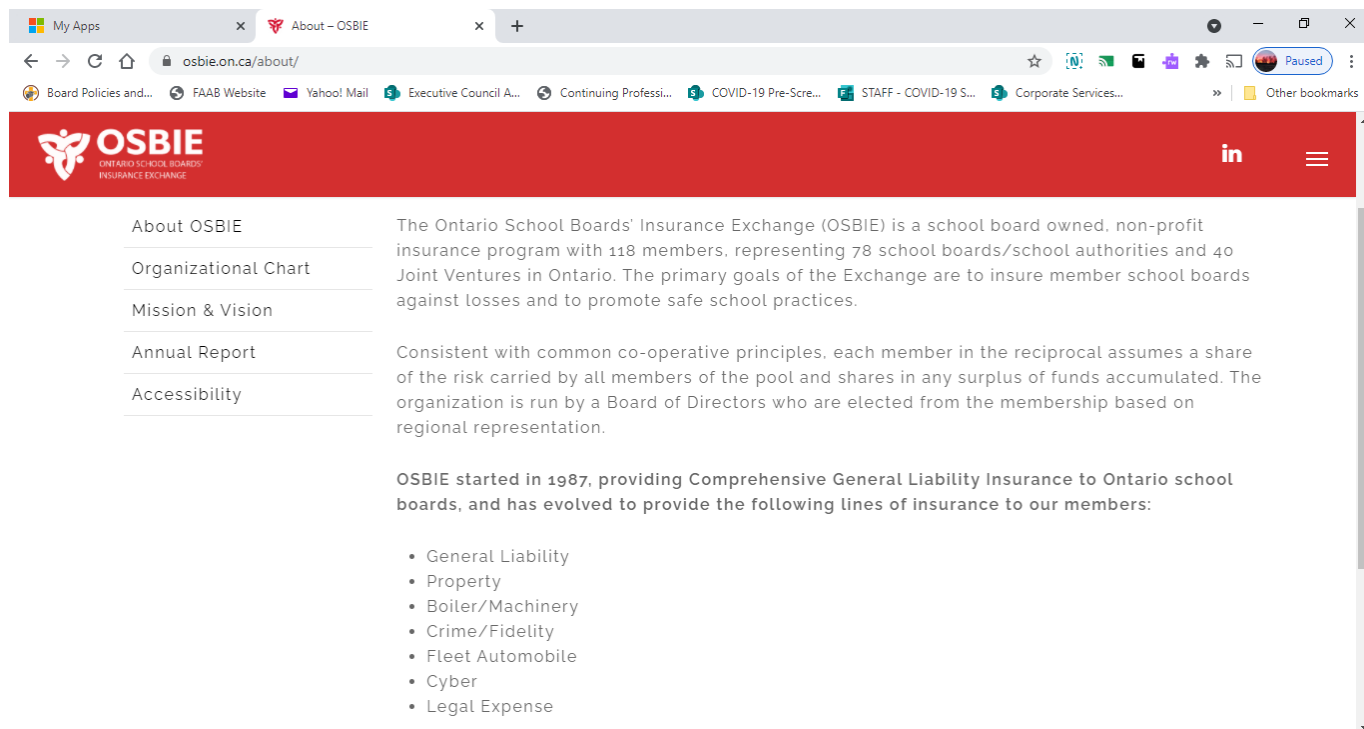
The CEO must ensure sufficient insurance coverage exists and that the coverage indemnifies staff and trustees against personal liability in the discharge of their duties. The insurance coverage must also support costs related to asset loss, misappropriation, or unintentional harm caused to others when delivering educational programs and services.

#### Evidence

The Waterloo Catholic District School Board has been a member of the Ontario School Boards Insurance Exchange (OSBIE) since 1998. OSBIE is a school board owned, non-profit insurance program with 118 members,



representing 78 school boards/school authorities and 40 Joint Ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses and to promote safe school practices.



[A list of confidential coverages held with OSBIE can be found here.](#)

(link will only work for Trustees and Superintendents)

The annual board budget contains an amount to deal with uninsured losses such as minor damage and theft where these claims would not meet the policy deductible.

## **2. Unnecessarily expose the organization, its Board or staff to claims of liability or loss.**

### Definition

This policy provision is defined to mean that the CEO must ensure that appropriate guidelines, procedures, insurance, and risk mitigation measures are in place to ensure staff, trustees, and other stakeholders are not subject to atypical claims or losses in the discharge of their duties.

### Evidence

Management and the Audit Committee work with the Regional Internal Audit Team and the Board's Internal Audit Officer to identify and review areas of risk and to ensure sufficient controls exist which mitigate the identified risks. Where control deficiencies are identified by the internal auditors, plans are put into place to ensure corrective actions take place and the audit teams follow up to ensure compliance has taken place.

[A copy of the audit plan for the Board's Internal Audit Officer can be found here.](#)

(link will only work for Trustees and Superintendents)

The CEO is required to follow the Education Act and Regulations, Ministry directives, Board Policies, and Administrative Procedures to ensure common approaches and best practices are used in discharging their responsibilities. Where new risk areas are identified, they are discussed at Executive Council, and through deliberation and consultation, new Administrative Procedures are developed. Procedures are reviewed every three years at a minimum to ensure relevance.



In cases where claims do occur, staff and Board members carrying out their assigned duties are indemnified by the Board's insurance policy as noted in policy provision 1 above.

### **3. *Subject plant and equipment to improper wear and tear or insufficient maintenance.***

#### Definition

This policy provision is interpreted to mean that any building or its components used in the delivery of educational services to students will be subjected to regular maintenance, repair, and replacement.

#### Evidence

A variety of preventative maintenance programs have been developed and implemented to ensure assets are maintained and protected. The major programs are outlined below:

#### School-Based Inspections

Head custodians carry out daily, weekly, and monthly inspections at school sites.

Inspections include:

- Interior and exterior safety checks
- Fire sprinkler system
- Fire doors
- Emergency lighting
- Eye wash stations
- Roofs

Any work required as a result of the inspections is entered into the on-line work order system by the head custodian for processing and follow up. Hard copy inspection forms confirming dates and findings are currently maintained for review at each school site.

During the pandemic-related shutdown, site inspections have taken place regularly throughout each week to ensure our buildings are operational, safe, and in a good state of repair.

[A sample custodial inspection log and full custodial service quality manual can be found here.](#)

#### Central Maintenance

The following programs are in place to ensure equipment is being maintained:

- All lawn mowers, grass trimmers, chain saws, and snow blowers are checked prior to the start of each season. All new custodial staff are provided with training upon hiring. A refresher is provided if needed or requested.
- All vehicles are maintained regularly.
- Outside contractors complete annual inspections and repairs on elevating devices and lifts, fire panels, hoses and sprinkler systems (life safety equipment), thermal scan and sub-station maintenance, and playground structures.

A preventative maintenance (PM) program is in place for major building systems/assets. PM work is generated by the work order system and assigned to staff based on their trade/expertise. Sample components of the PM program include a complete inspection, filter change, and belt change of all:



- heat pumps
- unit ventilators
- air make-up systems
- portable HVAC units
- boilers
- heat exchangers
- cooling systems

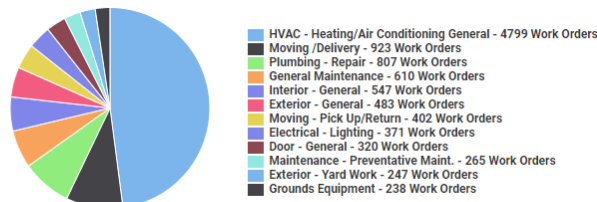
A scheduled maintenance (SM) program is in place to ensure that:

1. Each school receives an equitable amount of time from maintenance staff
2. Work orders are addressed on predictable schedule
3. If the number of work orders exceed the time allocated to the school, administrators can help to prioritize work

Emergency, minor, and priority work are undertaken immediately outside of the SM schedule.

#### Work Orders Requested by Work Type

Start: May 20, 2020  
End: May 20, 2021  
Community Hubs: - None -  
Facility Operations Supervisor Areas: - None -



#### 4. ***Engage in banking services for operations with any institution other than a chartered bank.***

##### Definition

This policy provision is interpreted to mean that the CEO must obtain banking services from a bank listed in Schedule I of the Bank Act.

##### Evidence

The Board's bank of record is the Canadian Imperial Bank of Commerce (CIBC). CIBC is a Schedule I Bank as determined by the federal government and as a chartered/licensed bank, is governed by the Bank Act.

The Bank Act can be found here:

<https://laws-lois.justice.gc.ca/eng/acts/B-1.01/FullText.html>

The following excerpts from the Bank Act are helpful in assessing compliance:



## Application

### Application of Act

**13** This Act is the charter of and applies to each bank.

1991, c. 46, s. 13; 1999, c. 28, s. 4; 2001, c. 9, s. 43.

### Schedule I and Schedule II banks

**14 (1)** Subject to this Act,

(a) there shall be set out in Schedule I

(i) the name of every bank named in Schedules I and II as those Schedules read immediately before the day section 184 of the *Financial Consumer Agency of Canada Act* comes into force that was not a subsidiary of a foreign bank,

(ii) the name of every bank incorporated or formed under this Act that is not a subsidiary of a foreign bank, and

(iii) the province in which the head office of the bank is situated; and

## SCHEDULE I

### (Section 14)

As at December 31, 2020

Name of Bank	Head Office
ADS Canadian Bank	Ontario
B2B Bank	Ontario
Bank of Montreal	Quebec
Bank of Nova Scotia (The)	Nova Scotia
Bridgewater Bank	Alberta
Caisse populaire acadienne ltée	New Brunswick
Canadian Imperial Bank of Commerce	Ontario
Canadian Tire Bank	Ontario

## 5. *Fail to present an annual report to the Board of Trustees on the Labour Relations Solicitor of Record and the Local Solicitor of Record that includes a year over year fee comparison and professional performance statement.*

### Definition

The policy provision is interpreted to mean that the CEO must share the standard hourly rates paid to the Board's labour relations lawyer and local solicitor. Further, an attestation on the performance of these individuals / firms must be provided annually.

### Evidence

Appendix A contains the required information.



**6. Allow intellectual property, information systems and files to be pirated, lost, stolen, or suffer significant damage.**

Definition

This policy provision is interpreted to mean that the CEO must have robust systems in place to protect the Board's electronic information and systems.

Evidence

The Board's systems were subjected to a vulnerability test during the current school year.

As a result of the audit, the third party conducting the testing indicated that WCDSB was 'above average' for Ontario school boards. The report was shared with the Board's Audit Committee and is confidential for obvious reasons.

Criminals are constantly trying to access our systems for nefarious purposes, A recent stat from WCDSB's own systems indicated that about 5,000 attempts to gain access were being made daily. It is more likely than not that our systems will be compromised in the future.

To reduce the risk of future issues, WCDSB IT staff have:

- Shifted data storage to the cloud including transitioning end users to OneDrive
- Removed outdated servers and systems that were no longer maintained by our vendors
- Taken down remote desktop protocol (RDP) access that vendors were using to maintain their software
- Purchased shares in a security resource through the Educational Computing Network Organization (ECNO)
- Resdesigned our network architecture to incorporate a number of safeguards
- Created regular reporting on system performance and vulnerability for key stakeholders (Nessus)
- Continued training for employees on security awareness and privacy
- Invested in current technology with greater safeguards

Finally, as a last resort, the costs of cyber incidents are covered by an insurance policy.

[Information regarding the OneDrive transition, shares in a regional ECNO security resource, a scheduled vulnerability report, and employee training can be found here.](#)

**Recommendation:**

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 009 for the 2020-21 school year.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

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



## Annual Report – Solicitors of Record

### Labour Relations

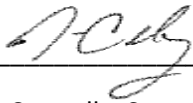
The solicitor of record for labour relations is Filion Wakely Thorup Angeletti LLP. A fee comparison follows:

	2020	2021
<b>Lead Partner M. McNaught</b>	\$310	\$310

The labour relations firm provides services related to:

- Central labour agreement issues
- Grievances
- Employment contracts and terms and conditions issues
- Hiring and Termination issues

Filion Wakely Thorup Angeletti LLP has performed satisfactorily during the 2020-21 school year.



Jason Connolly, Superintendent of Human Resources





# Local

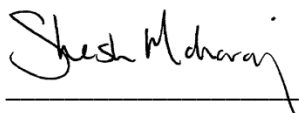
The local solicitor of record is SorbaraLaw – Sorbara, Schumacher, McCann LLP. A fee comparison follows:

	2020	2021
<b>Lead Partner</b>		
<b>M. Schumacher</b>	\$240	\$240
<b>(20% discount)</b>		
<b>G. Murdoch</b>	\$320	\$320
<b>(20% discount)</b>		

The local solicitor of record provides services related to:

- Purchase and sale of real estate
- Contract interpretation
- Lease agreements
- Planning issues
- Procurement law
- Defense related to uninsured claims against the Board

SorbaraLaw – Sorbara, Schumacher, McCann LLP has performed satisfactorily during the 2020-21 school year.



Shesh Maharaj, Executive Superintendent of Corporate Services

