



Committee of the Whole Meeting

Date: Monday, October 4, 2021

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

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

Attendees:

Board of Trustees:
Bill Conway, Manuel da Silva, Jeanne Gravelle, Shannon Nash, Wendy Price, Hans Roach, Brian Schmalz, Melanie Van Alphen (Chair), Tracey Weiler

Student Representatives:
Sarah Simoes, Sarah Wilson

Senior Administration:
Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Board of Trustees	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action			

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 COW Minutes of Monday, September 13, 2021	Board of Trustees	pp. 4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 IT Services Update Summer 2021 5.2 Summer Transition Programs 5.3 Student Re-Engagement 2020-2021 5.4 Re-engagement Strategy Plan 2021-2022	C. Demers G. Foran A. Varano/S. Reagan A. Varano/ G. Roque/ R. Chidiac/ A. Clancy	pp.8-21 pp.22-28 pp.29-31 pp.32-36	Information Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications 8.2 Code of Conduct consultation Consultation: Strengthening accountability for school board trustees ontario.ca	Chair Board of Trustees	pp.37-54 pp.55-60	Information Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
9.1 (Work of the Board – Monitoring Reports/Policy Statements)	Board of Trustees	pp.61-64	Discussion
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			

ITEM	Who	Agenda Section	Method & Outcome
12.1 Notice of Motion Re: Broadcasting Board Meeting be added and discussed at the October 25, 2021 Board Meeting	B. Conway	pp65.	Information
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Oct 21 - St. Boniface Blessing Oct 25 – Board of Trustees’ Meeting Oct 27 – Commissioning Nov 8 – Committee of the Whole Nov 22 – Board of Trustees’ Meeting 	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
Board of Trustees Meeting – October 25, 2021 <ul style="list-style-type: none"> Well-Being Plan Learning Commons Update Update on Trustee Motion Student Equity Advisory Committee Board Policy II 003 Board Job Description Governance 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, September 13, 2021, at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

Bill Conway, Manuel da Silva, Jeanne Gravelle, Shannon Nash, Wendy Price, Hans Roach, Brian Schmalz, Melanie Van Alphen (Chair), Tracey Weiler

Student Trustees Present:

Sarah Wilson & Sarah Simoes

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials/Para-liturg

Para-liturg and blessing was led by Fr. Joseph de Viveiros.

1.1.1 Declaration/Oath of Newly Appointed Trustees/Student Trustees

Trustee Roach, Nash, Wilson and Simoes read declaration together and signed their oaths.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Van Alphen.

1.3 Approval of Agenda

Chair Van Alphen requested a motion for approval of the agenda. Trustee Conway requested that the agenda be amended to include discussion of Acoustic Sound System.

2021-23 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:

THAT the agenda for Monday, September 13th, 2021, as amended to include section 12.2 Discussion of Acoustic Sound Systems, be now approved. --- Carried by consensus.

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting

1.3.2 From a previous public or in-camera meeting – NIL

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

3. Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 COW Minutes of Monday, August 30, 2021

3.2 Board of Trustee By-law Assignments

3.3 Committee Assignments 2021-2022

3.4 Board Meeting Policy Review 2021-2022

3.5 Executive Council Report to Board Schedule

Chair Van Alphen noted error found on page one and two, it was noted that Trustee Price declared a personal conflict of interest but was able to have 3 votes as the Secretary of the Board checked her ballot to make sure she didn't vote for her family member. Motion number 2021-22 has Trustee da Silva and Gravelle are spelled incorrectly. Chair Van Alphen requested that the recording secretary amend the minutes to reflect above.

2021-24 -- It was moved by Trustee Weiler and seconded by Trustee Price:

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

4. Delegations

5. Advice From the CEO

5.1 WCDSB Promotional Video

Director Notten shared the WCDSB promotion video and thanked Dan Witt and the larger team for creation. Trustees praised video. Trustee Schmalz shared concern that viewers may be confused as to why students not wearing masks and whether we should add a disclaimer. Director Notten noted that the Board wished to create a timeless piece noted that she will take concern under advisement. (Note: A disclaimer was added)

5.2 Summer Boost

Superintendent Foran introduced the Summer Boost report along with presenters Pat Runstedler, Petra Le Duc and Kimberley DeGasperis. The presentation included information on funding, timetable, changes/celebrations, data, partnerships, and student/teacher video clip. Trustees asked questions and provided feedback.

5.3 Equity Update

Director Notten introduced the Equity report along with presenter, Lynn Garrioch, Equity Officer. Ms. Garrioch presented the newly developed equity website and its components. Trustees asked clarifying questions provided feedback. Director Notten confirmed that the work to analyze the staff census will begin shortly.

5.4 2021-2022 Re-Opening Update

Director Notten provided update on the 2021-2022 re-opening of schools and policies/procedures new for this year. Discussion included immunization, Operational Guidelines, case and contact management, masking, screening, sports, and ventilation update.

Trustee asked clarifying questions and provided feedback.

6. Ownership Linkage (Communication with the External Environment)

Trustee Schmalz noted that it was passed 9:00 p.m. and motioned to extend the meeting.

2021-25 -- It was moved by Trustee schmalz and seconded by Trustee Weiler:

THAT the Meeting be extended passed 9:00 pm --- Carried by consensus

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights included:

- Writing welcome letters to new administrators in our system.
- Creating a Trustee welcome back video to community.
- Letter to CCFOWR thanking for virtual event they are hosting on September 23rd.

- Debriefed on the Links for Learning event.
- Debriefed on Tiny Home Take Out Fundraiser that took place on September 12th.
- Confirmed Commissioning date of October 27th and that it will be virtual due to current limitations.

6.2 Pastoral Care Activity

Trustees reported back from the Pastoral Care Committee. Highlights included

- Trustee prayer schedule will be created and sent.
- Looking to have Trustees volunteer at upcoming events such as Food Bank Challenge or Stocking Stuffers.
- Trustee Price will reach out to Chef Amy at Tiny Homes Take Out and inquire on possible cooking classes.
- Trustee Price will investigate possible retreat with Fr. Joseph. Escape room was discussed as a fun way to team build.
- Trustee Price will reach out to High School chaplains to see if students willing to put together prayers on videos.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Van Alphen briefly discussed OCSTA communications.

8.2 OCSTA Fall Regional Meeting – Discussion questions for Boards

Trustees discussed celebrations and challenges. Celebration included newly created Equity link and all its contents. Challenges included difficulties in hiring FSL teachers, student and staff mental health, provincial support on current issues boards and schools are facing such as opposing views on masking and vaccination from the community.

8.3 Work of the Board (Priorities)

Trustees discussed Work of the Board and priorities for the 2021-2022 school year. The priorities set include:

- Continuing the work of the Board from last year on monitoring reports, seeking interpretation and discussing policies,
- Community Outreach (attend and invite), and
- In-service for upcoming Trustee candidates for the 2022 election.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

12.1 Broadcasting Board Meetings

Trustees discussed pros and cons of broadcasting meetings and technical aspects.

12.2 Discussion of Acoustic Sound Systems

Trustees expressed concern on the acoustic and sound quality in the boardroom. Director Notten confirmed that the Board is working to improve the quality.

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events. It was noted that Board is scheduled for Sept 27th not 25th. A. Figueiredo will investigate registration to the Feast of St. Jerome.

14. Items for the Next Meeting Agenda/Pending Items

Chair Van Alphen reviewed items for the next Board meeting.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2021-26 It was *moved* by Trustee Price and *seconded* by Trustee Weiler:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:06 p.m.

Chair of the Board

Secretary



Date: September 27, 2021
To: Board of Trustees
From: Director of Education
Subject: Information Technology Services Update Summer 2021

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:

This report is being provided to update Trustees on projects carried out since the Innovation and IT Board report of April 26, 2021 and over the Summer in Information Technology Services (ITS).

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

- [Ontario Ministry of Education Curriculum and Resources Website:](#)
 - [-The Role of Information and Communications Technology](#)
 - [-Experiential Learning](#)
 - [-Transferable Skills](#)
 - [-Cross-curricular and integrated learning](#)
- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12](#)
- [Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#)
- [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)
- [Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)
- [Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being](#)
- WCD SB Responsible Use of Information Technology and Electronic Data - [APS017](#)
- WCD SB Electronic Mail and Social Media Use Guidelines - [APS035](#)
- WCD SB Procedure for the Purchase of All Electronic Computing Devices - [APS015](#)
- [Ontario Broadband Modernization Project \(BMP\)](#)
- Waterloo Region Education Public Network (WREPNet) <https://www.wrepnet.on.ca/>
- Learning Innovation and Information Technology Board Report April 26 2021 Page 34: https://wcdsb.ca/wp-content/uploads/sites/36/2021/04/2021-04-26_Board-of-Trustee-Agenda.pdf
- Ontario Rural Schools Grant http://www.edu.gov.on.ca/eng/parents/rural_schools.html



Alignments to the MYSP:

Strategic Priority-1: Nurturing Our Catholic Community

Strategic direction-a: Bear witness to our Faith through joyful discipleship and our relationships with and in Christ

Goal-iii: Increase parent and community engagement in all our Catholic school faith related activities

Strategic Priority-1: Nurturing Our Catholic Community

Strategic direction-b: Promote a culture of belonging and respect, that supports success for all

Goal-ii: Equitable access to learning opportunities

Strategic Priority-2: Student Engagement, Achievement & Innovation

Strategic direction-a: Nurture a Culture of Innovation

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

Strategic Priority-3: Building Capacity to Lead, Learn & Live Authentically

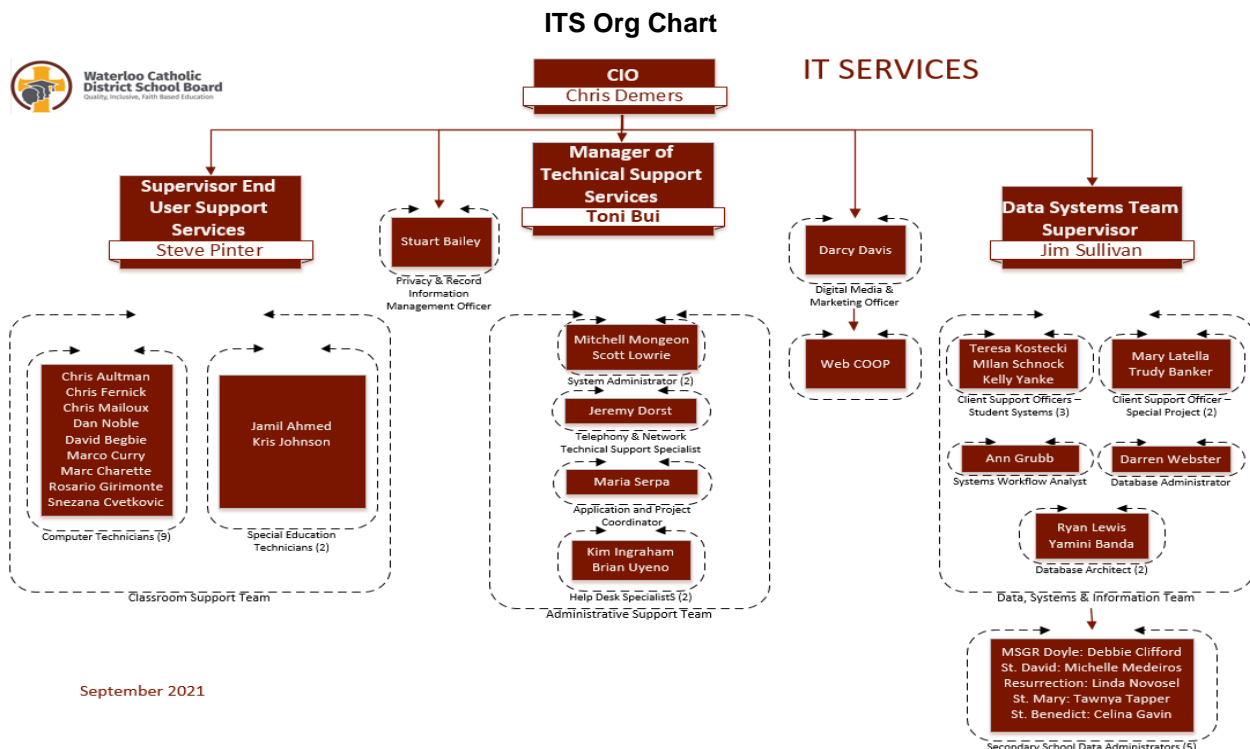
Strategic direction-a: Investment in Global Competency development and leading technologies

Goal-i: Increased awareness of and responsible implementation of Digital Citizenship

Goal-iii: Ensure technology is current and relevant to optimal teaching and learning practices

Background/Comments:

The Information Technology Services (ITS) department has had a very busy Summer preparing for the 2021/22 school year. Continued Covid19 preparations, restrictions and technology requirements have presented a level of complexity and unique work that has made this Summer an incredible challenge. ITS successfully completed many technology related projects and initiatives that aligned with the Multi-Year Strategic Plan which will enable staff and students to excel in the coming year in these unique times.





IT Department Vision and Mission:

Vision

An empowered community that embraces innovation to achieve success.

Mission

Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.

Major 2020/2021 ITS Projects Status (New 2021/22 projects not included):

Project Name	% Complete ↓	Owner	Project Departments	January, 2021					July, 2021				
				Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Azure Labs Pilot for Tech Labs	*** 100%	Steve Pinter	Program Services										
Chromebook and Cloudbook Roll Outs	*** 100%	Steve Pinter	Program Services										
Classroom-Educator Device Roll Out	*** 100%	Steve Pinter	IT										
Data Projector Refresh 20-21	*** 100%	Steve Pinter	IT										
Internet Bandwidth Optimization	*** 100%	Toni Bui	IT										
Monitor Refresh 20-21	*** 100%	Steve Pinter	IT										
Printer Refresh-Secondary 20-21	*** 100%	Steve Pinter	IT										
Rural School Project 20-21	*** 100%	Steve Pinter	Corporate Services										
Student Information System Replacement	*** 100%	Chris Demers	Corporate Services										
Switch & Network Refresh 20-21	*** 100%	Steve Pinter	IT										
Talent Ed Transition from ERO	*** 100%	Jim Sullivan	HR										
Webcam Classroom Project	*** 100%	Steve Pinter	Director's Office										
WiFi Refresh Project 20-21	*** 100%	Steve Pinter	IT										
OneDrive Roll Out	*** 98%	Toni Bui	IT										
BYOD Monitoring and Reporting Project	*** 82%	Steve Pinter	21st Century Learners										
MIM HR Data Automation Project	*** 75%	Jim Sullivan	HR										
WiFi Authentication Project	*** 73%	Toni Bui	IT										
Aspen Parent Portal	*** 50%	Jim Sullivan	Director's Office										
Security-Network Firewall Segmentation	*** 50%	Toni Bui	IT										
Online Procurement Project	*** 32%	Jim Sullivan	Corporate Services										
Elementary Phone Upgrades	*** 25%	Toni Bui	IT										
Smartphone refresh	*** 25%	Toni Bui	Corporate Services										
Broadband Modernization Project Security Phase	*** 15%	Toni Bui	IT										

Highlighted Projects:

- 1) Classroom Educator Devices, Hybrid Sit-Stand Desks, and Headsets (MYSP 1.b.ii, 2.a.i, 3.a.iii)



classrooms throughout the system.

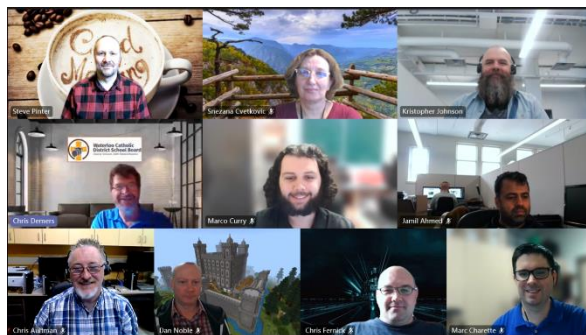
A provincial grant enabled WCDSB to purchase 1651 Classroom Educator Windows 10 touch Cloudbook devices. These devices have larger 14" touch screens, built in webcam and speakers and a 360-degree hinge for tablet mode. These devices are to be used in the classroom by educators and students as guided by instructional needs. Educators can also bring these devices to meetings, professional development or off site over night and on weekends for work such as lesson plans. These systems were distributed to schools before the summer break and are now being utilized in



323 mobile sit-stand desks and 389 headsets were distributed to educators providing hybrid instruction to students both in class and at home simultaneously. The combination of the new classroom educator device with a mobile sit-stand desk and a headset enabled educators to effectively utilize new and innovative pedagogies.

2) WCDSB Goes Virtual (MYPSP 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

The Covid19 pandemic forced a major shift to virtual instruction, department work and meetings. Google Meet and Microsoft Teams are tools that have both become widely utilized at WCDSB for synchronous instruction, professional development, virtual meetings, team discussions and connecting one on one. Microsoft Teams has now been made available for all educators and students.



MS Teams is now tied into the WCDSB phone system to further facilitate safe collaboration from a distance.

IT facilitated updates within these environments to help further support these critical needs this new school year.

3) Safe Applications for Educators and Students (MYPSP 1.a.iii, 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

IT has worked with schools and the Program Services department to create a list of safe applications that can be used within the WCDSB environment. 367 applications have been identified and categorized with descriptions and directions for use. Many more applications have been requested. These applications require SO approval and go through an extensive privacy impact analysis before they are permitted to be used with our students. [App List.xlsx](#)

Review Process:

1. Requester completes Helpdesk ticket requesting NEW app.
 - a. Academic: Program Department to recommend application with SO approval and determination that requested resource 1) has pedagogical value, and 2) existing approved apps do not already have similar functionality.
 - b. Administrative: SBO approval with business case.
2. Privacy Officer performs Privacy Impact Assessment and verifies application is safe plus the usage notes if required.
3. IT evaluates implementation impact on current systems.
4. Budget approval if required, through APS015 process.
5. App Review Team records approved status in WCDSB Approved Apps List.

1	Name of Application	WCDSB Y-N	Status	OPR	UsedBy	Description
319	Teach your monster to read	y	Blue			Covers the first two years of learning to read, from matching letters and
320	TextHelp PDF Reader	y	Green	Classroom		This is part of the suite of software/extensions by TextHelp. It is part o
321	The Calculator	y	Blue	Classroom; SEA		Educational app , provides simple and advanced mathematical function
322	The Cat in the Hat - Read & Learn - Dr. Seuss	y	Blue	Classroom; SEA		Playful interactivity, delightful animations and learning activities
323	Third Grade Splash Math	y	Blue	Classroom; SEA		Teaching kids core math skills
324	Thinkable	y	Yellow	Innovation Consultant	Students Grades 4-10	Used in a limited fashion for Apps4Learning and Elementary Skills
325	TinkerCAD	y	Yellow	Experiential Learning Consultant		Circuit design, 3D modelling/printing tool. Can only be used by followin
326	Token Board	y	Blue	Classroom; SEA		customizable app to motivate children to learn and complete tasks
327	Touch and Learn-Emotions	y	Blue	Classroom; SEA		App helps kids identify facial expressions, and body language.
328	Trucks HD	y	Blue	Classroom; SEA		Interactive app for young kids, especially those who love cars and truck
329	TumbleBook Cloud Jr	y	Green	Learning Commons	Students	Ebooks for intermediate students, Canadian content
330	TumbleBook Library	y	Green	TELT, Classroom	Students and Educators K-6	Online eBooks
331	TumbleBook Library	y	Green	learning commons/TELT	Students	Online books approved for teachers to use with their classes. One acco
332	TumbleBooks Jr	y	Green	TELT, Classroom	Students and Educators K-6	Online eBooks
333	Unite for Literacy	y	Yellow	Literacy Consultants	Educators and Students K-2	Website with free access to online books. No logins required
334	Universalis	y	Green	learning commons/TELT		French language online Encyclopaedia
335	Urkund Plagiarism Detection	y	Green	TELT	Educators	Plagiarism detection tool integrated within D2L.
336	Verbs from I Can do Apps	y	Blue	Classroom; SEA		Understanding and use of action words as well as build grammar (synt
337	Vision Assist (high contrast video magnifier)	y	Blue	Classroom; SEA		App help visually impaired user to click a photo and get an instant desc
338	VisTimer	y	Blue	Classroom; SEA		Learning App. A library for creating time based charts, like Gantt or fir
339	VLC Player	y	Green	Classroom		VLC media player is a free and open-source, portable, cross-platform
340	Voice Dream Reader (text to speech)	y	Blue	Classroom; SEA		Voice Dream text-to-speech educational app, highly configurable scr

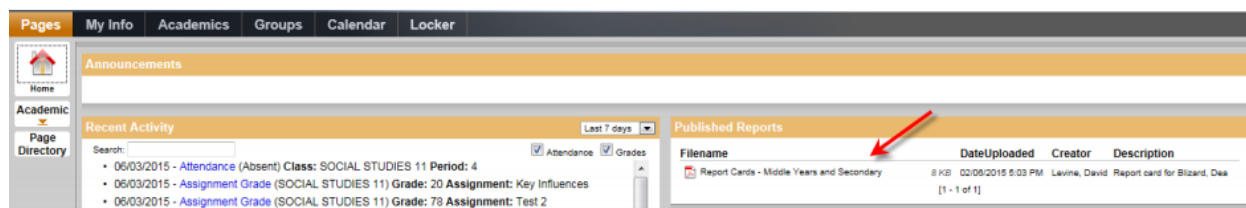


4) Aspen Parent Portal (MYSP 1.a.iii, 1.b.ii)



Presently implemented and emerging web technology are providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (D2L), Google Guardian, School Messenger, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children's long-term achievement information. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. The Aspen Parent portal has the ability for parents to update demographic data, access student schedules, see student assignments, access report cards, find important information and parent resources. Beginning in June 2021, 23919 invitations were

sent out to WCDSB custodial parents and guardians to create portal accounts. Of those represented, 13,615 are the mother and 9497 are the father. As of September 20th, 2021, 7,455 parents have registered for the Aspen Parent Portal which represents 54% of families.



5) Distribution of Learning devices and Internet Hotspots to Students in Need (MYSP 1.b.ii, 3.a.iii)



With a focus on equity and accessibility of learning for our WCDSB students' data was collected which has resulted in the distribution of Chromebooks, Internet Devices and SEA equipment again at the end of June and August. St Isidore students and staff plus secondary students in need have been provided with devices and Internet hotspots where required. This effort involved redistribution of our existing inventory of learning devices from schools throughout the system. IT has also provided phone support to families and students in need of remote technology connectivity and functionality guidance.



6) Human Resources System Workflow Integration (MYSP 1.b.ii)



Many manual processes were used for the granting of staff resources and security access throughout WCDSB. These manual processes were tedious, prone to errors and not timely enough to meet our staff's requirements for access to critical resources. Human Resources systems hold the true and current roles, status, and location of staff. Automation of staff information on hiring, moves, adds, changes and

terminations from the HR systems into our central Microsoft Active Directory through our new Microsoft Identity Manager. This now allows for equitable, timely and automatic allocation to resources across Board systems while eliminating tedious manual tasks which do not have built in error checking. Most effort on this project was started January 2021 and the system implantation was completed August 2021.

7) Summer Preparations for the New School Year (MYSP 1.b.ii, 3.a.iii)



School cleaning and the many summer construction projects, moves and renovations require the removal of computer hardware and technology at the beginning of the summer break. All this equipment needs to be setup and working before our educators and students return.

Throughout the summer, new systems are prepared for roll out, existing systems are reimaged with up-to-date security measures and new required software. Spec Ed devices for students are also

prepared for distribution.

All Board classrooms and learning commons have their computer equipment disconnected to allow for the cleaning of the room. These computers need to then be setup again by IT, upgraded and tested.

Work done this Summer includes:

- Approximately 300 new Spec Ed student devices were imaged and prepared for distribution;
- Over 200 learning devices were repaired;
- 2998 learning devices were refreshed with new devices replacing broken and out-of-date devices no longer capable of running required instructional apps or accepting security updates;
- Created 1489 classes in Google and D2L;
- Purchased and allocated 2500 WeVideo school accounts for elementary video editing projects;
- Purchased and allocated 2500 Adobe Creative Cloud licenses for secondary design related classes;
- St Boniface security, network, wireless, projector, phones and technology setup;
- Construction projects which involve removal and installing of technology at St. Louis, St. Kateri, St. Daniel, St. Teresa Kitchener;
- Network replacement and security optimization at Resurrection secondary school;
- Network room clean ups and new network cabinets.



- School renovation and construction-all technology removed and returned, updated and tested for school start up;
- 30 new portables and classrooms were configured for data projectors, phones, network, computers and wireless.
- School Cleaning: all classrooms and learning commons have their computer equipment disconnected to allow for the cleaning of the room. This technology was then setup again, upgraded and tested by IT.

8) Rural School Grant Project (MYSP 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)



Each year for the last 3 years, rural grant money to assure equitable access to technology has been allocated to St. Clements, St. Brigid, and St. Boniface. Once the new St. Boniface location opens, it will no longer qualify as a rural school. The rural grant money supports upgrading technology at the rural schools which in turn frees up slightly older technology to be allocated equitably throughout the system. In this way, the rural school grant is supporting not only rural schools but also other schools in need throughout the WCDSB.

This summer the focus of the Rural Grant for these 3 schools was the procurement and deployment of:

- Green screens and frames for video creation projects
- iPad stands to facilitate the use of the device's camera for virtual sharing and in class display
- Classroom mounted TV's as instructional displays
- Tech Tub mobile device storage units for Chromebooks and Windows 10 Cloudbooks
- 180 Micro:Bit maker devices
- 75 Windows 10 Cloudbooks

9) Refresh Classroom Data Projectors (MYSP 1.b.ii, 2.a.i, 3.a.iii)



Every classroom in WCDSB has a data projector. Our original install of data projectors was in 2011. The aging projectors were failing at an increasing rate every year. To maintain maximum availability of this critical classroom engagement tool, we finalized a 5-year update project this Summer where we replaced 1/5th of the installed projectors every year. Functional decommissioned projectors will be used as spares to minimize classroom downtime when the projectors fail.

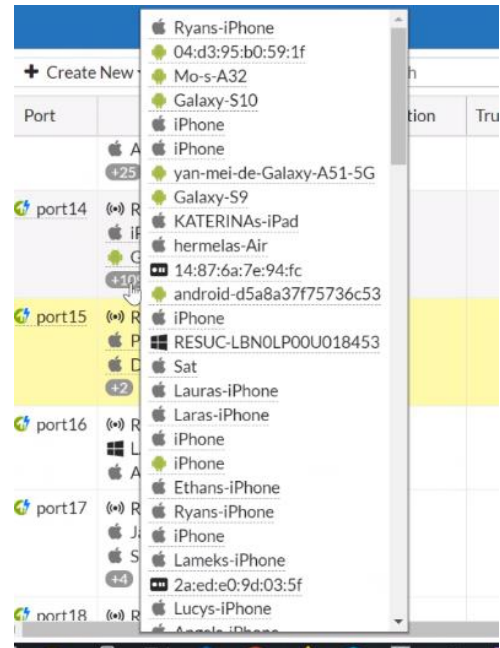
This summer, IT removed 300 old and failing projectors and replaced with new, brighter and more energy efficient models.



10) Wireless Backend Upgrades (MYSP 1.b.ii, 3.a.iii)



Chromebook and Windows 10 Cloudbooks are now distributed at every school at a ratio greater than 1 device to every 3 students. We have assured that our Wi-Fi infrastructure is ready to support Bring Your Own Device for utilization in classroom curriculum activity. The Board also has a significant and increasing implementation of other wireless devices such as laptops and iPads. School wireless infrastructure has been updated to meet the ever-increasing need of web resources and applications like Desire 2 Learn, Google Classroom, Flipgrid and Microsoft Teams. Covid19 has presented the expanded requirement for virtual and hybrid instruction has placed a greater need for reliable Wi-Fi Infrastructure.



11) Bring Your Own Device (MYSP 1.b.ii, 2.a.i, 3.a.iii)



WCDSB has made significant investments to ensure our students and staff have access to a variety of current technology. The use of technology to support learning remains a key priority to ensure that students are equipped with the skills to flourish in an increasingly digital world. Chromebooks and Windows 10 Cloudbooks have proven to be versatile, reliable, and affordable digital tool in the classroom.

As students have engaged more with the technology that is available in their classrooms, many families have expressed interest in purchasing a device for their

child to use at school and at home. WCDSB families have reached out, seeking advice about which technology would best support their child's learning, is reasonably priced, yet durable enough to withstand the wear and tear of daily use as it is transported back and forth to school each day.

Students in need have been provided with WCDSB owned Chromebooks which they bring to school on a daily basis.

WCDSB has formed a partnership with Staples and Dell for families to purchase affordable learning devices; <https://wcsb.ca/programs-and-services/elementary-programs/byod/>

More affordable and free refurbished devices are available for financially challenged families from the Renewed Computer Technology (RCT) Outreach program. <http://rcto.ca/programs-rctech-outreach.asp>



12) Centralized Security Optimization (MYSP 1.b.ii)

★ Favorites

Dashboard

Security Fabric

FortiView

Network

System

Policy & Objects

Security Profiles

VPN

User & Device

WiFi & Switch Controller

Log & Report

Monitor

+ Create New

Edit

Delete

Search

Q

ID	Interface	Source Address	Destination Address	Service	Action
6	Rogers1 (port25)	geo-China	all	ACL-DeniedServices	Deny
4	Rogers1 (port25)	geo-Russia	all	ACL-DeniedServices	Deny
7	Rogers1 (port25)	geo-neatherlands-antilles	all	ACL-DeniedServices	Deny
		geo-Netherlands			
		geo-North Korea			
		geo-Romania			
		geo-Bulgaria			
		geo-Moldova			
		geo-France			
		geo-Turkey			
		geo-India			
		geo-Ukraine			
		geo-Germany			
		geo-nigeria			
8	Rogers1 (port25)	all	all_wcdsb_networks WCDSB-RogersIP-2...	ms-rdp ms-rdp2 ms-rdp3	Deny
9	Rogers1 (port25)	all	all_wcdsb_networks WCDSB-RogersIP-2...	SSH	Deny
10	ORION (port26)	all	all_wcdsb_networks WCDSB-RogersIP-2...	ms-rdp ms-rdp2	Deny

Over the summer, many centralized security measures and solutions were put in place to assure equitable and uninterrupted access to technology. This includes new network device implementations and related security architecture at schools. These solutions help us to quickly identify potential security issues, block active security threats and protect staff and student data.

13) Web Resources and Social Media (MYSP 1.a.iii, 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

Extensive web resources and social media resources have been augmented to provide support for both in school and remote instruction, facilitate web-based tools for in classroom pedagogy and for community communications. Several examples of these online resources and statistics for utilization are presented below:

Public resources:

Parents/Guardians

COVID-19

- Operational Guidelines
- COVID-19 Advisories

Apps/Sites

Aspen Portal

SchoolCashOnline

St. Isidore Virtual Learning School

Faith

Gathered to Become

- Catholic Partners
- Parishes

Preparing for the Return-To-School: Reflections and Resources for Families

Welcome to the WCDSB Mentally Health Return-to-School webpage! 2021-22 is another school year where our excitement for the return-to-school may be complicated with some layers of worry and uncertainty. We want our students and their families come into this year feeling calm, confident and equipped to move through this transition. We have done this before, and we can do it again!

This page has been created as a resource for **all** families – please take a moment to explore some of these resources!

How to Support a Mentally Healthy Back to School for Your Child

Noticing Mental Health Concerns for Your Child

Small Conversations, Big Impact

Understanding Anti-Black Racism to Support the Mental Health and WellBeing of Black and Racialized Students



Staff resources:

What Are You Looking For?

Top Sites

Resources

Staff Announcements

- WCDSB Birth and Bereavements - Subscribe
- Administrator Announcements

Secondary School Events Calendar

Board Master Calendar

September, 2021 (September, 2021)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 6:00 pm - Special B	31	1 PA Day	2 PA Day	3 Board	4

Welcome To The IT Help Desk

StaffNet Home Pages Recent EDIT LINKS

What Are You Looking For?

Green: No system issues reported | **Yellow:** Performance issue noted | **Red:** Major system issue reported

Click a system below for more information or to submit a Help Desk Ticket.

Submit a Ticket

Please login with your first name (space) last name

Elementary Teachers: All support issues or questions are to be passed on by the school site admin to the Help Desk.

Links and Tips

IT Announcements

+ new announcement or edit this list

✓	Memo Title	Modified
	IT Org Chart	7 September



Return to School

[StaffNet Home](#)
[Framework for Remote Learning](#)
[Educator Communication Remote Learning](#)
[Learning Resources by Subject](#)
[Special Education](#)

Return to School

In their pastoral letter for Catholic education, *Renewing the Promise* (2018), our bishops described a vision of Catholic education rooted in the Gospel story of the Road to Emmaus. The tale reminds us all that we are at our best when we are a community that builds relationships; encourages engagement and instills hope; and forms joyful disciples.

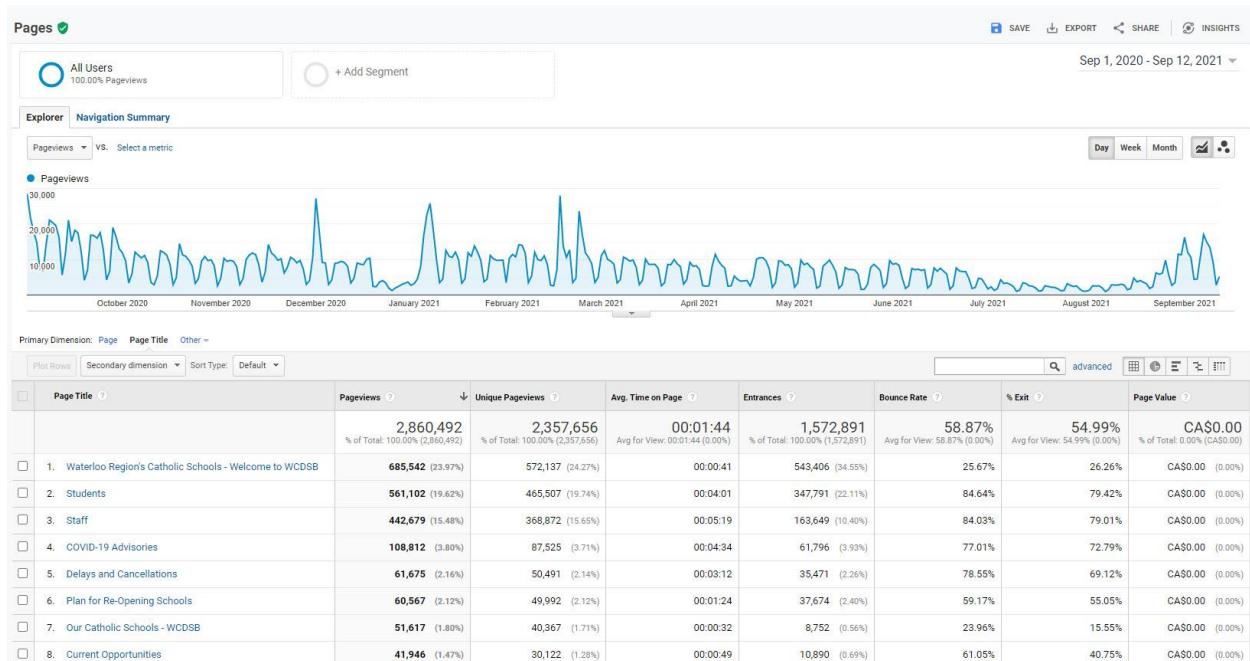
The challenge we currently face is clear; how do we continue this journey -- Catholic education -- despite such drastic restrictions? In response, we are providing to you -- principals, vice-principals, ECE's, teachers, et al. -- this resource: **Return to School**.

Within this you will find key documents to support and guide you as you continue your work. These will be updated as the days and weeks unfold.

[Framework for Learning Design](#)
[Educator Communication Remote Learning](#)

[Learning Resources by Subject](#)
[Special Education](#)
[Assessment & Evaluation](#)

Web Resources Statistics:



Quality • Inclusive • Faith-based • Education
w w w . w c d s b . c a



WCDSB YouTube:

Channel analytics

ADVANCED MODE

Overview Reach Engagement Audience

Aug 29, 2020 - Sep 12, 2021
Custom

In the selected period, your channel got 78,809 views



Realtime

Updating live

789

Subscribers

SEE LIVE COUNT

129

Views - Last 48 hours



Top videos

Video	Views
How to Access D2L and Google Classroom	31
Student Census 2021 Introduction	14
How to Use a Visual Schedule at Home	9

SEE MORE

Overview Reach Engagement Audience

Video	Average view duration	Views
1 How to Access D2L and Google Classroom Apr 2, 2020	0:57 (63.9%)	7,118
2 New Friends, New Classes, New Routines Sep 3, 2020	1:40 (68.7%)	6,657
3 School Re-Opening - Parent Questions and Answers Sep 1, 2020	7:25 (24.2%)	5,369
4 Spiritual Development Day - Opening Liturgy	13:19 (50.3%)	1,815
5 Gathered to Become Oct 21, 2020	2:35 (38.1%)	1,812
6 How to Use a Visual Schedule at Home Jun 4, 2020	1:21 (41.0%)	1,628
7 Welcome Back Message - Loretta Notten - Director of Education Sep 1, 2020	2:20 (42.2%)	1,620
8 All are Called to Belong Reflection - Director of Education - Loretta Notten May 28, 2021	2:11 (53.3%)	1,231



WCDSB Facebook:



WCDSB Instagram:



WCDSB Twitter:





Recommendation:

Report is being provided as information only

Prepared/Reviewed By:

Chris Demers,
Chief Information Officer

Shesh Maharaj
Executive Superintendent of Corporate Services
Treasurer and Chief Financial Officer

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: September 27, 2021
To: Board of Trustees
From: Director of Education
Subject: Summer Transition Programs

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 Goals:

- Improve Literacy Achievement
- Increase in student attendance and engagement
- Increase parent and community engagement in all our Catholic school faith related activities
- Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning

Background/Comments

This summer WCDSB provided a variety of programs to support the needs of students across the system. In July, a Summer Reading Intervention Program was provided for targeted Gr. 1&2 students for three weeks to support phonological awareness, phonics instruction and to support student wellbeing. During the last two weeks of August, in collaboration with Special Education Teachers at each school site, we implemented a Student Transition to Fall Program to meet the needs of a variety of students who were identified by each school team. Furthermore, during the summer months the Mental Health Lead and Social Workers were on call to support students in respect to their mental health and well-being.



The Summer Transition Program initiatives addressed the following MYSP Key Performance Indicators (KPI) regarding student achievement, student attendance, student well-being and parent engagement:

- Increase in achievement for “marker students”
- Decrease the gap in achievement between those students on an IEP and those who are not
- Improved student attendance

Summer Reading Intervention Program

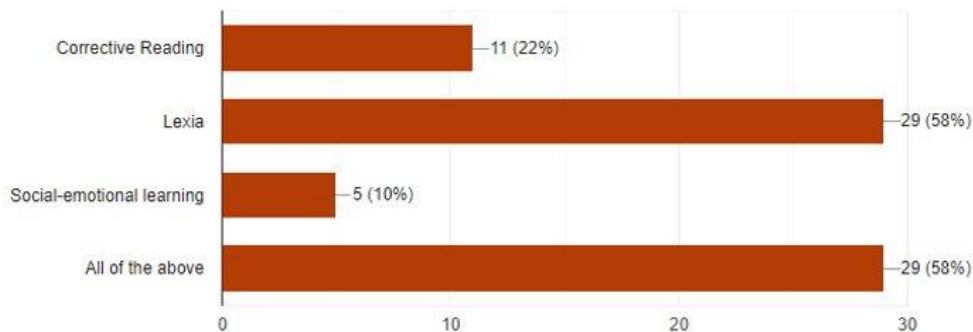
During the first three weeks of July 2021, 180 students participated in the Summer Reading Intervention Program that was facilitated by 20 teachers across the system. The funding for this program was based on a Ministry directive to support students in reading intervention due to the covid pandemic. Criteria was developed to determine a learning profile of the student that would benefit most from the program. All elementary schools were consulted, with each school recommending a group of Gr. 1&2 students who met the criteria. Each parent of the recommended students received an invitation to the program to allow for prioritized registration.

The program was delivered virtually, for two hours each morning. Students were provided with direct, explicit instruction that focused on phonemic awareness activities using the Corrective Reading Program. Each student also received a Lexia license that was closely monitored and supported with mini-lessons and skill building activities. Lexia provided targeted support for phonics, phonological awareness, vocabulary building, fluency, and comprehension. Students also participated in daily wellbeing activities that were provided by our Mental Health Lead, Sharon Porty.

A parent survey was completed at the end of the program. The results of the survey show that parents felt that their children made gains in learning letter-sounds, blending sounds together and 90% of responders felt that their child made progress using the Lexia program.

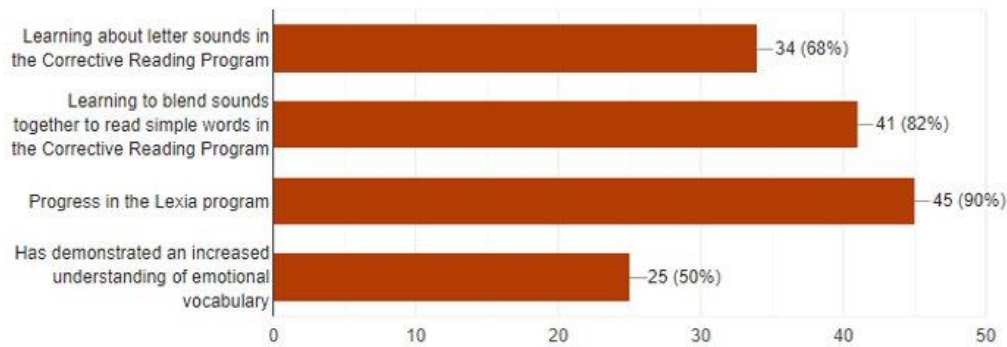
My child was engaged and enjoyed the following learning opportunities offered during the summer reading program:

50 responses



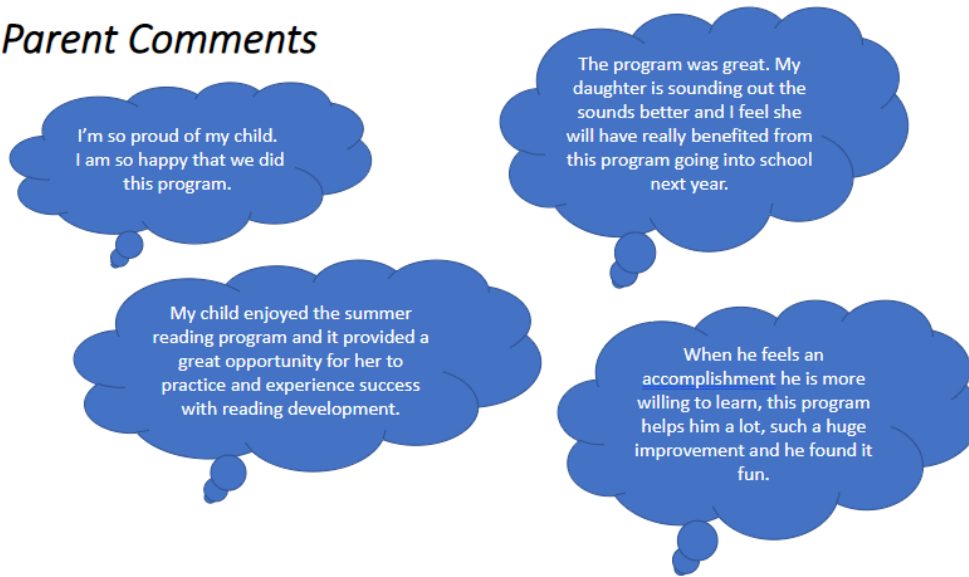
I feel that my child made gains in the following areas:

50 responses

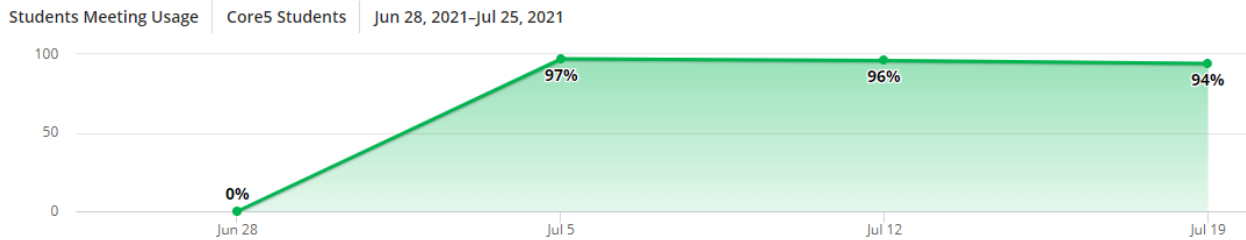


Parents also anecdotally reported positive outcomes for their children. Several parents commented to teachers that they now had a better understanding of where their child required more support in terms of reading development. Many parents also commented on how surprised they were that their child was engaged and feeling more confident in their skills by the end of the three weeks.

Parent Comments



Students demonstrated a high degree of engagement with the Lexia Core 5 Reading Program. They were highly motivated by the certificates that they received for achieving levels.

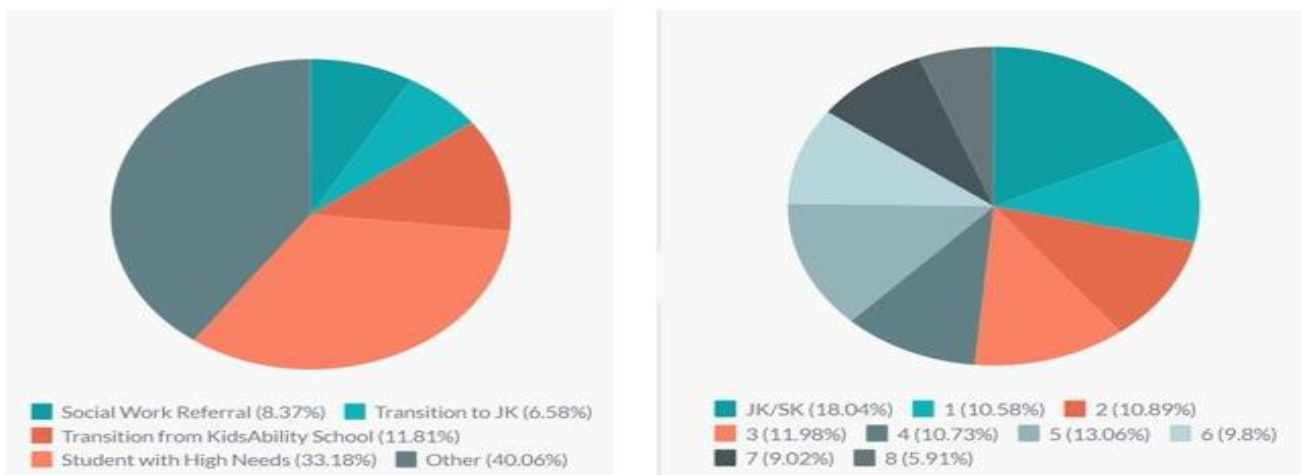


As a follow up to the Summer Reading Intervention Program, progress was shared with the home school so that current classroom teachers can continue to support these students in building their reading skills.

Student Transition to Fall Program

The Student Transition to Fall Program occurred on the 30th and the 31st of August. This program provided an opportunity for the students and families to re-connect with the school community, to reduce distress about the return to school process, and to provide resources to the student and the family. It consisted of 30-minute visits, including a tour and an opportunity to access additional resources (basic school-based information, parent resources, handouts from the school board and community partners supporting Mental Health). The Special Education Liaisons developed and provided resources to all elementary schools. A OneDrive portal was created in order to allow coordination with the Social Work team. Social Workers accessed the OneDrive to add additional students throughout the summer as appropriate. School based staff contacted the families to invite them to participate. In total, there were 595 students from Kindergarten to Gr. 8 who attended this program, and it was a great success!

595 students from grades JK-gr. 8 attended Transition to School meetings at their school



Mental Health & Social Work Support

The concentration on Mental Health and Wellbeing is an extension of WCDSB Multi-Year Strategic Plan and is guided by a comprehensive 3-year Mental Health Strategy (2019-2020), as well as the Mental Health and Wellness Annual Plan (2021-2022).

Throughout summer 2021, through the work of the Mental Health Lead, a strong focus on socioemotional learning was imbedded across the Reading Intervention and Summer Programs. This included providing daily activities to promote wellbeing skills, as well as both recorded and live presentations to engage our students in conversations about how to promote wellbeing during the pandemic. The “No Problem Too Big or Too Small” help seeking resource from School Mental Health Ontario was issued for the Grade 9 HeadStart program. The Mental Health Lead also chose and provided specific mental health and wellbeing resources from School Mental Health Ontario to support the Transition programming at both Elementary and Secondary. In August, WCDSB launched a new webpage for parents/caregivers, providing tools and resources to support wellbeing in their families, their own self-care, and tools to support a mentally healthy return-to-school in the fall. The page also includes several recorded videos including a Podcast from Board Collaborative Team members to support parents in preparing students to transition back to school, and several well-being videos designed by our Mental Health Lead.

With the support of funding for school mental health professionals provided by the Ministry of Education, 4.0 FTE School Social Workers were employed, each for a four-week period between July and August. They provided short-term mental health and wellbeing support to 60 students and/or their parents at Tier 2 and for some Tier 3. This included students who were receiving school social work support during the 2019/2020 school year and would benefit from summer check-ins, those attending summer school, support for students with mental health needs, crisis and/or compassionate care response and service for any newly referred students. At Secondary, 31 students received summer support, with the top three reasons for service as depression or low mood, suicidal thoughts and behaviour, and anxiety, panic and worry. At Elementary, 29 students received summer support, with parenting support, anxiety, panic and worry, and trauma related stress & maladjustment as the top three reasons for service.

To effectively reach the Summer Social Work Team, a WCDSB school social work email account was created and shared with our school community, summer school Administrators and partnering community agencies supporting receipt of referral to service. This was not a crisis line, nor intended to replace pre-existing crisis response services in our region, but rather during a time when schools were closed, a means to obtain support or refer students for school social work service. The account was monitored by our trained mental health professionals throughout the summer between 8:30 a.m. and 4:30 p.m., excluding weekends, during July and August, with commitment to a 48-hour response time.

WCDSB school mental health professionals partnered with WRDSB school mental health professionals to deliver service to students in our community including the Stress and Anxiety Boot Camp Groups and Community Hubs.



The Community Hub model, designed to support school re-engagement, brought both school boards and community agencies together to deliver a pop-up style, fun and interactive event at local community centres for students and parents to feel warmly welcomed, ask school related questions, receive information on student mental health and wellbeing, and be connected in the moment to community-based support. Our partnering agencies included Parents for Children's Mental Health, the LHIN, Carizon, as well as three community centres. Locations and dates/times, chosen by our partnering agencies, aligned with pre-existing gatherings, such as summer camp pick-up, or food distribution. In Cambridge this was offered in partnership with Greenway Chaplain Community Centre, where 37 people attended; in Kitchener, 72 people attended Victoria Hills Community Centre, while 27 joined in Waterloo at Erb West. Community centers provided outdoor space, adhering to public health guidelines. In addition to school social workers present throughout the event, both Boards provided student mental health and wellbeing resources including the newly redesigned BeWell Bookmark, which includes information about how to access local children's mental health and crisis agencies. Additional shared resources included those from School Mental Health Ontario including "Reaching Out", "Self-Care 101", "No Problem is Too Big or Too Small" booklet, and a Tip Sheet for caregivers about "How to know if You Should be Concerned" regarding your child's mental health and wellbeing.

In partnership with WRDSB, social work staff from both Boards and psychology staff from WRDSB co-delivered an online Stress and Anxiety Bootcamp in July and August. This one hour, two-week interactive and fun psychoeducational group for students between grades 4-12 supported the identification and management of stress and anxiety. Students were given several options for time of day and day of week, providing families with flexibility. There were 109 junior students that participated, 59 Intermediate and 101 secondary students for a total of 269 Participants. This was a region wide program, with students from both school boards accepted for referral. Families referred directly using a link that was provided on Board websites and social media sites. Groups filled quickly and spots were maintained for social work staff to refer students, on an as needed basis throughout the summer months. Upon referral, families received a parent handout complete with information and numerous links to support learning, strategy implementation, book references, what parents can do at home, and mechanisms for accessing children's mental health and crisis services in Waterloo Region.

School social workers both prior to the end of the school year and during the summer months referred students they served during the 2019/2020 school year. These students received school social work support for attendance related concerns with correlated mental health, parental mental health or were chronically non-attending to the Student Transition to Fall Program provided in August. Students who received school social work support for attendance related concerns with correlated student mental health, or at the discretion of the social worker were offered a referral to Secondary Transition Support provided in August. During the summer months, on an as needed basis, social workers continued to refer students to either the Elementary or Secondary Transition program.

Staff also had opportunity to participate in training. There were 18 staff, including 9 Social Workers, 6 BCBA's, the Senior Manager of Student Services, the Lead Social Worker and the Principal of Student Services, that received trauma informed training supporting a deeper connection between the work of BCBA and Social Work for Students. In August, social work staff, including the Lead Social Worker



attended training offered by School Mental Health Ontario on topic such as: Supporting the Mental Health needs of Racialized Youth, Understanding Eating Related issues and Eating Disorders, Problematic Video Gaming, and Supportive Triage for Early Problems: STEP.

As we move into the 2021-22 school year, now, more than ever we see the importance of continued investment in well-being. Our guiding principles provided by School Mental Health Ontario that shape our work include:

1. We prioritize mental health and well-being as a key condition for students to learn and flourish.
2. We lead with compassion and empathy and take action to address equity within mental health and well-being.
3. We protect and promote student mental health with caring learning environments.
4. We have strong mental health foundations to recognize and build on the learning and experiences of the pandemic.
5. We make our way together; schools are part of a wider circle of support.

Recommendation:

Prepared for the information of the Board.

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: October 4, 2021
To: Board of Trustees
From: Director of Education
Subject: Student Re-Engagement 2020-2021

Type of Report:

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

Type of Information:

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

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

Board Policy I 001 - Ends

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

Strategic Priority: Student Engagement, Achievement & Innovation

Strategic Direction: Students are achieving at their highest potential in a 21st century world

Alignment to the MYSP:

Nurturing our Catholic Community: Promote a culture of belonging and respect, that supports success for all.
Student Engagement, Achievement & Innovation: Nurture a culture of Innovation; Foster maximum opportunity for success for all.

Building Capacity to Lead, Learn & Live Authentically: Investment in global competency development and leading technology; Nurture the well-being of all students and staff

Background/Comments:

- Lists are generated (Early Leavers Reports) of Year 5 Cohorts who have not graduated and are currently not on roll. Year 6 and 7 Cohorts lists generated as well.
- Lists are generated from each school of Year 5 cohorts currently on roll at each school.
- Individual Reports are generated for each high school (WCDSB, Non-WCDSB, Early Leavers, and Year 6 and 7 Cohorts).
- Meet with Guidance department at each high school to review potential re-engagement students. A brief history of the former student and a potential Pathway to Graduation.
- Re-Engagement Officer attempts to connect with all potential re-engagement students from Year 5, 6 and 7 Cohort lists.

- Prior to contacting Credit Counseling Summary is consulted to check the needs of the school board leaver. This will identify if the leaver needs compulsory and/or elective credits. Is the OSSLT and/or Community Involvement hours completed. Is there a potential for a credit swap or a credit recovery?
- When contacting a student, options are presented will generally be St Louis for compulsory credits and OSSLT.
- If working and Elective credits are needed, they are directed to an Experiential Learning Coop program. If a credit swap is an option – Re-Engagement Officer connects with the Guidance contact at the home school.
- The co-op teacher also supports students in finding work, resumes, tracking hours completed, and submitting credits with the home school.
- The Re-Engagement Officer follows each individual throughout the program.
- Support is also given with Volunteer opportunities in the community.
- The program is now available to Year 4 and even Year 3 students on roll who are falling behind in credits. If they are working their Pathway will be blended with in-school programming for compulsory credits and Coop for elective credits.

Totals						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll St. Louis
WCDSB Students	56	214.5	12	3	41	0
Other Board Students	28	149	7	6	17	1
Early Leavers	70	97.5	1	1	5	15
Miscellaneous Re-Engagement	97	251	8	5	29	46
Total	251	712	28	15	92	62
Program Highlights 2020-21						
92 Graduates in program (10 Grads Year 4 – 63 Grads Year 5 – 19 Grads Year 6 and 7)						
44 WCDSB Graduates Year 5						
19 Graduates from other school boards (Year 5)						
*114 Coop credits completed through co-op support teacher at Don Bosco- 28 Students, supported 18 Grads						
Pre Registered Students for the fall -TBD due to issues with Aspen						
33 Students ready to finish up in the fall						

Re-Engagement: Year Over Year Analysis				
Re-engagement Initiatives	2020-2021	2019-2020	2018-2019	2017-2018
Graduates in Program - Year 4	10	21	5	5
Graduates in Program - Year 5	63	96	93	60
Graduates in Program - Year 6 & 7	19	32	25	5
Total Graduates in Program (all years)	92	149	123	70
WCDSB Graduates (Year 5)	44	38	33	55
Graduates from other school boards (Year 5)	19	27	35	13
Co-op credits completed through co-op support teacher at Don Bosco	114	155	106	112
Pre-registered Students for the fall	TBD - Aspen issues	11	9	7
Students ready to finish up in the fall	33	29	21	19



Program Challenges 2020-2021

- Work availability (co-op placements)
- Students struggling with anxiety and other mental health concerns
- Transition to Aspen limited access to reports of students at risk
- Staffing concern - teacher on medical leave for 8 weeks

Next Steps:

- Continue to support students in pursuit of their OSSD who may be in or at risk.
- Continue to focus on Year 5 Cohort but will look to become more proactive in supporting Year 4 Cohort students that are in-risk of not graduating

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Annalisa Varano
Superintendent of Learning

Shaun Reagan
Re-Engagement Officer

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



Date: October 4, 2021
To: Board of Trustees
From: Director of Education
Subject: Re-engagement Strategy Plan 2021-2022

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)

APC 050 - Assessment, Evaluation & Reporting, Grades 1-12

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

Learning Recovery and Renewal Memorandum from the Minister of Education (May 4, 2021)
(https://efis.fma.csc.gov.on.ca/faab/Memos/B2021/B11_EN.pdf)

Together We Rise To Resilience: School Mental Health Action Plan, 2021-2022 (smho-smso.ca) (<https://smho-smso.ca/wp-content/uploads/2021/06/BTS2021-Action-Plan.pdf>)

Anti-Racism Act, 2017, S.O. 2017, c. 15 (<https://www.ontario.ca/laws/statute/17a15>)

Enrolment Register Instructions for Elementary and Secondary Schools 2021-22 School year
(http://www.edu.gov.on.ca/eng/document/forms/enrol/enrolment_register_instructions.pdf)

Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all
 - ✓ Equitable access to learning opportunities
- Successful Implementation of WCDSB equity action plan to facilitate organizational change
 - ✓ Increased use of culturally relevant and responsive pedagogy
 - ✓ Implementation of Identity based surveys and corresponding data
- Equitable access to learning opportunities
 - ✓ Provide appropriate supports for students and ensure goals in SIPSAs related to students where there are achievement gaps
 - ✓ Focus on fostering Belonging/ Inclusion in all school environments

Student Engagement, Achievement and Innovation

- Nurture a culture of Innovation



- ✓ Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning
- Foster maximum opportunity for success for all
 - ✓ Improve Graduation Rate
 - ✓ Increased Opportunity for Experiential Learning

Building Capacity to Lead, Learn and Live Authentically

- Investment in global competency development and leading technologies
 - ✓ Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)
- Nurture the well-being of all students and staff
 - ✓ Increase in student attendance and engagement

Well-Being Strategy

- Called to Belong
 - ✓ Decrease in high student absenteeism rates year over year
 - ✓ Obtain a year over year upward trend of students who express a positive sense of belonging

Background/Comments:

The 2020-2021 school year was like no other. Students were impacted by many school closures and the transition to online learning. Across the province many more students, than in years past, disengaged from their learning; exhibiting an increase in truancy, a drop in achievement and observed changes in their attitude towards school. Many groups of students were disproportionately affected by the pandemic. Students identifying as Indigenous, Black and racialized, children and youth in care, students from low-income households, those with disabilities, special education needs, mental health needs as well as English language learners were identified as those who would benefit from additional support. This year, the Ministry of Education provided funds to school boards to increase support to families to address gaps in learning, systemic barriers and disconnection with the school community. In budget deliberations last spring the senior team made a decision to augment these funds in order to create a specialized team that will provide concentrated support to families and students by identifying needs and assets, collaborating with all stakeholders and supporting the development and facilitation of an individualized re-engagement plan.

WCDSB Re-engagement Team

The Re-engagement team consists of two teachers and a social worker. The team is unique as both teachers have lived experience of disengagement and systemic barriers; the social worker on the team is assigned specifically for this strategy, and the team is multi-lingual.

Their goals for this school year are to:

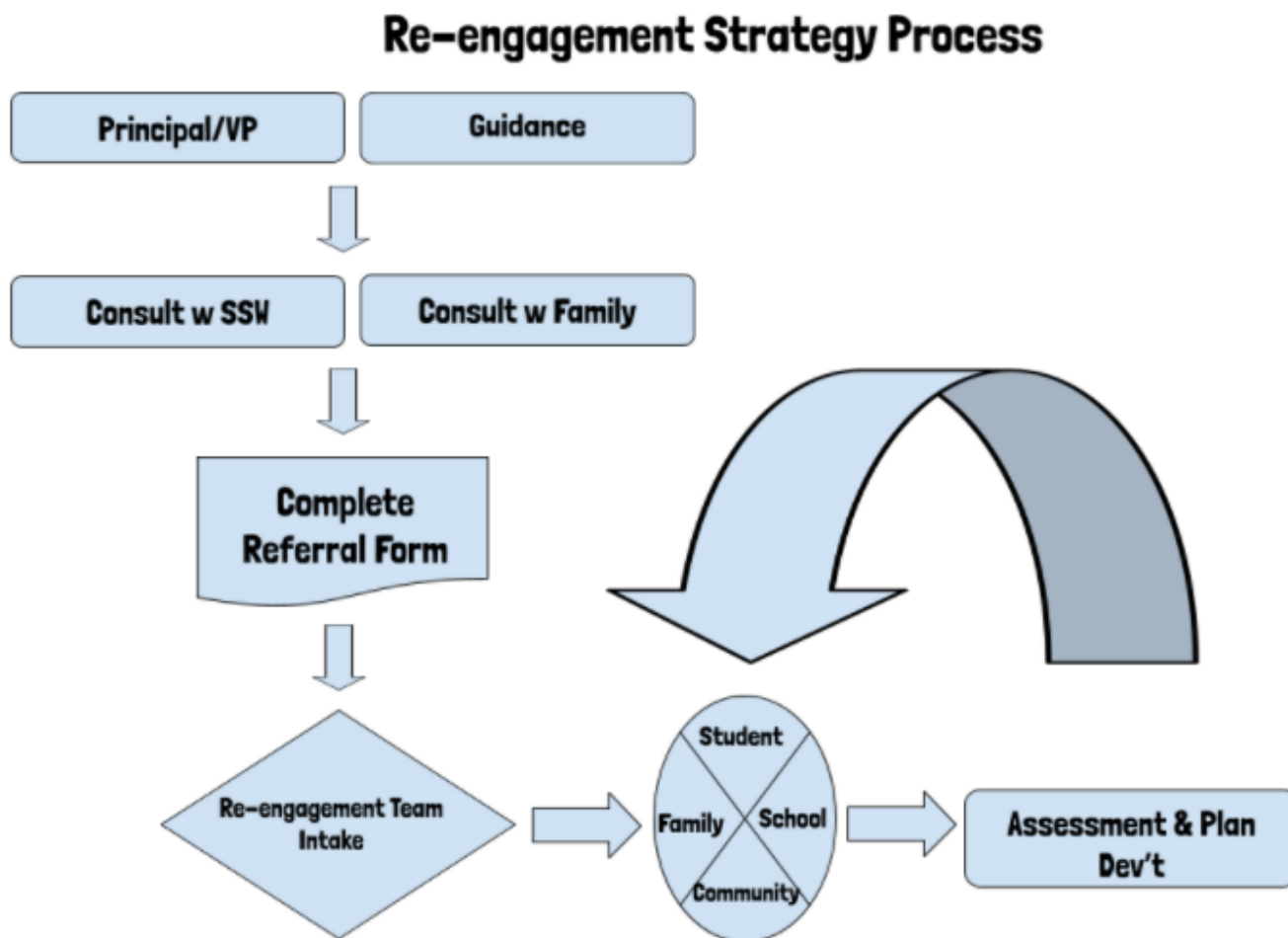
- Provide support to students experiencing disadvantages as a result of systemic barriers and COVID-19
- Build on existing supports by providing concentrated intervention, collaboration with stakeholders and community resources
- Develop individualized plans for students to reconnect with their school community
- Re-engage students who have languished in their learning and attendance

The Re-engagement team will identify and work with students who are referred to them by school administration and other appropriate staff. The referral and implementation process are as follows:

- Students are identified by Administrators through consultation with appropriate staff
- Administrators are to consult with School Social Workers and Families
- The Re-engagement team Referral Form is completed
- The Re-engagement team begins the preliminary planning process
- Connect with and collaborate with stakeholders (family, student, school, community)
- Completion of student's evaluation around strengths and needs
- Collaboratively create and implement the student's individualized re-engagement plan

- Ongoing review of re-engagement plan and its implementation

Here is a visual of the process:



The Re-engagement team will be working with students in grades 7-12 with a focus on those who face systemic barriers such as race, language, income, special education needs, disability, mental health, etc. Priority will also be provided to students that presented signs of disengagement (e.g. reduction in achievement, increase in absenteeism, and languishing-type behaviour) after March 2020.

The Re-engagement Team's plan will be responsive to the local needs and will involve supporting inclusion and belonging, intrinsic motivation and readiness, intrinsic and extrinsic reinforcers, self-determination and internal connections within the school, individualized student-centred approaches, students having a caring adult at school, addressing learning disruption, and community outreach and supporting families.

In aiding in the development of the plan, the Re-engagement Team has created a referral form that will help to pre-evaluate which students have been disengaged during the Pandemic and what kind of disengagement has been noticed.

For a more detailed information of this form, please refer to:

(<https://drive.google.com/file/d/1geR4Wosj4u55BvsbEn7vxEQcG-FaOt6b/view?usp=sharing>).

The Re-engagement team has created a logic model to guide them in their planning their program, implementation of their program, as well as evaluation of their program. The logic model will also assist the team in monitoring their program, implementation, and evaluation.

[See Appendix 1](#)

Re-engagement Committee

A Re-engagement Committee has been established to support and inform the Re-engagement team. The committee is comprised of individuals in the system who hold different roles within the WCDSB in order to provide a variety of perspectives when it comes to the work that the team will be engaged in with students, families, schools, and community.

The members of the Re-engagement Committee are:

Graciamaria Roque (Re-engagement Teacher), Rolland Chidiac (Re-engagement Teacher), Aislinn Clancy (Re-engagement Social Worker), Heather Papp (Principal, St. Michael), Erin Riley (Vice-Principal, St. Benedict), Delmar Borba (Principal, St. Louis), Erin Schreiter (Social Work Lead), Shaun Reagan (Re-engagement Teacher – senior grades), Jennifer Ertel (Student Success Consultant), Darryn Stere (Student Success Consultant), Lynn Garrioch (Equity Officer), Annalisa Varano (Superintendent of Learning)

Appendix 1

- Logic Model for Re-engagement Strategy 2021/2022
(<https://drive.google.com/file/d/15cl33Q1Am31J5ZXedCt5HrcZgstUV2W2/view?usp=sharing>)

Additional Resources

- [Re-engagement Strategy Process \(Flow chart\) 2021/2022](#)
- [Student Development Plan](#)
- [Re-engagement Team Slides Presentation](#)
- [Re-engagement Team Referral Form](#)
- [Re-engagement Team Infographic](#)

Next Steps:

We will continue to monitor the success of the program plan and implementation throughout the 2021/2022 school year. Data will be collected to determine the efficacy of the re-engagement strategy in terms of supporting students to re-engage in the learning agenda ensuring their social-emotional needs are met. Please refer to Logic Model – Appendix 1 below.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Annalisa Varano
Superintendent of Learning

Graciamaria Roque
Re-engagement Teacher

Rolland Chidiac
Re-engagement Teacher

Aislinn Clancy
Re-engagement Social Worker

*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.”



DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Learning and Living in Faith

September 23, 2021

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Avenue
Toronto, ON M7A 2A5

Sent via email

Dear Minister Lecce:

In the interest of enhancing the safety of learning environments for students and staff across Ontario, we decided at a Special Board Meeting on September 15, 2021 to add our voice to the voices of many trustees across Ontario who have already requested that the government take immediate steps to:

- Make the COVID-19 vaccination mandatory for all eligible publicly funded school staff, volunteers, bus drivers, trustees and visitors; and
- Amend the Immunization of Schools Pupil Act to include a COVID-19 vaccination as one of the mandatory vaccinations for eligible students.

It is widely agreed that vaccines are necessary in reducing the impact of COVID-19. As Dr. Keiran Moore, Chief Medical Officer of Health, said on September 23, 2021 “the key to keeping our schools open and as safe as possible is to achieve the highest immunization rates we can and to increase our level of community immunity and protect those who cannot receive the vaccine.” We are encouraging the Ministry to align its regulations with this goal to “achieve the highest immunization rates.”

Over the past two years, students have had unprecedented interruptions to their schooling. While actions have been taken to continue learning remotely, these measures have not been sufficient in maintaining the high quality education that students in our province deserve.

While staff are working hard to consistently implement the many layers of protection that contribute to reduced transmission, we know that vaccination is the critical measure in preventing future school closures. For that reason, we see both mandatory vaccination of people working in schools, and an update to the ISPA as crucially important measures in assuring the health and well-being of students and staff as well as supportive of our mutual goal to keep schools open.

..../2

We would rather not have to regret or apologize for not taking this step now when the winter brings additional cases and the recurring risks of school closures.

We thank you for your serious consideration of our recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Morgan Ste. Marie', with a stylized flourish at the end.

Morgan Ste. Marie
Chair of the Board

cc: Christine Elliott, Minister of Health
Dr. Robert Kyle, Durham Region Medical Officer of Health
Carolyn Morton, Chair, Durham District School Board
Patrick Daly, President, Ontario Catholic School Trustees' Association
Local MPPs
Chairs of Ontario Catholic School Boards

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: OCSTA Catholic Education Speaker Series Event - Access Recording
Date: Monday, September 27, 2021 1:52:58 PM
Attachments: [image001.png](#)
[image002.png](#)

Memo for COWB package. Thanks Alice

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Monday, September 27, 2021 11:25 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA Memo: OCSTA Catholic Education Speaker Series Event - Access Recording

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September 27, 2021

MEMORANDUM

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: **OCSTA Catholic Education Speaker Series Event – Recording
Fr. Stefano Penna, September 22, 2021**

For your information and convenience, we have uploaded to the OCSTA website, the recording from our recent OCSTA Catholic Education Speaker Series Event from September 22, 2021 featuring Fr. Stefano Penna. This video can be accessed at the following link:

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

If you require login credentials to access this page, please contact Ashlee Cabral – acabral@ocsta.on.ca.

Thank you.

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

CATHOLIC EDUCATION: *Rebuild, Restore, Renew Together*



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: OHRC Policy Statement on COVID-19 Vaccine Mandates and Proof of Vaccine Certificates
Date: Friday, September 24, 2021 11:56:25 AM
Attachments: [image005.png](#)

For COWB package...

Loretta Notten

Director of Education

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



**Waterloo Catholic
District School Board**
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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Friday, September 24, 2021 11:50 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: OHRC Policy Statement on COVID-19 Vaccine Mandates and Proof of Vaccine Certificates

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September 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: OHRC Policy Statement on COVID-19 Vaccine Mandates and Proof of Vaccine Certificates

Please see OHRC policy statement on COVID-19 vaccine mandates and proof of vaccine certificates below, sent to you for your information.



OHRC policy statement on COVID-19 vaccine mandates and proof of vaccine certificates

On September 1, 2021, the Ontario government announced that starting September 22, Ontarians will need to be fully vaccinated (two doses plus 14 days) and provide proof of vaccination along with photo ID to access certain public settings and facilities. By October 22, Ontario plans to develop and implement an enhanced digital vaccine certificate with unique QR (Quick Response) code that will verify vaccination status when scanned. A paper version of the certificate will be available for download or can be printed from the [COVID-19 vaccination provincial portal](#).

The proof of vaccine regime currently applies to certain [higher-risk indoor public settings](#) where face coverings cannot always be worn. In addition to these settings, over the last few months many other organizations have begun to mandate vaccines for employees and service users.

Vaccination requirements generally permissible

While receiving a COVID-19 vaccine remains voluntary, the OHRC takes the position that mandating and requiring proof of vaccination to protect people at work or when receiving services is generally permissible under the *Human Rights Code* (*Code*) as long as protections are put in place to make sure people who are unable to be vaccinated for *Code*-related reasons are reasonably accommodated. This applies to all organizations.

Upholding individual human rights while trying to collectively protect the general public has

been a challenge throughout the pandemic. Organizations must attempt to balance the rights of people who have not been vaccinated due to a *Code*-protected ground, such as disability, while ensuring individual and collective rights to health and safety.

Duty to accommodate for medical reasons

Some people are not able to receive the COVID-19 vaccine for medical or disability-related reasons. Under the *Code*, organizations have a duty to accommodate them, unless it would significantly interfere with people's health and safety.

Consistent with the duty to accommodate, the provincial proof of vaccine regime says that people who are unable to receive the vaccine must provide a [written document](#), supplied by a physician (MD) or by a registered nurse extended class [RN(EC)] or nurse practitioner (NP) stating they are exempt for a medical reason from being fully vaccinated and how long this would apply. The written document may be required [until](#) recognized medical exemptions can be integrated as part of a digital vaccine certificate. The OHRC's position is that exempting individuals with a documented medical inability to receive the vaccine is a reasonable accommodation within the meaning of the *Code*.

Organizations that are not included in the list of settings but wish to mandate vaccines are encouraged to use the provincial proof of vaccine certificate with the written documentation showing medical inability to receive the vaccine as their way of meeting the duty to accommodate where needed.

The OHRC also stresses the need to make sure digital proof of vaccine certificates are designed to be fully accessible to adaptive technology, including for smart phone users with disabilities, in accordance with Accessibility for *Ontarians with Disabilities Act* regulations.

COVID testing as an alternative to vaccine requirements

Many organizations are not included in the list of settings. Organizations with a proven need for COVID-related health and safety requirements might also put COVID testing in place as an alternative to mandatory vaccinations or as an option for accommodating people who are unable to receive a vaccine for medical reasons. Organizations should cover the costs of COVID testing as part of the duty to accommodate.

Time limited requirements, privacy protection

The provincial proof of vaccine regime does not propose to limit access to any services for people who are unable to be vaccinated for medical reasons.

Proof of vaccine and vaccine mandate policies, or any COVID testing alternatives, that result in people being denied equal access to employment or services on *Code* grounds, should only

be used for the shortest possible length of time. Such policies might only be justifiable during a pandemic. They should regularly be reviewed and updated to match the most current pandemic conditions, and to reflect up-to-date evidence and public health guidance.

Policies should also include rights-based legal safeguards for the appropriate use and handling of personal health information.

Barriers in accessing COVID vaccines and testing

While the vaccine may be readily available across Ontario, barriers persist in equitable vaccine access and COVID testing. Some examples of barriers to vaccine access may include:

- Language barriers or lack of access to a compatible phone or Internet connection make it harder for some *Code*-protected groups to find information about vaccination or testing
- Older people or people living with disabilities may have difficulty booking or going to their vaccine or testing appointment, or may need extra supports to be vaccinated or undergo testing (such as a caregiver, communication supports, etc.)
- Low-wage workers with multiple jobs and caregiving responsibilities may lack the time or resources to prioritize visiting a vaccination site or taking a COVID test
- Undocumented people and people experiencing homelessness face a variety of barriers relating to the lack of government-issued ID, fear of revealing immigration status, and mental health and addiction disabilities
- Individuals and groups who have faced discrimination or traumatic experiences while receiving health-care services may not trust vaccines or testing.

Ensuring access to vaccines and testing for vulnerable Ontarians is a necessary element of any vaccine mandate or proof of vaccination regime.

Enforcement

Under the provincial regime, organizations are responsible for making sure they meet the required proofs of identification and vaccination as outlined in the [regulation](#). Service users must make sure any information they provide to the organization to show proof of vaccination (or proof of qualifying for an exemption like a doctor's note) and if identification is complete and accurate. There are fines for both individuals and organizations that fail to comply.

As with any regulatory regime requiring enforcement, providing law enforcement or any organization with discretionary powers to assess proof of identification and vaccination may result in disproportionate application and impact on members of marginalized and vulnerable communities. Any regime that requires service users to present government-issued documents may also create barriers for people experiencing homelessness or who are undocumented.

The OHRC urges governments and organizations to take proactive steps to make sure any enforcement of vaccine mandates or proof of vaccination policies does not disproportionately target or criminalize Indigenous peoples, Black and other racialized communities, people who

are experiencing homelessness, or with mental health disabilities and/or addictions.

Personal preferences and singular beliefs not protected

The OHRC and relevant human rights laws recognize the importance of balancing people's right to non-discrimination and civil liberties with public health and safety, including the need to address evidence-based risks associated with COVID-19.

Receiving a COVID-19 vaccine is voluntary. At the same time, the OHRC's position is that a person who chooses not to be vaccinated based on personal preference does not have the right to accommodation under the *Code*. The OHRC is not aware of any tribunal or court decision that found a singular belief against vaccinations or masks amounted to a creed within the meaning of the *Code*.

While the *Code* prohibits discrimination based on creed, personal preferences or singular beliefs do not amount to a creed for the purposes of the *Code*.

Even if a person could show they were denied a service or employment because of a creed-based belief against vaccinations, the duty to accommodate does not necessarily require they be exempted from vaccine mandates, certification or COVID testing requirements. The duty to accommodate can be limited if it would significantly compromise health and safety amounting to undue hardship – such as during a pandemic.

Read the OHRC's [*Policy on preventing discrimination based on creed*](#) for full explanation of creed-based discrimination and the duty to accommodate.

MARIE PALOMBI

Ontario Catholic School Trustees' Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

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



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: Podcast Conversation re: "Handing Down the Faith: How Parents Pass Their Religion on to the Next Generation"
Date: Tuesday, September 28, 2021 10:59:22 AM
Attachments: [image004.png](#)
Importance: High

For COWB package...

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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**Waterloo Catholic
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From: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Sent: Tuesday, September 28, 2021 10:21 AM
To: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Subject: OCSTA Memo: Podcast Conversation re: "Handing Down the Faith: How Parents Pass Their Religion on to the Next Generation"
Importance: High

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September 28, 2021

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: **Excellent Podcast**

We thought the attached Podcast (please see link below) capturing a conversation between Bishop Robert Barron and Brandon Vogt regarding Dr. Christian Smith's book, ***Handing Down the Faith: How Parents Pass Their Religion on to the Next Generation*** would be of interest to you.

<https://podcasts.apple.com/ca/podcast/the-word-on-fire-show-catholic-faith-and-culture/id1065019039?i=1000535995682>

Sharon McMillan
DIRECTOR OF COMMUNICATIONS

Ontario Catholic School Trustees' Association www.ocsta.on.ca
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Waterloo Region District School Board

51 Ardelet Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca

September 21, 2021

The Honourable Stephen Lecce, Minister of Education
Dr. Kieran Moore, Chief Medical Officer of Health
Dr. Hsiu-Li Wang, Commissioner & Medical Officer of Health

Dear Minister Lecce, Dr. Moore and Dr. Wang,

At its August 30, 2021 Special Board Meeting of the Waterloo Region District School Board (WRDSB), the Board of Trustees approved the following motion:

That the Waterloo Region District School Board write a letter to the Ministry of Education and including the Ontario Medical Officer of Health and local Regional Medical Officer of Health requesting that the COVID vaccine be immediately added to the list of immunizations which are mandatory for eligible students for primary/secondary school attendance, allowing for exemptions for medical or religious reasons according to the Ontario Human Rights Code;

The public continues to be advised, by medical professionals and government officials, that vaccinations are our greatest defence against COVID-19 and being fully vaccinated significantly reduces the risk of serious illness.

The Immunization of Pupils Act has been an effective means of promoting vaccination against other communicable diseases since it was adopted in 1990. Adding the COVID-19 vaccinations to the list of mandatory vaccinations for all eligible students will protect the health and safety of all our students, staff and families and will reduce the risk of outbreaks from the COVID-19 virus in schools. We must do everything we can to ensure schools remain open, safe and welcoming learning spaces for all students and staff.

This request is also supported by the Ontario Public School Boards' Association, as seen in a [statement](#) released on August 17, 2021.



Waterloo Region District School Board

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wrdsb.ca

We ask for your serious consideration of this request, as it protects the health and safety of all students, staff and their families in the WRDSB and throughout Ontario, and ensures students continue to have the opportunity to learn in-person.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joanne Weston', with a stylized, flowing script.

Joanne Weston
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC:

MPP Belinda Karahalios, MPP Laura Mae Lindo, MPP Amy Fee, MPP Michael Harris, MPP Catherine Fife,
Ontario Public School Boards' Association, Ontario Public School Boards, Council of Ontario Directors of Education



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[YOUTUBE.COM/WRDSBVIDEO](https://www.youtube.com/WRDSBVIDEO)



Waterloo Region District School Board

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wrdsb.ca

September 21, 2021

The Honourable Stephen Lecce, Minister of Education
Ministry of Education
315 Front Street West, 14th Floor
Toronto, ON, M7A 0B8

Dear Minister Lecce,

On behalf of the Board of Trustees for the Waterloo Region District School Board (WRDSB), I am writing to request the Ministry of Education (Ministry) review the benchmark funding formula adjustment to ensure it accounts for statutory increases in Employment Insurance (EI), Canada Pension Plan (CPP) and pension contributions and other similar increases.

The current benchmark funding formula increases do not consistently cover the amount of increases that occur on an annual basis with these benefit expenses. These unfunded expenses are absorbed in existing budgets that would otherwise have been directed towards student achievement and well-being initiatives.

We ask that the Ministry review these discrepancies in the benchmark funding formula and seriously consider adjusting it to reflect the actual statutory increases in these benefits.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joanne Weston', with a stylized flourish at the end.

Joanne Weston
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC:



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[INSTAGRAM.COM/WR_DSB](https://www.instagram.com/WR_DSB)



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MPP Belinda Karahalios, MPP Laura Mae Lindo, MPP Amy Fee, MPP Michael Harris, MPP Catherine Fife,
Ontario Public School Boards' Association, Ontario Public School Boards, Council of Ontario Directors of Education



Waterloo Region District School Board

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September 21, 2021

The Honourable Doug Ford, Premier of Ontario
The Honourable Stephen Lecce, Minister of Education

Dear Premier Ford and Minister Lecce,

On behalf of the Board of Trustees for the Waterloo Region District School Board (WRDSB), I am writing to you to express our support for the letter you received from the Halton District School Board dated June 18, 2021, in which they asked:

“That the Provincial Government and more importantly the Ministry of Education be accountable to the TRC Calls to Action on Education that were passed in June 2015, by reviewing and revising the Indigenous history curriculum materials, which were developed in 2018 but never released by the current government, so they can be introduced in schools this Fall.”

In May, the unearthing of the remains of 215 Indigenous children on the grounds of the Kamloops Indian Residential School in British Columbia was a sad reminder of the lack of knowledge of Indigenous history that so many Canadians have. In the absence of provincial direction on the Calls to Action 62-65, the WRDSB like other boards, has begun to embed First Nations, Inuit, and Metis histories into programming. However, without leadership from the province this action will result in inconsistencies in programming.

Minister Lecce, we ask you to recognize the urgency of introducing Indigenous history curriculum and expedite this process to release updated curriculum to schools across the province immediately.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Ford' or similar, written in a cursive style.



Waterloo Region District School Board

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F: 519-742-1364
wrdsb.ca

Joanne Weston
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC: MPP Belinda Karahalios, MPP Laura Mae Lindo, MPP Amy Fee, MPP Michael Harris, MPP Catherine Fife,
Ontario Public School Boards' Association, Ontario Public School Boards, Council of Ontario Directors of Education

1. Please select the category that best applies to you: *

- ☐ Parent or guardian
- ☐ Student
- ☐ School board trustee
- ☐ Student trustee
- ☐ School board employee
- ☐ Community or advocacy group
- ☐ Indigenous partner organization
- ☐ Member of the public
- ☐ Other

2. Every school board is required to have a code of conduct for trustees. Codes of conduct set out rules of individual conduct and ethical behaviour that trustees agree to follow. Currently, it is up to each school board to determine what to include in its trustee code of conduct.

Do you think all trustee codes of conduct should be required to include consistent provincial standards? *

- ☐ Yes
- ☐ No

3. What standards do you think should be included? *

- ☐ I do not think consistent provincial standards should be required.
- ☐ **Integrity and dignity of office** – a standard reflecting an expectation for trustees to fulfill their role in a way that inspires public confidence in publicly funded education.
- ☐ **Civil and respectful behaviour** – a standard requiring professional and respectful conduct in all interactions and forms of communication including social media.

- ☐ **Uphold and respect human rights** – a standard prohibiting discriminatory conduct against any person or group based on the protected grounds under the **Ontario Human Rights Code**.
- ☐ **Respect for the role of school board staff** – a standard for trustees to respect the role of board staff to advise the whole board and to prohibit trustees from treating board staff disrespectfully.
- ☐ **Responsible use of communication** – a standard requiring trustees to adhere to their board’s communications policies and procedures.
- ☐ **Avoidance of personal advantage, improper use of influence and conflict of interest** – a standard prohibiting improper use of the trustee office in situations that are not already covered by the **Municipal Conflict of Interest Act**.
- ☐ **Fiscal accountability and transparency** – a standard ensuring effective stewardship of the board’s resources.
- ☐ **Respect for confidentiality** – a standard requiring trustees to keep information that they obtain through their role as trustees confidential (unless they are otherwise authorized).
- ☐ **Upholding decisions** – a standard requiring trustees to comply with board by-laws, policies, procedures etc., and uphold implementation of board decisions regardless of personal opinions.
- ☐ **Use of board assets and services** – a standard prohibiting the use of board assets or services for personal matters or for election purposes.
- ☐ I prefer not to say
- ☐ Other

4. School boards enforce codes of conduct locally. Do you think the current process is effective? If not, how can the process be improved to strengthen the integrity of the complaint and investigation process? *

5. Boards can hire a third-party (for example, an integrity commissioner) to:

- provide education and advice to trustees on their ethical obligations and responsibilities

- review complaints made under the board's code of conduct to determine if a breach has been made
- make recommendations to the board about appropriate consequences, sanctions or next steps

How can we support integrity commissioners to effectively perform their duties? *

6. Currently, only a trustee can bring forward a complaint against another trustee. Who else should be able to bring forward a code of conduct complaint against a trustee? *

- ☐ School board staff
- ☐ Only a trustee should be able to bring forward a complaint
- ☐ I prefer not to say
- ☐ Other

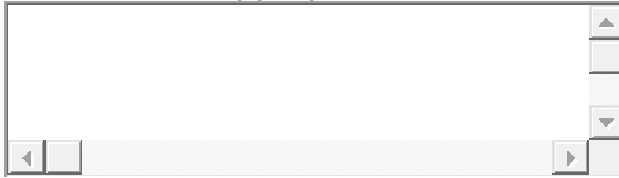
7. Currently, the **Education Act** allows a school board to impose one, or more (or none) of the following consequences or sanctions for a breach of a code of conduct:

- censure or publicly reprimand the trustee
- bar the trustee from attending all or part of a meeting of the board or a meeting of a committee of the board
- bar the trustee from sitting on one or more committees of the board for a period specified by the board

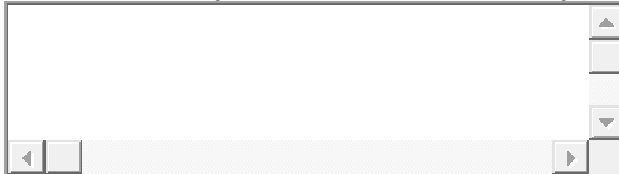
If you think the **Education Act** should allow for additional consequences or sanctions, please select those that you feel should be available to boards. *

- ☐ Professional development or training
- ☐ Mediation
- ☐ No other consequences are necessary
- ☐ I prefer not to say
- ☐ Other

8. Under what circumstances could additional or stronger consequences or sanctions be appropriate for a code of conduct breach? *



9. Is there any other feedback that you would like to share?



Your privacy matters

By completing the online survey, you may be sharing personal information with the Government of Ontario.

The government may use any personal information that you submit, including, but not limited to, your personal opinions and views, name, email address, and IP address, for the purpose of seeking input on local government policy development as well as research and statistical activity related to local government. The government may also use your personal information to contact you to clarify your answers, to ask for further information or to inform you of additional opportunities to participate in consultation on the development of policy. Some of the non-identifying information shared may be used by the Ministry of Education, and their service providers to measure website analytics, performance and to improve our services.

Your information will not be placed on mailing lists or released to any third party, except as may be authorized by law. For questions on how personal information collected on this page will be used, please see our [Privacy Statement](#).

Submit

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: Trustee Code of Conduct Consultation
Date: Monday, September 20, 2021 10:23:40 PM
Attachments: [image004.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca
35 Weber St W Unit A, Kitchener, ON, N2H 3Z1
519-578-3660 | loretta.notten@wcdsb.ca



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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Friday, September 17, 2021 9:58 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Trustee Code of Conduct Consultation

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

September 17, 2021

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Trustee Code of Conduct Consultation

The Ministry of Education had announced previously that they had planned to conduct a consultation to “explore ways of strengthening school board trustee accountability in Ontario.” Late yesterday afternoon we were informed that an on line public survey is now open and that formal submissions to the Ministry of Education can be sent to TrusteeCodesOfConductConsultation@ontario.ca. Please click [here](#) to access the survey.

OCSTA has been invited to participate in a consultation session to engage in a conversation around a number of issues related “to trustee codes of conduct and enforcement including”:

- The content of trustee codes of conduct;
- Strengthening the integrity of the trustee code of conduct complaint and investigation process;
- Measures and sanctions available to boards when a code of conduct breach occurs.

We will actively participate in the consultation process on behalf of Ontario’s 29 Catholic District School Boards and 237 Catholic School Trustees. We will as well be expressing our concern with the lack of consultation prior to the survey being developed and publicly released.

We encourage **all** Catholic school boards to participate/respond to the survey which you will note closes November 1, 2021. We would as well appreciate if you could share your thoughts with regard to the questions included in the survey at your earliest convenience.

If you have any questions regarding this important matter, please call me or Nick Milanetti.

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



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Date: October 4, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Work of the Board – Monitoring Reports/Policy Statements

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 III Monitoring CEO Performance - <https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/06/III-005-Monitoring-CEO-Performance.pdf>

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

Alignment to the MYSP:

Not applicable

Background/Comments:

As a Board of trustees, we did a thorough review of our section IV policies in regard to monitoring as our work of the board for the 2020/2021 school year. As a result of this review, these monitoring reports now break down the policy statement followed by the CEO interpretation of these policy statements.

Board policy III 005 Monitoring CEO Performance states, "In every case, the standard for compliance shall be the board assessing a reasonable interpretation in consultation with the CEO" Therefore, it has been requested to continue this work by reviewing the CEO interpretations together in consultation at COWB meetings.



Tonight's report summarizes the policy statements and the CEO interpretations for Board policies, Treatment of Public, Treatment of Staff, Facilities/Accommodations, and Emergency CEO Replacements.

Board Policy IV 002 – Treatment of Public

IV 002 Policy states: With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

CEO Interpretation: This policy signals that the CEO must ensure that no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Therefore – to me it signals that I need to demonstrate how we assess people's understanding of our reputation, indicate if we have not had negative stories associated with Catholic teaching and speak to ways we ensure we are consistent with Catholic teaching.

Board Policy IV 003 – Treatment of Students

IV 003 Policy states: In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy or inherently inequitable.

CEO Interpretation: This policy signals that the CEO must ensure that consistent with the policy on the treatment of public, that there should be no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Further – it signals to me as CEO that we have to ensure our schools are places where all children can excel and be treated fairly regardless of their background or identity, while also having the confidence that they will not come to any harm.

Board Policy IV 011 – Emergency Replacement of CEO

IV 011 Policy states: In order to protect the board from sudden loss of CEO services, the CEO may not have fewer than two other designees familiar with board and CEO issues and processes. Accordingly, without limiting the scope of the foregoing, the CEO shall not fail to have procedures to assure administrative and operational continuity for a minimum of thirty days.

CEO Interpretation: This policy signals that the CEO must have contingency plans in the eventuality that she is not able to carry out her duties. Further to me it means that there should



be a minimum of 2 people who could carry out the CEO's duties, that the means by which they would assume those duties are understood and that the replacement should be able to do so for no shorter than 30 days.

Board Policy IV 010 – Facilities/Accommodations

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.

Interpretation: This policy statement is interpreted to mean that school and administrative facilities built, leased, or purchased for use in the delivery of educational programs and services will be outfitted with physical design elements that inform our community that we are a faith-based system. Examples may include creative tiling, exterior décor and signage, and interior furniture, décor, and equipment. Additionally, all educational spaces must be designed or augmented to support the students and communities we serve, within the context of a contemporary educational setting.

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.

Interpretation: This policy provision is interpreted to mean that any accommodation review process undertaken by the senior administration will be planned and carried out following the Ministry of Education's Pupil Accommodation Guidelines. Further, any additions or major capital renovations that affect existing facilities will be brought to the Board of Trustees for consideration and where applicable, approval.

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.

Interpretation: This policy provision is interpreted to mean that a report including current birth rates, immigration information, housing development in the Region, enrolment projections, and a schedule of planned accommodation reviews will be provided and presented to trustees on an annual basis

3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.

Interpretation: This policy provision is interpreted to mean that as part of any major capital project, senior administration will seek out partnerships with agencies providing complementary



services to take advantage of construction savings, operational cost sharing, and improved programs and services offered to our communities.

4. Engage in facility partnerships without board approval.

Interpretation: This requirement is interpreted to mean senior administration shall not enter into partnerships with any agency for the purpose of co-construction without formal approval from the Board of Trustees.

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

Interpretation: This policy provision is interpreted to mean that energy conservation and sustainability programs are in place to manage and minimize the negative impact of our buildings on our local and global environment.

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.

Interpretation: Senior Administration shall run accommodation processes consistent with the Pupil Accommodation Review Guidelines published by the Ministry of Education.

Recommendation:

This report is offered as information for the Board of Trustees.

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.”





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

Notice of Motion
Regular Board Meeting
October 25, 2021

In accordance with Board's bylaws 4.1 Trustee Conway is providing notice of the following for consideration at the Regular Board Meeting on October 25, 2021

**Topic: Broadcasting of Board Meetings -
(Committee of Whole, Regular Board, Special Board)**

- Whereas:** Due to the COVID19 restrictions of limiting public gathering indoors which began in March 2020, the board meeting met virtually using Microsoft teams.
- Whereas:** To maintain public access to board meeting, virtual meeting were broadcast via YouTube with the link published for each meeting held virtually.
- Whereas:** With reduced restrictions for public gatherings indoors, in August 2021 the board resumed in person board meetings at the WCDSB Catholic Education Centre.
- Whereas:** Ratepayers and community members that viewed virtual meetings realized a benefit in understanding what is being discussed at board meeting can no longer view board meetings unless attending in person, which can be a barrier for many ratepayers and community members.
- Whereas:** There are other school boards and municipal councils in Ontario that broadcast their board meetings for the benefit of ratepayers and community.

Therefore, be it resolved:

The board of trustees instructs the Director of Education to provide a report on broadcasting board meetings at the November 22, 2021 board meeting with the following information:

- Required infrastructure needed in the board room to broadcast board meeting
- Staff support needed to broadcast board meeting
- Yearly cost to the board for broadcasting board meeting
- When broadcasting of board meeting could begin
- Policy for retaining the recording of board meeting
- Staff recommendation to the Board of Trustees on the broadcasting of board meetings