



## Board of Trustees' Board Meeting

Date: Monday, October 25<sup>th</sup>, 2021

Time: 6:00 p.m.

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

Location: 1<sup>st</sup> floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

**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

| ITEM  | Who                 | Agenda Section | Method & Outcome |
|---|---------------------|----------------|------------------|
| 1. Call to Order  | Chair               |                |                  |
| 1.1 Opening Prayer/Memorials  | Board Pastoral Team |                |                  |
| 1.2 Territorial Acknowledgement<br>I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today. | Chair               |                |                  |
| 1.3 Approval of Agenda  | Board of Trustees   |                | Approval         |
| 1.4 Declaration of Pecuniary Interest   | Individual Trustees |                |                  |
| 1.4.1 From the current meeting  |                     |                |                  |
| 1.4.2 From a previous public or in-camera meeting   |                     |                |                  |
| 1.5 Items for Action:<br>In-camera meeting of October 25, 2021 regarding Human Resource Matters.  | Board of Trustees   |                | Approval         |
| <b>2. Consent Agenda: Director of Education (e.g.: day –to – day operational matters from the Ministry of Education that the Board is required to do)</b>   |                     |                |                  |
|   |                     |                |                  |

| ITEM  | Who                           | Agenda Section | Method & Outcome |
|---|-------------------------------|----------------|------------------|
| <b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>   |                               |                |                  |
| 3.1 Approval of Minutes of Regular and Special Meetings<br>3.1.1 Sept. 27, 2021 Board of Trustee's Minutes  | Board of Trustees             | pp. 4-7        | Approval         |
| 3.2 Sept. 8, 2021 SEAC Minutes  | Board of Trustees             | pp. 8-11       | Information      |
| 3.3 May 25, 2021 CPIC Minutes   | Board of Trustees             | pp. 12-16      | Information      |
| 3.4 June 16, 2021 Audit Minutes   | Board of Trustees             | pp. 17-18      | Information      |
| 3.5 Update on Trustee Budget  | Board of Trustees             | pp. 19-20      | Information      |
| 3.6 October 18, 2021 Governance Minutes   | Governance Committee Members  | pp. 21-22      | Approval         |
| <b>4. Delegations/Presentation</b>  |                               |                |                  |
| <b>5. Advice from the CEO</b>   |                               |                |                  |
| 5.1 Director's Report   | L. Notten                     | pp. 23-25      | Information      |
| 5.2 Learning Commons Update   | S. Maharaj/ S. Wood           | pp. 26-27      | Information      |
| 5.3 Secondary French Immersion Site Selection   | J. Klein/J. Passy/J. Kruithof | pp. 28-32      | Information      |
| 5.4 Update on Major Construction Projects   | S. Maharaj                    | pp. 33-36      | Information      |
| 5.5 Well-Being Plan   | J. Merkel                     | pp. 37-45      | Information      |
| 5.6 Student Equity Advisory Committee Update  | L. Notten/ L. Garrioch        | pp. 46-51      | Information      |
| 5.7 Update on School Re-Opening and WCDSB Pandemic Management Education Models  | L. Notten                     | pp. 52-55      | Information      |
| <b>6. Ownership Linkage (Communication with the External Environment)</b>   |                               |                |                  |
| <b>7. Reports from Board Committees/Task Forces</b>   |                               |                |                  |
| 7.1 Student Trustee Update  | S. Simoes, S. Wilson          | pp. 56-58      | Information      |
| <b>8. Board Education (at the request of the Board)</b>   |                               |                |                  |
| 8.1 Chair's Update  | Chair                         | pp. 59         | Information      |
| 8.2 OCSTA/CCSTA Communications  | Chair                         | pp. 60-224     | Information      |
| <b>9. Policy Discussion</b>   |                               |                |                  |
| 9.1 Policy Review and Recommendations (Governance)  | J. Gravelle                   | pp. 225-226    | Approval         |
| <b>10. Assurance of Successful Board Performance</b>  |                               |                |                  |
| 10.1 Board Policy II 003 Board Job Description<br>Is there a need to review the Policy?   | T. Weiler                     | pp. 227-228    | Approval         |
| <b>11. Assurance of Successful Director of Education Performance</b>  |                               |                |                  |
| <b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>  |                               |                |                  |
| 12.1 Broadcasting Board Meeting   | B. Conway                     | pp. 229        | Approval         |
| 12.2 Use of Respirators for School Staff  | S. Nash/H. Roach              | pp. 230        | Discussion       |
| <b>13. Announcements</b>  |                               |                |                  |
| 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):<br><ul style="list-style-type: none"> <li>Oct 27 – Commissioning (Virtual)</li> <li>Nov 4 – Trustee/Director Office Retreat</li> <li>Nov 8 – Committee of the Whole</li> <li>Nov 22 – Board of Trustees' Meeting</li> <li>Dec 6 – Inaugural Election of Chair &amp; Vice-chair</li> <li>Dec 13 – Board of Trustees' Meeting</li> <li>Dec 16 - Board Office Annual Mass (10 am)</li> </ul> | Chair                         | --             | Information      |

| ITEM  | Who                         | Agenda Section  | Method & Outcome    |
|---|-----------------------------|-----------------|---------------------|
| 13.3 Pending Items:<br>13.4 Pending Items for OCSTA Consideration   | <u>Committee/Task Force</u> | <u>Due Date</u> | <u>Action Taken</u> |
| <b>14. Items for the Next Meeting Agenda</b>  | Trustees                    |                 |                     |
| Committee of the Whole (November 8, 2021):<br><ul style="list-style-type: none"> <li>Community Planning &amp; Partnerships Guideline (CPPG)</li> <li>Pastoral Plan Update</li> <li>2021 Community Planning and Partnership Report 2021</li> </ul> | Chair                       | --              | Information         |
| <b>15. Adjournment</b><br><b>Confirm decisions made tonight</b>   | Director of Education       |                 |                     |
| 15.1 Confirm Decision made tonight  | Recording Secretary         | --              | Information         |
| <b>16. Closing Prayer</b>   |                             |                 |                     |
|   |                             |                 |                     |
| <b>17. Motion to Adjourn</b>  | Board of Trustees           | Motion          | Approval            |

### ***CLOSING PRAYER***

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

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

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

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

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

Amen

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



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

A public meeting of the Board of Trustees was held Monday, September 27<sup>th</sup>, 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 Simoes, Sarah Wilson

**Administrative Officials Present:**

Loretta Notten, Jason Connolly (teams), Gerald Foran, John Klein, Judy Merkel, Jennifer Ritsma, Annalisa

**Special Resources For The Meeting:**

**Regrets:**

Shesh Maharaj

**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.

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### **1. Call to Order:**

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

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

The meeting opened with prayer by Trustee Price.

#### **1.2 Territorial Acknowledgment**

The Territorial Acknowledgement was declared by Chair Van Alphen.

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

**2021-126-- It was moved by Trustee da Silva seconded by Trustee Conway:**

**THAT the agenda for Monday, September 27, 2021, be now approved. --- Carried by *consensus*.**

#### **1.4 Declaration of Pecuniary Interest**

1.3.1 From the current meeting – NIL

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



## 1.5 Items for Action:

**2021-127-- It was moved by Trustee Price seconded by Trustee Weiler:  
That the In-camera meeting of September 13th, 2021, regarding Human Resource Matters be now approved. ---  
Carried by consensus**

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

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

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

#### 3.1 Approval of Minutes of Regular and Special Meetings:

##### 3.1.1 Special Board Meeting Minutes of August 30, 2021

#### 3.2 SEAC Minutes of June 2, 2021

#### 3.3 Audit Committee (Membership)

#### 3.4 Policy Update

**2021-128- It was moved by Trustee Schmalz and seconded by Trustee Weiler:  
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---  
Carried by consensus**

## **4 Delegations**

### 4.1 Ventilation – Shanon Kerr

Ms. Kerr did not attend to present.

## **5 Advice from the CEO**

### **5.1 Director's Report**

Director Notten provided an update on events and meetings attending both locally and provincially for the month of September. Trustee Conway commented that he hopes CCFOWR Speaker Series will be available to parents for viewing as it was a great resource.

### **5.2 Summer Construction Update**

Terri Pickett, Senior Manager of Facility Services provided an update on Summer Construction Update. The updated included breakdown of funds, time frame of projects, insight into various projects and a look ahead. Trustees asked clarifying questions and provided feedback.

### **5.3 HeadStart**

Superintendent Varano, Michele Breault - Program Manager St. Louis and Rich Stehlik – Principal presented on the “Get A HeadStart to Grade 9” program. Presentation included data/trends, keys to successful participation, connection to MYSP, challenges and a look ahead. Trustees asked clarifying questions and provided feedback.

### **5.4 Enrollment/Staffing Report**

Superintendent Connolly presented on the current status of enrollment. Report included elementary and secondary average and projections. Trustees noted that in the next report they would like to see trends from previous years.

### **5.5 Learning Renewal Plan (BIEPSA)**

Superintendent Ritsma updated the Board of Trustees on the Board Improvement & Equity Plan for Student Achievement (BIEPSA). The updated included the system statement development including equity to the system statement, outcomes, goals, targets, and key performance indicators. Trustees asked clarifying questions and provided feedback.

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

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

### **7.1 Student Trustee Update**

Student Trustees' Simoes and Wilson provided update on events in school community along with Student Trustee Role update for the month of September. Trustees provided positive feeds to report and presentation.

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

### **8.1 Chair's Update**

Chair Van Alphen provided an update on events and meetings attended during the month of September.

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

Trustee discussed communications and agreed to add Code of Conduct consultation to the upcoming Committee of the Whole agenda for discussion.

### **8.3 Open Letter Re: Mandatory 'Vaccination'**

Chair Van Alphen asked if there were any questions, no questions from Trustees.

## **9 Policy Discussion**

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

### **10.1.1 Board Policy II 002 Governing Style**

Trustee Weiler confirmed review of policy and motioned that the Board was complying.

**2021-129 -- It was moved by Trustee Weiler and seconded by Trustee Price:**

**THAT the Board of Trustees reviewed Board Policy II 002 Governing Style and find that the Board is in compliance. --- Carried by consensus**

Is there a need to review the Policy? No.

### **10.1.2 Board Policy III 006 CEO Compensation and Benefits**

Chair Van Alphen confirmed review of the policy and motioned that the Board was complying.

**2021-130 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:**

**THAT the Board of Trustees reviewed Policy III 006 CEO Compensation and Benefits and find that the Board is in compliance. --- Carried by consensus**

Is there a need to review the Policy? No.

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

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

## **12 Potential Agenda Items**

## **13 Announcements**

### **13.1 Upcoming Meetings/Events**

Trustee Gravelle noted that SEAC had a special presentation on October 6<sup>th</sup> with guest speaker Michael Jacques.

### **13.2 Pending Items: N/A**

### **13.3 Pending Items for OCSTA Consideration: N/A**

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

Chair Van Alphen noted upcoming agenda items in addition to topics discussed including policy interpretation.

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

15.1 The Recording Secretary confirmed the meeting decisions.

**16 Closing Prayer****17 Motion to Adjourn**

2021-131-- It was moved by Trustee Price and seconded by Trustee Roach:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:41 p.m.

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Chair of the Board

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Secretary



# SEAC Committee Meeting Minutes

[illegible]

|   | SECTION 1  | SECTION 2  | SECTION 3   | SECTION 4   |  |
|---|--|--|---|---|--|
| Please highlight any information you feel is unclear or needs to be clarified in this section.  | Clarification of the Public Consultation Survey  | Where it states IEP and IPRC – refer them to that section for further detail | Under Section <b>The Parent(s)/Guardian</b> the 4 <sup>th</sup> bullet says “ <i>becomes acquainted with the school staff working with the student</i> ”. Parents are told to only communicate with teachers not EAs. The bullet could be better clarified.   | Mentions of Collaborative Teams could maybe provide more information on what Collaborative Teams are or link to a place in the document that goes into more detail of the make-up and purpose of these teams.   |  |
| Please highlight any information you feel has been left out or should be added in this section. | <p>Clarification between the IEP and IPRC</p> <p>Parents feel they do not know the process and clarify why an IPRC is not needed</p> | N/A  | <p>The <b>Summary</b> states “<i>It is important that <b>all</b> involved in Special Education understand their roles and responsibilities, which are outlined below.</i>”. Not all roles involved in Special Education are listed below, EA and CYCW are missing, and potentially other roles.</p> | When talking about early interventions it gives the impression that it is solely newly registered students that are the focus. We felt it would be worth highlighting that the drive for early intervention is not solely new registered JK students. Many students come into the board without a diagnosis without a link to any association or maybe are new to Canada. Regardless of when the special needs are discovered, once their needs are known there is a strive to 'intervene early'. |  |

|  |   |                             |  |     |          |
|--|---|-----------------------------|--|-----|----------|
| <b>Overall General Comments for this section.</b>  | Loved the AP Memo – loved that it is connected to the process in the plan<br><br>Connect with PAAC on SEAC about opportunities for SEAC members | Clear, and good information | Under <b>The Ministry of Education</b> , the 4 <sup>th</sup> bullet states, “ensures that school boards provide <i>appropriate</i> Special Education programs and services for their exceptional pupils” The term <i>appropriate</i> is vague. It’s broad covering but a parent could push back and ask what is appropriate. | N/A |          |
| <b>Does this section adequately address the section topic (Yes/No)</b>   | Yes   | Yes                         | We ran out of discussion time.   | Yes |          |
| <ul style="list-style-type: none"> <li>Committee will continue with the Special Education Plan review at the upcoming meetings.</li> </ul>   |   |                             |  |     |          |
| <b>6. Ministry Updates (10 min)</b><br><br>6.1. Durham District School Board letter to the Ministry of Children, Community and Social Services <ul style="list-style-type: none"> <li>Speaks to Pilot project that Ministry proposed for students with Autism – timing concern. Gerald to check if there have been any updates since this was messaged.</li> </ul> 6.2. Brant Haldimand Norfolk Catholic District School Board letter to the Minister of Education <ul style="list-style-type: none"> <li>Letter of support - Bill 172 regarding Fetal alcohol Syndrome</li> </ul> |   |                             |  |     | G. Foran |
| <b>7. SEAC Committee Functions</b> <ul style="list-style-type: none"> <li>Update on letters to community members</li> <li>4-year term at the table</li> <li>Person can sit but not as the voting member official member before the election</li> </ul>   |   |                             |  |     | All      |
| <b>8. Policy Advice to the Board</b><br>N/A  |   |                             |  |     |          |
| <b>9. Updates (20 minutes)</b><br><br><b>9.1. Association Updates</b><br><b>WRFN</b> <ul style="list-style-type: none"> <li>➤ On August 25, WRFN hosted a Q&amp;A session for our School Issues Support Group with superintendents from WCDSB and WRDSB. While it was an emotional conversation at times, it was very helpful and informative. Thanking Gerald Foran with WCDSB and Scott Miller with WRDSB for joining us.</li> </ul>   |   |                             |  |     |          |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>➤ WRFN will be hosting an IEP workshop on September 29<sup>th</sup> in partnership with WCDSB and WRDSB. Details and a flyer will be available soon.</li> </ul> <p><b>WWDSS</b></p> <ul style="list-style-type: none"> <li>➤ New Alternate Member– Gillian Hadden who has a 14-year-old daughter with Down syndrome at Holy Family</li> <li>➤ CDSS has an educator's package which is a guide to an inclusive education for students with Down syndrome available on their website for free download:</li> <li>➤ <a href="https://cdss.ca/wp-content/uploads/2016/06/CDSS-Educator-Package-English.pdf">https://cdss.ca/wp-content/uploads/2016/06/CDSS-Educator-Package-English.pdf</a></li> <li>➤ CDSS announced DS Awareness Week will now be October 24<sup>th</sup> to the 31<sup>st</sup> to align with the American weeks so we can share the same coverage.</li> <li>➤ WWDSS Current Awareness Event:<br/>The WWDSS Any Which Way You Can A-Thon will take place virtually on Sunday, September 26<sup>th</sup>, 2021, at 3:45pm.</li> </ul> <p><b>9.2. Trustee Updates</b><br/><a href="#">Board of Trustees – August 30<sup>th</sup></a></p> |  |
| <p><b>10. Pending Items</b><br/>N/A</p>   |  |
| <p><b>11. Adjournment</b></p> <p>Motion by: Jeanne Gravelle<br/>Seconded: Tracey Weiler</p>   |  |
| <p><b>12. Action Items Place Holder</b></p>   |  |
|   |  |



## Catholic Parent Involvement Committee - MINUTES

|                        |   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
|------------------------|---|--------------|-------------------------------|---------------|-----------------|------------------|----------------------------------|--------------|-----------------|---------------|----------------------|-----------------|-------------------------|------------------|----------------------------|-------------|----------------------------|-------------|----------------|-----------------|---------|-------------|---------|------------------------|--------------|--------------------|---------------------------|---------------|---------------------|-------------------|-----------------------------|------------|-----------------|---------------|-----------------------|-----------------|-----------------------|--------------|---------------------------|
| Date:                  | Tuesday, May 25, 2021   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Time:                  | 6:00 pm - 7:30 pm   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Location:              | Virtual – Microsoft Teams Meeting   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Committee Members      | <p><b>Attendees:</b></p> <table> <tr> <td>Bree Almeida</td><td>Elementary - St. Benedict FOS</td></tr> <tr> <td>Monica Czagan</td><td>Member-at-Large</td></tr> <tr> <td>Alice Figueiredo</td><td>Elementary - Monsignor Doyle FOS</td></tr> <tr> <td>Shana McTurk</td><td>Member-at-Large</td></tr> <tr> <td>Denise Porter</td><td>Secondary – Waterloo</td></tr> <tr> <td>Kimberley Snage</td><td>Chair &amp; Member-at-Large</td></tr> <tr> <td>Andrea Visneskie</td><td>Elementary - St. David FOS</td></tr> <tr> <td>Sharon Adie</td><td>Principal Rep – Elementary</td></tr> <tr> <td>Judy Merkel</td><td>Superintendent</td></tr> <tr> <td>Manuel da Silva</td><td>Trustee</td></tr> <tr> <td>Wendy Price</td><td>Trustee</td></tr> </table> <p><b>Regrets:</b></p> <table> <tr> <td>Fr. Joseph de Viveiros</td><td>Diocesan Rep</td></tr> <tr> <td>Margaret Ingoldsby</td><td>Principal Rep – Secondary</td></tr> <tr> <td>Brian Schmalz</td><td>Trustee (alternate)</td></tr> </table> <p><b>Absent:</b></p> <table> <tr> <td>Marchelina Andrea</td><td>Elementary - St. Mary's FOS</td></tr> <tr> <td>Wilma Laku</td><td>Member-at-Large</td></tr> <tr> <td>David Perlaky</td><td>Secondary – Cambridge</td></tr> <tr> <td>Patrycja Wiecek</td><td>Secondary – Kitchener</td></tr> </table> <p><b>Recorder:</b></p> <table> <tr> <td>Lisa Legault</td><td>Executive Admin Assistant</td></tr> </table> <p>Action Items      <b>Noted in Green</b></p> | Bree Almeida | Elementary - St. Benedict FOS | Monica Czagan | Member-at-Large | Alice Figueiredo | Elementary - Monsignor Doyle FOS | Shana McTurk | Member-at-Large | Denise Porter | Secondary – Waterloo | Kimberley Snage | Chair & Member-at-Large | Andrea Visneskie | Elementary - St. David FOS | Sharon Adie | Principal Rep – Elementary | Judy Merkel | Superintendent | Manuel da Silva | Trustee | Wendy Price | Trustee | Fr. Joseph de Viveiros | Diocesan Rep | Margaret Ingoldsby | Principal Rep – Secondary | Brian Schmalz | Trustee (alternate) | Marchelina Andrea | Elementary - St. Mary's FOS | Wilma Laku | Member-at-Large | David Perlaky | Secondary – Cambridge | Patrycja Wiecek | Secondary – Kitchener | Lisa Legault | Executive Admin Assistant |
| Bree Almeida           | Elementary - St. Benedict FOS   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Monica Czagan          | Member-at-Large   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Alice Figueiredo       | Elementary - Monsignor Doyle FOS  |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Shana McTurk           | Member-at-Large   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Denise Porter          | Secondary – Waterloo  |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Kimberley Snage        | Chair & Member-at-Large   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Andrea Visneskie       | Elementary - St. David FOS  |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Sharon Adie            | Principal Rep – Elementary  |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Judy Merkel            | Superintendent  |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Manuel da Silva        | Trustee   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Wendy Price            | Trustee   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Fr. Joseph de Viveiros | Diocesan Rep  |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Margaret Ingoldsby     | Principal Rep – Secondary   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Brian Schmalz          | Trustee (alternate)   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Marchelina Andrea      | Elementary - St. Mary's FOS   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Wilma Laku             | Member-at-Large   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| David Perlaky          | Secondary – Cambridge   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Patrycja Wiecek        | Secondary – Kitchener   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |
| Lisa Legault           | Executive Admin Assistant   |              |                               |               |                 |                  |                                  |              |                 |               |                      |                 |                         |                  |                            |             |                            |             |                |                 |         |             |         |                        |              |                    |                           |               |                     |                   |                             |            |                 |               |                       |                 |                       |              |                           |





| TOPIC  | Presenter | Time    |
|--|-----------|---------|
| <b>1. Opening Prayer &amp; Welcome, Territorial Acknowledgement, Added Agenda items</b><br><i>I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws, and philosophies of the Indigenous People with whom we share this land today.</i>  | Judy      | 5 mins  |
| <b>2. Approval of Agenda</b><br>Shana moved that the agenda be accepted. Monica seconded the motion. CARRIED   | Chair     | 5 mins  |
| <b>3. Approval of the Previous Minutes</b><br>Andrea moved that the April 20, 2021, Minutes be accepted as presented; Monica seconded the motion. CARRIED  | Chair     | 5 mins  |
| <b>4. Update on Status of Vacant Seats/Positions:</b> <ol style="list-style-type: none"> <li>For 2021-2022, the following CPIC seats will be <i>vacant</i>:               <ul style="list-style-type: none"> <li><b>Secondary: Waterloo (St. David Family of Schools).</b> Denise Porter notified the Committee that she will not be returning to CPIC in September.</li> <li><b>Member at Large</b> (Kim Snage has accepted the CPIC position of Elementary: Resurrection Family of Schools</li> </ul> </li> <li>There is also an opportunity for a volunteer from CPIC to fill a position on the WCDSB Budget committee in 2021-2022.</li> <li>Judy reported that the PRO Grant funds have been spent for 2020-2021.</li> </ol>  | Judy      | 5 mins  |
| <b>5. Superintendent Update</b><br>Judy reported that parents will be receiving an email on May 31 <sup>st</sup> with a link to a survey so the Board can ascertain parental interest in virtual schooling for their children in 2021-2022. Once parents choose St. Isidore, they will be committed to attending it for the entire school year. St. Isidore will be a designated as a free-standing school in 2021-2022. Secondly, a staff census is also occurring within the Board for the purpose of obtaining a better understanding of our staff demographics and sense of belonging. The expansion of the Ontario Covid vaccination program to younger people will enable the province to hopefully return to a more normal school year beginning in September. To acknowledge that we truly are the heart of the community by being a welcoming, safe, and inclusive place for all, our WCDSB schools will be flying the Pride Flag during the month of June. Our schools celebrated Catholic Education Week at the beginning of May; many schools shared their videos in support of our faith community. | Judy      | 15 mins |
| <b>6. Goal Setting</b> <ol style="list-style-type: none"> <li>Review of Status Against Defined Goals<br/>               On May 10, a progress report was tabled to summarize the CPIC goals this year. Through the Coffee Chats, the CSAC chairs communicated additional ways to market the events. This resulted in more involvement in the events.</li> </ol>  | Chair/All | 15 mins |

#### Goal Review:

- Enhanced communication – parents/school/parish
- Meaningful conversation – parental engagement
- Food insecurity – food drives
- Coping with online learning
- Support for parents with children struggling with anxiety, social isolation, or focused attention with their studies

#### Main Theme Review (not in order of importance):

- Faith formation
- Mental health
- Health & wellness
- STEAM (science, technology, engineering, arts, and math)

To meet our goals, a series of free activities were offered to parents during March, April, May, and June. Many community partners such as the local public libraries, University of Waterloo, etc. were involved in these activities to support parental engagement. The free online activities included:

- Formed subscription
- Yoga
- Drum Fit
- Cooking classes
- Mindfulness meditation
- Resilience and grit with Speaker - Nancy Reverie
- Paint Night
- CSAC Coffee Chats

A significant portion of schools participated in these events. Kim showed a chart which indicated that these events successfully raised the level of awareness of CPIC and the Board. They also raised parents' comfort levels with the Board environment. Kim also shared a chart showing the rate of parents' overall satisfaction with the events. Many events had 100% satisfaction. The PRO grant funds were used to purchase all the supplies for the events (such as cooking or painting supplies).

CSAC chairs will be approached again with regards to goal planning for next year. Kim thanked all CPIC members for their support of this mandate this year.

Kim asked for feedback from CPIC members on how our Trustees can support this committee i.e., can they suggest additional community partners? Can they suggest other issues in the community that CPIC can support?

|  |                             |                             |            |                 |                 |                       |              |         |
|--|-----------------------------|-----------------------------|------------|-----------------|-----------------|-----------------------|--------------|---------|
| <b>7. By-law Updates - Community Membership (update)</b><br>Judy reported that there is no interest from community members at joining at this point. It will be revisited next year via a letter writing campaign and use of Church Bulletins.   | Judy                        | 10 mins                     |            |                 |                 |                       |              |         |
| <b>8. Trustee Update</b><br>Wendy and Manuel provided a summary from the Board of Trustee meeting on April 26, 2021. Highlights included a wellbeing update on safe schools, Community Justice Initiatives, suspension rates, anti-bullying week, School Resource Officer Program review, Professional Development for Educators, multi-year technology plan, 2020-2021 Capital Priority Submission, Equity Census Update, etc. For a full listing of all the Minutes of the Trustee meetings, visit the <a href="#">WCDSB website</a> .   | Wendy / Manuel              | 15 mins                     |            |                 |                 |                       |              |         |
| <b>9. Discussion Items/ Updates:</b>   |                             |                             |            |                 |                 |                       |              |         |
| <p>a) Committee Updates<br/>OAPCE Update – <b>If you have not yet done so, please email Shana McTurk at <a href="mailto:shanamcturk@yahoo.ca">shanamcturk@yahoo.ca</a> with your email address</b> as she is collecting them for communication updates from <a href="#">OAPCE</a>. The Ontario Association of Parents in Catholic Education works closely with the Minister of Education to provide supports for families.</p> <p>b) Kim reiterated that the commitment to CPIC involves:</p> <ul style="list-style-type: none"><li>- attending 4-5 CPIC meetings during the school year (Sept. to June)</li><li>- attending CPIC subcommittee meetings that you volunteer for</li><li>- If representing a family of schools, continue to connect with your school council chairs/co-chairs to bring forward their concerns and comments to future CPIC meetings.</li><li>- Attending a couple of CSAC coffee chats per year to network and understand current issues to refine CPIC goals</li></ul> <p>c) Over the summer, <b>CPIC members are asked to use the Kim's Skills Matrix</b> which to identify which areas you are passionate about i.e., marketing, communications, organizing, budgeting, planning, etc. Kim will send the confidential template to all CPIC members who are committing to stay on for another year. This will enable CPIC to develop long-term goals as well as short-term goals.</p> <p>d) Judy and Kim thanked all CPIC members for their involvement this year. The following CPIC positions are <b>open</b> for 2021-2022:</p> <ul style="list-style-type: none"><li>- Secondary: Waterloo (St. David Family of Schools)</li><li>- Member at Large</li></ul> <p>The open positions will be advertised by contacting CSAC chairs, on School Messenger and on the Board website.</p> <p><b>Kim will check with the following CPIC members who were not present at this meeting to ask about their intentions for next year:</b></p> <table><tr><td>Marchelina Andrea</td><td>Elementary - St. Mary's FOS</td></tr><tr><td>Wilma Laku</td><td>Member-at-Large</td></tr><tr><td>Patrycja Wiecek</td><td>Secondary – Kitchener</td></tr></table> | Marchelina Andrea           | Elementary - St. Mary's FOS | Wilma Laku | Member-at-Large | Patrycja Wiecek | Secondary – Kitchener | Chair / Judy | 15 mins |
| Marchelina Andrea  | Elementary - St. Mary's FOS |                             |            |                 |                 |                       |              |         |
| Wilma Laku   | Member-at-Large             |                             |            |                 |                 |                       |              |         |
| Patrycja Wiecek  | Secondary – Kitchener       |                             |            |                 |                 |                       |              |         |

|  |                                  |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
|--|----------------------------------|-------------------------------|---------------|-----------------|------------------|----------------------------------|--------------|-----------------|-----------------|-------------------------------|------------------|----------------------------|---------------|-----------------------|--|--|
| <p>e) The following CPIC members <b>re-affirmed their commitment to CPIC for 2021-2022:</b></p> <table><tr><td>Bree Almeida</td><td>Elementary - St. Benedict FOS</td></tr><tr><td>Monica Czagan</td><td>Member-at-Large</td></tr><tr><td>Alice Figueiredo</td><td>Elementary - Monsignor Doyle FOS</td></tr><tr><td>Shana McTurk</td><td>Member-at-Large</td></tr><tr><td>Kimberley Snage</td><td>Elementary – Resurrection FOS</td></tr><tr><td>Andrea Visneskie</td><td>Elementary - St. David FOS</td></tr><tr><td>David Perlaky</td><td>Secondary – Cambridge</td></tr></table> | Bree Almeida                     | Elementary - St. Benedict FOS | Monica Czagan | Member-at-Large | Alice Figueiredo | Elementary - Monsignor Doyle FOS | Shana McTurk | Member-at-Large | Kimberley Snage | Elementary – Resurrection FOS | Andrea Visneskie | Elementary - St. David FOS | David Perlaky | Secondary – Cambridge |  |  |
| Bree Almeida   | Elementary - St. Benedict FOS    |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| Monica Czagan  | Member-at-Large                  |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| Alice Figueiredo   | Elementary - Monsignor Doyle FOS |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| Shana McTurk   | Member-at-Large                  |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| Kimberley Snage  | Elementary – Resurrection FOS    |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| Andrea Visneskie   | Elementary - St. David FOS       |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| David Perlaky  | Secondary – Cambridge            |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| <p>f) <b>Next Steps</b></p> <p>The next CPIC meeting will occur on Tuesday, <b>September 21</b>, 2021, at 6:00 p.m. <b>Kim will send out a survey</b> to gather member feedback on the preferred cadence of meetings, virtual vs in-person, best time of the day for meetings, etc. to better accommodate the needs of CPIC members.</p>   |                                  |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| <b>10. Gratitude and Closing Prayer</b>  | <b>Judy</b>                      | <b>5 mins</b>                 |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |
| <b>11. Adjournment</b> at 7:10 p.m.  | <b>Chair</b>                     |                               |               |                 |                  |                                  |              |                 |                 |                               |                  |                            |               |                       |  |  |



## Audit Committee Open Meeting Minutes

Date: **June 9, 2021**  
Time: 6:00 p.m.  
Location: Teams Meeting [Join Microsoft Teams Meeting](#)  
Next Meeting: June 16, 2021

Attendees: **Committee Members:**  
Bill Conway, Wendy Price, Melanie VanAlphen  
**Community Members:**  
Jennifer Gruber, Jessica Perkovic  
**Administrative Officials:**  
Loretta Notten, Shesh Maharaj, Laura Isaac, Shane Durham  
**Guests**  
Jenny Baker (RIAT), Andrea Eltherington (RIAT), John Forte (RIAT), Chirag Shah (PWC), John Czubak (PWC)

1. Welcome, Land Acknowledgement and Opening Prayer Jessica Perkovic
2. Approval of Agenda  
*Motion: Wendy Price*  
*Seconded: Jennifer Gruber*
  - *Carried by consensus*
3. Declared Pecuniary Interest  
*None*
4. Approval of the Minutes
  - Open Meeting of **April 7, 2021***Motion: Wendy Price*  
*Seconded: Jennifer Gruber*
  - *Carried by consensus*
5. Discussion Items
  - 5.1 Regional Internal Audit Team (10 minutes)
    - June Update
    - 2021-22 RIAT Audit Plan
      - For new members, Jenny highlighted the role of the Audit Committee and identified how risks are identified and audits are determined
      - Jenny presented the 2021-22 Annual Audit Plan indicating 2 upcoming audits for the Board: SGF Analytics and Entity Level Assessment

*Motion: That the Audit Committee accept the 2021-2022 Audit Plan as presented by RIAT to the Board of Trustees for approval*  
*Motion: Wendy Price*  
*Seconded: Melanie Van Alphen*  
*Carried by consensus*

5.2 Q3 Dashboard Report (10 minutes)

- Laura presented the Q3 Dashboard as at May 31, 2021 reflecting the anticipated position to the end of August.

*Motion: That the Q3 Quarterly Dashboard report for the period ended May 31, 2021 be sent to the Board of Trustees for approval.*

*Motion: Jennifer Gruber*

*Seconded: Bill Conway*

*Carried by consensus*

5.3 Audit Committee Administration (10 minutes)

- Audit Committee self-evaluation report
  - Shane presented the self evaluation results for the group
  - Shane asked the Committee if they would prefer a shorter version of the survey; consensus from the group is that they prefer to maintain the current, longer version as it provides a better range of answers and allows for better reflection on the work of the current year
- Community Member recruitment
  - This is Jessica's last term with the Audit Committee
  - Shane and Shesh will initiate the recruitment process to find a replacement for September 2021
- 2021-2022 Meeting Dates
  - Shane will send a Doodle Poll for members to complete to enable the scheduling of dates

5.4 Audit Committee Meeting Closed Session

*Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:39 pm*

*Motion: Wendy Price*

*Seconded: Jennifer Gruber*

*Carried by consensus*

6. Pending Items

7. Adjournment at 10:21 pm

*Motion: Jennifer Gruber*

*Seconded: Wendy Price*

*Carried by consensus*



**Date:** October 25, 2021  
**To:** Board of Trustees  
**From:**  
**Subject:** Trustee Budget Update

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

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

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

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

**Alignment to the MYSP:**

(Indicate Priority area/strategic direction and goal(s))



**Background/Comments:**

| <b>Trustees</b> |                                |                   |                     |                           |
|-----------------|--------------------------------|-------------------|---------------------|---------------------------|
| <b>Program</b>  | <b>Description</b>             | <b>Budget</b>     | <b>Amount Spent</b> | <b>Available to Spend</b> |
| 001             | PD Non-Academic                | 24,000.00         | 0.00                | 24,000.00                 |
| 001             | Catering                       | 15,000.00         | 0.00                | 15,000.00                 |
| 001             | Other Trustee Travel           | 8,000.00          | 0.00                | 8,000.00                  |
| 001             | Other Travel Expenses          | 8,000.00          | 80.01               | 7,919.99                  |
| 001             | Travel Expenses-Outside Region | 1,500.00          | 0.00                | 1,500.00                  |
| 001             | Office Supplies                | 500.00            | 0.00                | 500.00                    |
| 001             | Legal Fees                     | 7,000.00          | 0.00                | 7,000.00                  |
| 001             | Other Contracts                | 10,000.00         | 0.00                | 10,000.00                 |
| 001             | Board Memberships              | 131,859.00        | 143,504.90          | (11,645.90)               |
| 001             | Trustee Awards                 | 750.00            | 0.00                | 750.00                    |
| 001             | Miscellaneous                  | 1,400.00          | 0.00                | 1,400.00                  |
|                 |                                |                   |                     |                           |
|                 | <b>Total</b>                   | <b>208,009.00</b> | <b>143,584.91</b>   | <b>64,424.09</b>          |

**Recommendation:**

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

**Prepared/Reviewed By:** Alice Figueiredo  
Administrative Assistant

\*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."







## **Governance Committee Meeting**

|                              |  |
|------------------------------|--|
| <b>Date:</b>                 | Monday, October 18, 2021   |
| <b>Time:</b>                 | 5:00 p.m.  |
| <b>Location:</b>             | St. Francis Meeting Room 2 <sup>nd</sup> floor (Former Boardroom)  |
| <b>Next Meeting Date(s):</b> | Monday, January 17, 2022 – 5 pm<br>Monday, March 21, 2022 – 5 pm<br>Monday, May 16, 2022 – 5 pm  |
| <b>Attendees:</b>            | <p><b>Committee Members:</b> Jeanne Gravelle (Chair), Brian Schmalz, Melanie Van Alphen, Tracey Weiler</p> <p><b>Regrets:</b></p> <p><b>Administrative Officials:</b> Loretta Notten</p> |

### 1. Welcome and Opening Prayer

Memorial for Erin Schreiter's Father-in-law who passed suddenly.

### 2. Approval of Agenda

**Moved: Tracey Weiler**

**Second: Brian Schmalz**

**Carried by consensus**

### 3. Declared Pecuniary Interest

NIL

### 4. Approval of the Minutes

Governance Minutes of May 3, 2021, approved during May 31, 2021 Board Meeting.

### 5. Discussion Items

#### **5.1 Ends Review Planning**

- Some outreach to different stakeholders historically.
- Last significant review occurred in 2018.
- Is timing right for broader stakeholder engagement?
- Discussion as to pro's and con's regarding timing.
- Suggestion to review it amongst Trustees for now as work of the Board and then bring it out for further consultation further out.
- It was decided a Governance meeting (to which other Trustees could be invited) would be a good strategy.
- Ends Review will be deferred to the next Governance Meeting



### **5.2 By-law Review**

- By-Laws will be reviewed this year; Governance meetings remain open agendas to which any trustee can attend.
- Few articles each evening to which all Trustees come prepared to discuss.
- Terms of Reference need to be updated.

**Motion:** Governance Committee recommends to Board of Trustees that the Terms of Reference for Governance be updated to reflect the 2021-2022 school year

**Moved by: Brian Schmalz**

**Seconded by Tracey Weiler**

**Carried by Consensus**

### 6. Pending Items

### 7. Recommendations to the Board

**Motion:** Governance committee recommends to Board of Trustees that the Terms of Reference for Governance be updated to reflect the 2021-2022 school year

**Moved by: Brian Schmalz**

**Seconded by Tracey Weiler**

**Carried by Consensus**

### 8. Adjournment

**Moved: Tracey Weiler**

**Second: Melanie Van Alphen**

**Carried by Consensus**

**Meeting adjourned at 5:42 p.m.**



**Date:** October 26, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** October Director's Report

**Type of Report:**

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

**Type of Information:**

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

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

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

**Background/Comments:**

The Month of October is characterized as a month of gratitude and certainly as we reflect on all the ways Waterloo Catholic is fulfilling its mission and vision, it is not difficult to identify the many reasons we have to be grateful to our staff and to our broader WCDSB community. We continue to be a board – like most of the province – in a state of flux and evolution. Everyone is centered on the core purpose of meeting the needs of our students, but we are also endeavouring to be attentive to the demands on our staff and all who serve our WCDSB system.

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

Some of the meetings that were common-place into October included:

- Lengthy senior team meetings – Monday and Thursday; by late month the Thursday meeting started to evolve to an Academic Council meeting.
- Meetings with Public Health – various times
- CODE continuity of Learning sub-group – once a week (Tuesday mornings)
- CODE Continuity of Learning mtg with DM – Friday Mornings (Thursday late afternoon)
- Chairs and Directors of Ed with Minister – Monday afternoons
- Administrator meetings, where myself and senior staff take admin through operational, public health and educational updates – weekly on Tuesdays; now moving to bi-weekly on Wednesdays
- Invited in a variety of provincial dialogues as Chair of CODE
- Continue to chair weekly ECCODE meetings – every Monday morning. Will now move to bi-weekly
- Currently sit as ECCODE's rep on a new committee being convened by the Ministry of Health, in partnership with Ministry of Education —The table will include reps from local public health units, Public Health Ontario, the childcare sector and the education sector (4 Directors from each of the affiliates).
- Arising out of the aforementioned committee – now sitting on 2 sub-committees, looking at the role of PH nurses in schools and how provincial guidance can be provided as to their role and how their support might be optimized
- I continue to field 3-6 media inquiries a week; completed radio interviews, TV interviews and several newspaper interviews.

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

- Interviewed by KPMG at the request of the THEMUSEUM to explore my feedback on their proposal for expansion and work to identify themselves as part of the cultural core of KW.
- Participated in 2 days of secondary vice principal interviews.
- Presented ECCOE update at OCSOA BOD meeting
- Participated in conference call with OCSTA President Patrick Daly with Chair Bill Conway to discuss items that OCSTA are working on and an opportunity to raise local issues with OCSTA.
- Attended the first meeting of the new year of our WCDSB Well-Being Steering Committee.
- Visited Our Lady of Fatima and St Paul's to speak with administrators and tour/visit buildings and staff.
- Two meetings each with Elementary Principals Association Representatives and with Secondary Administrator Association reps
- Attended and offered welcome at CODE's virtual PD event with Michael Fullan and Andy Hargraeves
- Participated in dialogue with the new Executive Director of the Institute for Catholic Education regarding the role of the ICE Director in partnership with Catholic Directors
- Attended Audit committee meeting
- Attended Well Being Steering Committee meeting
- Participated in a ThoughtExchange Leadership Council by personal invitation with 28 members from across North America.
- Attended ERDI virtually and participated in two sessions hosted by Michael Fullan
- Attended OCSTA's session on Best Practices in Online Learning in Ontario CDBs

- Attended the newly merged Catholic Community Foundation of Waterloo Region BOD meeting
- Attended Administrator Well Being Dare to Lead virtual session
- Chaired the Bishop's meeting with the Directors of Education of the Hamilton Diocese
- Participated in the quarterly meeting of Southwest CODE
- Various meetings with the members of the senior team to discuss goals and priorities for the upcoming school year.

**Recommendation:**

This report is for the information of the Board.

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

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



**Date:** October 25, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Learning Commons Renovation Update (MYSP)

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

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

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

The 2018-2021 MYSP made commitments to refresh learning commons spaces at each school. This report provides an update on this achievement of this goal.

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

N/A

**Alignment to the MYSP:**

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

Strategic Direction: Investment in global competency development and leading technologies

Goal: Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)

Action: Continued investment in Learning Commons refresh

**Background/Comments:**

In 2017-18 staff embarked upon a 5-year plan to refresh all library spaces in the system.

This project is intended to enhance global competency learning for students in environments where collaboration and innovation are the norm.

Included in the scope of the refresh is a rebranding effort and name change – to The Learning Commons.





At the end of the refresh period, all of our learning commons spaces will be outfitted with new collaborative furniture, shelving, Lego walls, branding, and additional electrical outlets to support use of mobile devices for collaborative student work.

The Library Learning Commons project is in year five, the final year of a five-year implementation plan. To date, four secondary school libraries and thirty-three elementary school libraries have transformed into library learning commons.

In 2021-22, staff will create project plans for the final ten schools: St. David, Sir Edgar Bauer, St. Luke, Holy Family, Our Lady of Fatima, St. Agnes, St. Elizabeth, St. Nicholas, St. Brigid, and St. Vincent. The latter two are new schools, built to support global competencies and will receive final touches.

The only school that is not part of the refresh effort is our new St. Boniface School in Breslau. The school's design anticipated the new standards, and a fully functioning learning commons space already exists.

Shelley Wood, Library Support Services Supervisor will be present at the Board meeting to provide more detail on the renovations that took place during 2020-21 (Year 4) including before and after pictures of the work.

Many thanks to the Resource Centre and Facility Services teams for leading this important work.

### **Recommendation:**

This report is being provided as information.

#### **Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

Shelley Wood  
Library Support Services Supervisor

\*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 25, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Secondary French Immersion Site Selection and Evaluation of Transportation Alternatives

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

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

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

The [2020/21 French Immersion Review – Final Report](#) was presented to the Board of Trustees on Monday, May 31, 2021. On June 14, 2021, the Board of Trustees approved:

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

Further, based on the site selection criteria identified by the Committee for secondary French Immersion (FI) locations, staff had committed to present information to the Board prior to January 2022 identifying the preferred location(s) of secondary French Immersion. The information will support communication to the first cohort of FI students who will enter high school in September 2023 and ensure that the secondary FI school has adequate time to prepare to deliver new programming.

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

IV 010 - Facilities/Accommodations

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

**Alignment to the MYSP:**

Nurturing our Catholic Community

Promote a culture of belonging and respect, that supports success for all

Equitable access to learning opportunities

Student Engagement, Achievement & Innovation

Nurture a Culture of Innovation

Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning





## BACKGROUND/COMMENTS:

The [2020/21 French Immersion Review – Final Report](#) was presented to the Board of Trustees on Monday, May 31, 2021. The final report identified site selection criteria to guide staff in the designation of future French Immersion sites and the need to assess the potential to transport secondary FI students.

### Site Selection

The French Immersion Review Committee identified four key priorities for the selection of French Immersion secondary schools (Figure 1); availability of empty space, feeder school relationship, equity / range of neighbourhoods, long term enrolment patterns. The site selection criteria need to balance the objectives of each element when recommending a site to start the program.

Figure 1 - Secondary French Immersion Site Selection Criteria



The following subsections provide an overview of the evaluation of the board's secondary schools by staff to identify a suitable location to begin offering secondary FI.

### Availability of Empty Space

The 2021 Abridged Long Term Accommodation Plan presented in May 2021, provided a summary of secondary school enrolment and utilization to 2030/31 (Figure 2).

To maximize use of available board resources and support course selection for English students, the selection criteria prioritize future secondary FI sites in schools with surplus space.

St. David CSS is currently one of two schools with a utilization rate less than 100%. By 2025/26, St. David is the only high school remaining under 100% utilization.

Figure 2 - 2021 Abridged Long Term Accommodation Plan Projections

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

## Feeder School Relationship

The first cohorts of students will graduate from Sir Edgar Bauer CES and St. Anne CES (K) in June 2023. Sir Edgar Bauer is part of the St. David family of schools, while St. Anne (K) is in the St. Mary's family of schools.

Given the relatively small cohorts of students in the first FI classes graduating into high school, offering FI in each possible home high school may present issues with program viability.

## Equity / Range of Neighbourhoods

Selecting a single location for secondary French Immersion presents a challenge to meet the equity of access and opportunity objective. The St. David family of schools' relationship with Sir Edgar Bauer does reduce potential barriers to participation for that school community given proximity between home and school. Providing transportation to students from St Anne (K) would reduce potential barriers to participation for that school community if the program were not offered within their home secondary school.

Just as the elementary program has expanded to provide more opportunities to participate in FI, as additional schools begin to graduate elementary FI students, future secondary sites will provide the opportunity to address the access and opportunity priority.

## Long Term Enrolment Patterns

As shown in Figure 2, the projected enrolment in most high schools would preclude prioritizing them for hosting an FI program. St. David has the lowest utilization rate today and in the next five years.

## 2023/24 Secondary French Immersion Site Selection

Based on the secondary French Immersion site selection criteria, staff have determined that St. David CSS will accommodate the first cohorts of high school FI students starting in September 2023.

## Secondary French Immersion Transportation

Retaining students in French Immersion from Grade 8 to Grade 9 is an issue faced by boards with new and long established programs. The increased distance to school, expanded pathway options, and specialized programs all mean that students have more choices to make, which may not include continuing in FI. Looking to a nearby board to our east, the 4-year average retention rate Grade 8 FI to Grade 9 FI was 77% for a city high school where transportation was provided. To our west, the calculated retention rate between elementary FI and secondary FI was 80%. Transportation is also provided to those students.

The French Immersion Review undertaken in 2020/21 outlined a strategic selection of FI courses to be offered in Grades 9-12. These courses are intended to limit potential issues with staffing, provide predictability with FI course availability, reduce timetabling conflicts, and provide opportunities for students to explore a breadth of pathway options in Grades 11 and 12 to support retention of students to complete their 10-credit FI certificate.

The small cohort sizes of the first few graduating classes of elementary FI students, as evidenced by Table 1, reinforces how important retention is from elementary to secondary school. Based on information from other boards, this projection assumes:

- 80% of FI students will continue between Grade 8 and Grade 9
- 95% between Grade 9 and Grade 10
- 80% between Grade 10 and Grade 11, and
- 95% between Grade 11 and Grade 12.

Table 1 - Total French Immersion Enrolment Forecast

| Year  | Elementary Forecast |     |     |     |     |    |    |    |       | Secondary Forecast |    |    |    |       |
|-------|---------------------|-----|-----|-----|-----|----|----|----|-------|--------------------|----|----|----|-------|
|       | 1                   | 2   | 3   | 4   | 5   | 6  | 7  | 8  | Total | 9                  | 10 | 11 | 12 | Total |
| 21/22 | 140                 | 140 | 96  | 84  | 76  | 50 | 50 | 0  | 635   |                    |    |    |    |       |
| 22/23 | 140                 | 129 | 130 | 88  | 73  | 64 | 53 | 48 | 725   |                    |    |    |    |       |
| 23/24 | 140                 | 129 | 119 | 119 | 81  | 61 | 69 | 51 | 770   | 38                 |    |    |    | 38    |
| 24/25 | 140                 | 129 | 119 | 110 | 110 | 67 | 68 | 66 | 810   | 41                 | 36 |    |    | 77    |
| 25/26 | 140                 | 136 | 122 | 106 | 103 | 82 | 91 | 65 | 703   | 52                 | 38 | 29 |    | 120   |
| 26/27 | 140                 | 136 | 128 | 108 | 99  | 76 | 78 | 86 | 710   | 52                 | 50 | 31 | 27 | 160   |
| 27/28 | 140                 | 136 | 128 | 114 | 101 | 73 | 73 | 74 | 697   | 69                 | 49 | 40 | 29 | 187   |
| 28/29 | 140                 | 136 | 128 | 114 | 106 | 74 | 69 | 69 | 695   | 59                 | 65 | 39 | 38 | 202   |
| 29/30 | 140                 | 136 | 128 | 114 | 106 | 78 | 71 | 66 | 697   | 55                 | 56 | 52 | 37 | 201   |

While it is possible that there may be some increased participation from outside of WCDSB elementary FI students, this has not been assumed in the projections.

With a new program, it is important for program viability to ensure that students can continue in FI without access to the designated host school as a barrier.

Currently, opting to attend specialized programming does not support access to yellow bus service. Students who may choose to attend a school other than their home school are considered Out of Boundary in accordance with [Admission of Out of Boundary Students -APA003](#).

The 2020/21 French Immersion Review concluded that no change would be made to elementary FI transportation. However, the Board approved Recommendation 5,

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

Staff have consulted with Student Transportation Services of Waterloo Region (STSWR) to assess the feasibility of offering transportation for Out of Boundary secondary FI students. STSWR has compared the cost of offering regular home stop yellow bus service, as well as a hub-style option for students living outside of the St. David CSS home school attendance boundary.

### Regular Home Stop Option

Regular home stop service to St. David for existing WCDSB FI students, aligned with the level of service generally provided to the board's bus eligible riders, is estimated to cost:

|         |         |           |
|---------|---------|-----------|
| 2023/24 | 3 buses | \$126,000 |
| 2024/25 | 5 buses | \$210,000 |
| 2025/26 | 8 buses | \$336,000 |

Costs are significant due to the inefficiency of running multiple routes for a relative low density of students and ride time restrictions according to board procedure.

## Hub-Style Transportation Option

Comparatively, it is estimated that a hub-style service could be offered by providing transportation from home secondary and elementary school location in Southwest, East and West Kitchener. Students would be met by a yellow bus at the hub locations and transported to/from St. David. This option does rely on the students getting to / from the hub but provides increased access by ensuring that eligible students can get to / from St. David.

Costs are estimated as follows for the hub-style transportation option:

|         |         |          |
|---------|---------|----------|
| 2023/24 | 1 bus   | \$42,000 |
| 2024/25 | 2 buses | \$84,000 |
| 2025/26 | 2 buses | \$84,000 |

This method is the most efficient approach to transporting students who don't reside within the St. David boundary, minimizes ride times, yet continues to improve the overall access and opportunity to attend the designated FI secondary school by ensuring the availability of transport for those students living outside the school's boundary.

## Conclusion

St. David CSS will offer the first secondary French Immersion program in the Waterloo Catholic District School Board starting in September 2023. Future secondary site locations will be reviewed and confirmed by staff through future communication and / or reviews.

Secondary French Immersion students who reside outside of the St. David CSS boundary will be eligible for transportation. Transportation will be offered to those French Immersion students who qualify, generally in accordance with the hub style option outlined herein. Transportation will not be available to Out of Boundary non French Immersion siblings wanting to attend St. David CSS.

The availability of Out of Boundary transportation for secondary FI students may be reconsidered as additional high schools are designated to offer French Immersion in response to the expansion of the program as additional cohorts from the board's elementary schools enter high school.

## RECOMMENDATION:

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

Prepared/Reviewed By: Loretta Notten  
Director of Education

John Klein  
Superintendent of Learning

Jennifer Kruithof  
FSL Consultant, Learning Services

Jennifer Passy  
Manager of Planning

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





**Date:** October 25, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Update on Major Construction Projects

**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 serves to provide Trustees with information on major construction projects in the Region.

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

Board Policy IV012 "Communication and Support to the Board"

**Alignment to the MYSP:**

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

Strategic Priority: Nurturing our Catholic Community

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

Goal: Promote stewardship of the earth and its resources

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Nurture a culture of innovation

Strategic Direction: Foster maximum opportunity for success for all

**Background/Comments:**

The Ministry of Education from time to time solicits applications from school boards for funding to support capital projects – new schools, additions, and major renovations.

This report provides an update on three major projects funded by the Ministry of Education.



## **Huron Brigadoon Elementary School**

In March of 2020, a funding approval was provided by the Ministry of Education to construct a new 650 pupil place school and an 88 space childcare in South West Kitchener. This school was scheduled to open in September 2022.

### Status

At the recommendation of a building advisory committee charged with vetting architect submissions for this project, +VG Architects (aka The Ventin Group) was selected to complete the architectural design and drawings for this project.

After the architects completed their work, a cost consultant was retained to complete a construction budget in preparation for final approval by the Ministry of Education. Unfortunately, the cost consultant's report came back at \$18.7M, well over the Ministry's allocation of \$16.5M. While cost consultant estimates have traditionally been conservative, the effect of COVID on labour and material costs has inspired consultants to provide an even higher estimate than expected.

The consultant's report, along with a plan to offset the difference was provided to the Ministry in April 2021. A response was received in June of 2021 requesting the information on a new template. This was provided immediately, and after some discussion and negotiation, in August of 2021, the Ministry of Education granted its approval to proceed to tender for a contractor. The tender was issued immediately with a closing date of October 20, 2021. Assuming actual construction costs come in at or below the Ministry's (revised) approved amount, construction will proceed as soon as a contractor is selected.

A timely approval from the Ministry of Education would have allowed sufficient time for this project to be completed for an opening in September 2022. Unfortunately, with a minimum build time of 12 to 14 months, and considering the approach of winter, the opening has been pushed back to September 2023.

It should be noted that a mid-year opening was considered (i.e. January 2022 and March 2022), but in reviewing the impacts on staffing, transportation, and most importantly, students, it was determined it was not feasible.

### Implications

During 2020-21, a boundary review was undertaken in South West Kitchener to study and make recommendations on the amendment of school boundaries given the pending construction of the Huron Brigadoon School, capacity at existing schools in the area, and intense growth planned.

The delay of the new school may create additional pressures at nearby sites, and may result in additional portables, traffic, and challenging site conditions.

While this is not ideal, construction staff have assessed each affected site, and will ensure sufficient infrastructure exists for the extra year.

### Next Steps

The administrators of schools in South West Kitchener have been notified of the delay. A letter has been drafted for the families who live in the catchment area for the new school. It will be sent out after the Board Meeting.

## **St. Agnes Catholic Elementary School, Waterloo**

In the fall of 2020, the Ministry of Education approved funding for an 8 classroom addition, gym, and library for St. Agnes School. Construction was projected to begin in the fall of 2021 with a completion date in spring of 2022.

### Status



In late April of 2021, Kingsland Architects Inc. was awarded the contract to design and prepare drawings for the project. A cost consultant was then retained to prepare a construction budget. The consultant's estimates exceeded the Ministry's funding allocation (\$9.5M estimate to build vs. \$6M funding approval). Information on this shortfall was shared with the Ministry of Education in August of 2021, together with management commentary on the consultant's estimates and a suggested way forward.

Though some progress has been made in reconciling the funding shortfall, as of the date of writing, management has not received an approval to proceed to tender for a contractor.

#### Implications

Construction will begin when an approval to proceed is obtained from the government. Demolition can begin in the winter months on portion of the building that will not be retained.

While the delay is unfortunate, the implications for the school are not as critical as the Huron Brigadoon School project described above.

#### Next Steps

Management will continue to work with the Ministry of Education with a goal to obtain an approval as soon as possible.

### **7 – 12 East Kitchener High School**

In March of 2020, the government announced an approval for a 1,400 pupil place 7 – 12 school in East Kitchener to help manage enrolment pressures at St. Mary's High School and at elementary schools in the area.

#### Status

To date, management has completed stakeholder interviews on space allocation as well as a program review to determine functional requirements for the new school.

The government has approved management's initial space templates and has issued an approval to proceed to tender for an architect. This tender was issued on October 18, 2021.

#### Next Steps

- Boundary reviews will take place during calendar 2022 and 2023 to determine catchment areas for the new school
- Architect selection – November 2021
- Completion of severance by GRCA and purchase of site by WCDSB – calendar 2022
- Application for site plan approval to City of Kitchener – April 2022
- Cost consultant's report to Ministry of Education – May 2022
- Tender for contractor – June 2022
- Construction period – August 2022 to May 2024
- School opens – September 2024

#### **Recommendation:**

This report is being presented as information only.



**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services and Chief Financial Officer

Terri Pickett  
Senior Manager of Facility Services

Adrian Frigula  
Construction Supervisor

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**Date:** October 25, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Well-Being Plan Update

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

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

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

Ontario Human Rights Code (OHRC)  
Ontario's Well Being Strategy for Education: Discussion Document, 2016  
PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct

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

Board Policy 1- Ends  
APC037: Equity and Inclusive Education Policy  
APH018: Wellness  
APC018: Code of Conduct  
APC034: Bullying Prevention and Intervention

**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

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well-being of all students and staff
  - Intentional programming for students on well-being as a skill
  - Exposure to constructive conflict resolution processes through restorative justice program
  - Continued implementation of The Umbrella Project and resiliency training
  - Integration of Healthy Active Living and Learning into local School Well Being Plans



## Background/Comments:

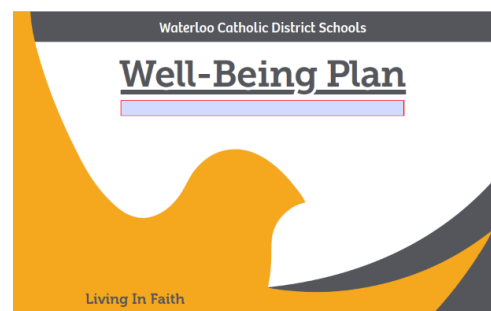
*"I have called you by name, you are mine." (Isaiah 43.1)*

Ontario's Well Being Strategy for Education defines well-being as "that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met." (3) Educators are aware that well-being is fundamental to overall student success. Students who do not feel safe or welcomed at school have a more difficult time achieving academically.

WCDSB 2019-2021 Wellbeing Strategy [WaterlooCDSB-Well-Being-Strategy.pdf \(wcdsb.ca\)](https://www.wcdsb.ca/wp-content/uploads/2019/05/WaterlooCDSB-Well-Being-Strategy.pdf) guides our work "towards meeting the cognitive, emotional, social, physical and spiritual needs of all WCDSB students and staff, and to ensure all feel a deep sense of belonging in a Catholic faith-learning community where they are nourished to become builders of the local and global community"

Staff Wellbeing is rooted in the Board's Pastoral Plan, Called to Belong, Gathered to Become, Sent to Build and as noted in the image below includes the domains of Safe and Inclusive Schools, Equity & Inclusive Education, Positive Mental Health, Spiritual Wellness and Healthy Schools.

In planning our three-year Well Being Strategy at Waterloo Catholic District School Board (WCDSB), we sought to align a Catholic vision of the human person with our current Pastoral Plan – which in turn was influenced by the Ontario Bishops' Pastoral Letter, *Renewing the Promise*.



With the collaboration of several working committees: Safe Schools, Mental Health and Wellness, Healthy Schools, and Equity/Inclusion, we have developed a three-year Well Being Strategy for all schools and staff within the Waterloo Catholic District School Board.

The Well-Being Strategy goals are aligned with our Pastoral Plan:

1. Students and staff feel a sense of belonging and inclusion in their learning community. Pastoral Plan (Belonging)
2. Students have equitable access to learning opportunities. Pastoral Plan (Becoming)
3. Building a culture of well-being that supports success for all in the WCDSB community. Pastoral Plan (Building)

Each stated goal includes strategies identified across our four domains of wellbeing – Safe Schools, Mental Health and Wellness, Healthy Schools, Equity, and Inclusion. Attention to the prayer and spiritual life of staff and students are embedded in the strategies. Each goal also identifies key performance indicators that will be used to monitor and evaluate the success of each school community in meeting the goals of overall wellbeing.



## Well-Being Domain Updates

### Safe and Accepting Schools

At the Waterloo Catholic District School Board, we believe that every student has a right to learn in a safe, caring, and supportive environment. Our learning environments whether face to face or virtual, foster positive Christ centered relationships that are at the heart of all our efforts to promote student achievement and well-being. A number of programs, initiatives, and partnerships continue to offer support of our work towards sustained and nurtured student and staff well-being.



This year, as part of our Pastoral Theme, Sent to Build, we are intentionally looking to create 'bridges of awareness' across our system. As part of this pastoral initiative, we have partnered with the One-Child Network, whose motto is *One Child Exploited is One Child Too Many*. One Child has been involved in prevention and

early intervention of the prevalence of child sex trafficking in the local (Ontario) and global community. All schools will be offered a two, one-hour presentations (gr 7/8 and up) to raise awareness of child sex trafficking and empower students to protect themselves and their peers. These presentations will be coordinated and timed along with when the school hosts their 'Unity Bridge,' reminding students of their inherent worth and dignity. Staff, on October 8, 2021, all WCDSB staff received professional development on Human Trafficking, the signs of children at risk and steps to support them.

The Community Justice Initiatives training for conflict resolution circles has been involved in twelve of our schools, two secondary and ten elementary to date. The goal for the two-year Restorative Schools Project is to build the capacity of our school staff to use restorative justice practices for the purpose of supporting Catholic school culture which always seeks reconciliation as a sacramental reality within our Catholic/Christian Tradition. Due to our inability to fully access the supports and resources offered due to the pandemic, school closures and restrictions we are looking forward to resuming this working partnership in during the 2021/22 school year. Schools who demonstrate interest and commitment to the practices of restorative justice noted impacts were an increased number of students requested mediations/circles when they found themselves in conflict and qualitative feedback from students and school personnel indicated that the restorative culture shift increased feelings of belonging and inclusion in their school community. Select student success consultants, school administrators, teachers and support staff have participated in a 3-day "Restorative Circle Training for Educators". We are currently establishing additional opportunities for additional educator training opportunities. CJI staff have provided additional support in schools by sharing information with Catholic School Advisory Councils, and at staff meetings.

The Waterloo Catholic District School Board continues to nurture the well-being of students and staff through the Umbrella Project which is currently running in 99% of Waterloo Catholic District Schools. Most recently, in September 2021 the Umbrella Project offered a "The Well-Being Pop UP - a customizable well-being conference to anchor the school year for students in Grade 7-10. Complete with 5 hours of relevant speakers and interactive classroom activities, it was built with connection and practical application in mind. The content acknowledged the challenges of uncertainty, isolation and worry that youth are experiencing and focused on providing them with information and useful tools to better 'ride the waves', reconnect and re-engage with their activities and communities.



WCDSB recognizes our shared stewardship with respect to students' engagement in our online community. Our student's online activity plays a role in shaping their actions, mental health and well-being, character, and faith. Our priority is to support our student's safety and mental well-being. In the context of prioritizing safe schools, we are committed to maintaining a level of oversight within our schools' online communities by using *Student Aware*, our system for identifying vulnerable and high-risk students through online activity on school accounts.



Upon identifying potentially vulnerable or at-risk students, the Student Aware coordinator follows up with school administrators. The administrators connect with student and/or parent, offer support i.e., Social Worker. Intervention plans are put in place and further wrap around includes connecting to school based SW, support and communication with parents and students, suicide risk assessment, VTRA assessment, and referrals to community. We have dedicated a social worker position to monitoring this site daily and activate necessary supports to students at risk. The Imagine Everything tool has enabled WCDSB to proactively reach and support students and families and has proven an effective strategy to support well-being. The Student Aware program is embedded in our Well Being Logic Model to define objectives, short- and long-term outcomes, and how the program connects to Tier 1 interventions as well as Digital Citizenship curriculum programming.

As an innovative approach to foster positive school climates and student well-being each WCDSB secondary school has adopted the Safe School Ambassador Program. Each school has approximately 20 students being trained as ambassadors (St. Mary's has approximately 40 students due to school population.) This approach taps the power of students to change the social norms of a school culture to stop bullying and create schools and communities that are safe, welcoming, and inclusive. Research shows that these students determine what is acceptable and not and have the power to change the way young people treat each other. It is a skills-based program that equips students with powerful, nonviolent communication and intervention skills so they can speak up and take effective actions when they see their friends and classmates mistreat others.



Finally, the importance of creating nurturing environments wherein acceptance of others and personal wellbeing is paramount will be specifically highlighted during Anti-Bully Awareness Week (November 21-27<sup>th</sup>). In alignment with our pastoral theme, Sent to Build, our theme: Building Positive Cultures, will be fostered through engaging activities, direct instruction, and anti-bullying awareness.

## Mental Health and Wellness

The pandemic has underscored that schools play a pivotal role in more than just academics – school communities are a place where we also play an important role in fostering mental health and wellbeing in our students, their families, and our staff. Connections to safe and supportive adults makes a huge difference in how our students will 'make meaning' of all the many ways our lives have changed. Our school communities have unique opportunities to help *all* students feel safe, cared for, and to help foster hope and resiliency.

In alignment with School Mental Health Ontario, our strategy for 2021-22 centres on:

1. Leveraging opportunities to amplify protective factors in schools.
2. Identifying and addressing emerging and escalating student mental health problems.
3. Mobilizing focused support for those disproportionately impacted by COVID-19.
4. Building and sustaining strong safety nets.
5. Providing hopeful and aligned communication.

Capitalizing on momentum and collaborations from this past school year, we created new opportunities to promote wellbeing by designing daily socio-emotional literacy content that could be incorporated directly into our summer programs. We also made Social Work support for students available again over the summer, and we enhanced the targeted Transition Support to support a smooth re-entry to school.



Moving into 2021-22 we are focusing on systematically building mental health literacy and coping skills across all grade levels. To accomplish this, we were able to provide professional learning opportunities to all educators and support staff on supporting mental health during the pandemic, including equipping staff with specific classroom resources shared through the launch of the School Mental Health Ontario Educator Resource Guide. This guide includes professional learning, as well as lesson plans and 'Virtual Field Trips' across all grades to ensure that our students can identify and manage emotions, can explore a variety of tools and approaches to improve wellbeing, and can identify where they can turn if they need help. We have also woven in a specific focus on promoting wellbeing for racialized students disproportionately impacted by the pandemic.

In support of Positive Mental Health, much like the support offered to students, the Board takes a tiered approach for Staff. Good for all, positive mental health messaging was imbedded into the Director's regular communications to Board Staff, Weekly Wellness Tips were provided to Administrators to use in their staff meetings, mental health education and self-care strategies were imbedded by the mental health lead into pre-recorded trainings on PD Days and staff focused videos on maintaining wellness during COVID-19 were shared by the Mental Health lead. Other additional events often happen, as well, that focus on and promote well-being one example being the offering through our NTIP monies (for all teachers) where all were invited to a special speaking event featuring Steven Page from the Barenaked Ladies.

Through School Mental Health Ontario, a six-hour Mental Health Literacy course to build knowledge of mental health is available to all Educators and Support Staff. The Board's mental health and wellbeing website [Mental Health & Well-Being \(wcdsb.ca\)](https://wcdsb.ca/mental-health) offers many resources including those that could be utilized by staff such as "Daily Practices to promote wellbeing". Many Board Staff are also parents of students in our Board. For all of our parents, and as we returned to school in the Fall, the [Preparing for the Return-To-School: Reflections and Resources for Families \(wcdsb.ca\)](https://wcdsb.ca/return-to-school) site was launched providing 4 parent wellness videos recorded by the Board's mental health lead and a transition video offered by Collaborative Team members.

For staff who require professional mental health support perhaps due to a personal challenge or related to a compassionate care or crisis response at their school, HR and/or School Social workers support Staff to connect with the Board's EAP program through Homewood Health for their counselling needs.

In support of Staff Spiritual Wellness, we have had numerous Faith Day offerings: Pursuing Nourishment by David Wells, and Faith over Fear Fridays. We too, are additionally excited about our upcoming faith day in November. From a physical health lens, through Healthy Schools, a Board wide Step Challenge launched in February 2021 for four weeks, whereby Staff from All schools and the Board office were encouraged to build exercise into their day while engaging in healthy competition. Twenty teams participated. During fully virtual learning, 3 staff members launched online workouts for all staff and monthly Yoga, activities that were maintained throughout the remainder of the year.

Our approach continues to view parents/caregivers as ongoing partners in promoting student wellbeing, and as such this fall, we have also launched a new *Mentally Healthy Return-to-School* webpage to provide parents with tools to help them feel equipped to identify and respond to emerging mental health issues in their children, as well as to help them proactively address back-to-school anxiety. Recognizing that many families have felt stretched these past two years, we have also shared a reflective video series to foster parent/caregiver wellbeing as well.

Moving forward our goal is to continue to build on all this work, working to ensure that a focus on wellbeing, resiliency, and hope propels us forward as we move into this next phase of the pandemic and beyond.

## Healthy Schools

The start of 2020 saw students return to class after our Covid pivot at the end of the 2019-20 school year. With the return to school came the return to Physical Education in person, albeit with many physical restrictions in place. These restrictions required that educators reexamine their Physical Education delivery model and adopt to a new way of thinking. Many supports were provided for teachers to assist with this adjustment, including *The First 10 Days of Physical Education Classes* and a shared Google platform with new games, activities and ideas provided on a weekly basis. When teachers were again asked to pivot to online learning in January as well as April through June, support was provided within this platform on how quality Physical Education could be provided remotely at





home. Finally, all primary and secondary Phys. Ed. teachers had the opportunity to participate in an excellent PD learning session from Ted Temertzogolou, who is the author of the only approved Physical Education text resources in Ontario.

Typically, Rowan's Law Day is to be recognized by all schools the last Wednesday in September. As it conflicted with Orange Shirt Day in which is Canada's National Day of Truth & Reconciliation, Rowan's Law was acknowledged on Thursday, November 1<sup>st</sup>, 2021. Educators were supported with a new resource, Oliver's Bump, a publication created by DSBN in addition to a variety of online resources and supports.

Thankfully this 2021-2022 school year, we return to a much more typical experience for our students in all Physical Education classes. Physical Education classes continue to be encouraged outdoors where possible, indoors where necessary. Continued PD opportunities for our junior and intermediate teachers will be provided this year, including a new shared Google platform resource.

The Social-Emotional Learning skills identified within the Health & Physical Education program will be a focus in this academic cycle. Primary students will engage with the "Lucy Tries" series and our junior students will be provided with 4 books to support learning, as identified by SMHO. Continued research will see our intermediate teachers and students provide with resources later this year.

### Equity and Inclusion

On November 19, as part of our Spiritual Development Day which will focus on our pastoral theme of Sent to Build, we will offer staff professional development from Reverend James Martin, SJ. Fr. Martin is editor of *America* magazine, consultor to the Vatican's Dicastery for Communication, and author of many books including *Building a Bridge*. In his talk for staff, Fr. Martin will explore how the Catholic Church, the WCDSB and the LGBT community can continue enter a relationship of respect, compassion, and sensitivity. Our afternoon will be directed by Fr. Martin's reflections and advocacy on behalf of LGBTQ2+ staff and students, as we unpack the specific ways, we can proclaim the good news of equity and inclusion to all our school communities.

The work of the Equity Committee is guided by the Ontario Equity Action Plan under four key priority areas: school and classroom practices, leadership and human resource practices, organizational culture change, and the collection and use of demographic data, including data around race, ethnicity, gender, and gender identity.

In early November 2020, a board team began a Culturally Relevant and Responsive (CRRP) Practitioner Inquiry with the Ministry of Education. The board team includes system and school leaders, classroom teachers, program consultants and an elementary chaplain. CRRP is an evidence-based pedagogical approach tailored to meet the needs of Ontario students, particularly students who face ongoing systemic barriers. CRRP is focused on enhancing leadership and teacher practice and emphasizes that an educator's approach plays a decisive role in the success of students. It requires that educators examine how their own experiences, perceptions, and understandings shape expectations, decision-making and interactions with students and families they serve.

The group developed a google form to collect student perception of the sense of belonging in their buildings. This form was completed at one secondary and one elementary school, and the information collected in June of 2021. The CRRP group will be meeting to review the collected information and fine tune the survey tool with the intention of administrators collecting this information in their own schools. The intention is for administrators to then assess the sense of belonging within their building and then submit a proposal for events or resources to support this development.

In April 2021, the HR subcommittee worked with the Superintendent of HR to update the Administrative Procedures Memorandum (APO028) entitled the *Fair and Equitable Hiring and Promotions* which was initially issued November 2017. The purpose of the procedures outlined in the memo is to ensure hiring decisions for all positions are made in accordance with applicable laws, policy/program memorandums, collective agreements, and terms of employment, and to promote an equitable, fair, consistent, and transparent policy for all hiring decisions. Accompanying the memo, was a glossary of terms used in the memo that clearly help readers understand terminology typically used in equity work.

Our 2020 Spiritual Development Day focused on the pastoral theme of Gathered to Become. Staff professional development was offered in bias-awareness and anti-racism. This was an extension of professional development opportunities offered during our system faith day the previous year and the resources that were shared out during the school closure period during Spring 2020.

The Equity and Diversity book club was active in the 2020-21 school year as members read and then collaborated on the book *White Fragility* by Robin Diangelo. On September 1, 2021, PD Day, further professional development was offered for all WCDSB staff. The focus was on Indigenous Acknowledgments and a self-directed workshop on dismantling racism.

While our staff census was disrupted by labour-action and the school closure period, it was relaunched May and June 2021. The collected data is currently being analyzed and a summary of the data will be made public in the Fall of 2021. The data collected will inform our equity, diversity and inclusion policies, procedures and decision making.

Our student census will be launched November 2021. Together the two surveys will drive our initiatives around equity, diversity, and inclusion.

The Ministry of Education (MOE) in response to a call for action regarding Equity in Education: Anti-Racism and Anti-Discrimination is releasing a new framework for school improvement planning. It is renamed the Board Improvement & Equity Plan for School Achievement (BIEPSA). This is scheduled for May 2022 release. In response to this upcoming change WCDSB is adopting the BIEPSA at this time and the work that has begun throughout the board has been added to both the BIEPSA and within the goal development and planning at the school levels through the SIEPSA. This proactive and necessary step was taken as we work together to eliminate disparities and disproportionalities that impede achievement, well-being, and success for our students.

The Board Improvement and Equity Plan for Student Achievement provides a framework for each schools' School Improvement Equity Plan for Student Achievement (SIEPSA). The SIEPSA allows for a goal driven and data led plan that is developed to identify the learning needs of students and the plan for improvement. There are five guiding questions that are the focus of the SIEPSA: Who are our students as learners? What do we want them to be able to know and do? How will we program to promote student learning? How will we know if students are progressing and achieving? From an equitable stance we also question: Who is impacted? Who is forgotten? What will we do for those that continue to struggle?

To offer extra support to our youngest learners who experienced interrupted learning there were four Itinerant Early Literacy Support teachers (IELST) hired who are working in sixteen schools, in specifically identified primary classrooms to teach focused early literacy skills to students identified as needing extra support.

Finally, we are working hard at trying to define the actions needed to truly embrace the work of equity in all our workplaces and in full support of our students. This fall, the WCDSB launched our new Equity website, marking another important step in this important journey towards creating a community that builds bridges, not walls. <https://www.wcdsb.ca/wellbeing/equity-diversity-and-inclusion/>




## Equity, Diversity, and Inclusion: A Transformational Lens

Equity is a condition or state of fair, inclusive and respectful treatment of all people. Equity requires deliberate actions that strive to identify and eliminate barriers that have prevented full participation and inclusion of some groups.

[www.wcdsb.ca](http://www.wcdsb.ca)



As individual schools develop well-being plans each has access to the Wellbeing Plan templates. Provided is the board level domains as found in the well being strategy ([WaterlooCDSB-Well-Being-Strategy.pdf \(wcdsb.ca\)](https://www.wcdsb.ca/wcdsb-well-being-strategy.pdf))

|  | Goal  | Safe Schools   | Mental Health and Wellness  | Healthy Schools (HS)   | Equity and Inclusion   | Key Performance Indicators   |
|--|---|--|---|--|--|--|
|  | Building a culture of well-being that supports success for all in the WCDSB community | <p>Staff engagement in safe school follow up</p> <p>Staff engagement in workplace violent incident reporting/debrief</p> <p>Safe School Ambassador Program established in each Secondary School to empower students to increase a climate of safety of well-being</p> <p>Restorative Practices are fostered as part of a progressive discipline strategy</p> <p>Implementation of "Check Your Bias: An Educator Resource" to support the consideration of mitigating circumstances when dealing with progressive discipline issues</p> | <p>Build staff capacity via professional development opportunities, Mental Health events, SafeTALK, PD day sessions, etc.</p> <p>Provide opportunities for staff and students to engage in mental health sessions presented within schools and classrooms. Intentional focus on resiliency and becoming trauma informed.</p> <p>Promote daily practice of healthy self-care skills as a "good-for-all" strategy for staff and students through the robust implementation of the SMHA resources.</p> <p>Equip staff and students to be able to navigate to appropriate mental health supports if needed (i.e. EAP, community services)</p> <p>Promote trauma-informed schools through presentations and education for staff.</p> <p>Promote practices that can help build a positive culture and healthy staff relationships</p> <p>Recognize and celebrate accomplishments/contributions of staff</p> | <p>Transforming Equity, Diversity and Inclusion theory into practice in the classroom.</p> <p>Schools utilize partnerships and resources to build and promote a healthy environment that is rooted in the well-being of students and staff. (Physical, Social, Emotional, Cognitive)</p> <p>Support NTIP programming for well-being of staff &amp; students</p> <p>School wide healthy food and beverage compliance as per APH 021</p> | <p>Use identity data to shape programming for diverse groups</p> <p>Program planning includes the use of an equity lens (Who is not present? Who is not represented?)</p> <p>Strengthen and leverage community partners who support diverse groups</p> <p>Leadership development and mentorship practices include strategies to ensure respectful and bias-aware models of decision-making</p> <p>Track resource requests for CRRP and Indigenous perspectives</p> <p>Build student voice around Equity, Diversity, and Inclusion (EDI).</p> | <p>Survey results indicate increasing positive trend in staff, student and parent perception of school and/or organizational culture and well-being</p> <p>Decrease in average rate of staff absenteeism year over year</p> <p>Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data</p> <p>Staff feedback from PD with equity focus is positive.</p> |

#### Next Steps:

- The WCDSB Wellbeing Strategy aligns goals outlined in our MYSP and our Pastoral Plan and include a Catholic/Christian vision of the human person.
- The WCDSB Wellbeing Strategy includes strategies for both staff and students and will assume a lens of being trauma informed.
- Each school in the district will be invited to complete a Wellbeing Plan in the new year that will be shared with Family of School superintendents and when completed, posted on school websites.
- All school level improvement plans (SIEPSAs) will develop goals from an equity lens. SIEPSA. This proactive step supports our commitment to eliminate disparities and disproportionalities that impede achievement, well-being, and success for our students.
- The MDI Survey will be administered in January 2022 and will be shared with all school administrators to help inform the specific strategic areas of focus for each school community.
- The Student Census will be open for completion from November 1-November 12, 2021.





**Recommendation:**

The report is for the information of the Board.

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

Judy Merkel  
Superintendent of Learning

John Klein  
Superintendent of Education

Jennifer Ritsma  
Superintendent 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:** Monday October 25<sup>th</sup>, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Student Voice on Equity

**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)**

Anti-Racism Act 2017 S.O. 2017 c. 15

Three-Year Pastoral Plan: Called to Belong—All of one in Christ Jesus

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

Ontario's Equity and Inclusive Education Strategy (2009)

APC037: Equity and Inclusive Education Policy

Ontario's Well-Being Strategy for Education: Discussion Document (2016)

Ontario Ministry of Education Equity Action Plan (2017)

<http://www.edu.gov.on.ca/eng/students/speakup/index.html>

<https://cpco.on.ca/files/6516/2386/7380/PC-Summer-21-Sneak-Peek.pdf>

**Alignment to the MYSP:**

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all:
  - Successful implementation of the WCDSB equity action plan to facilitate organizational change
  - Equitable access to learning opportunities

**Background/Comments:**

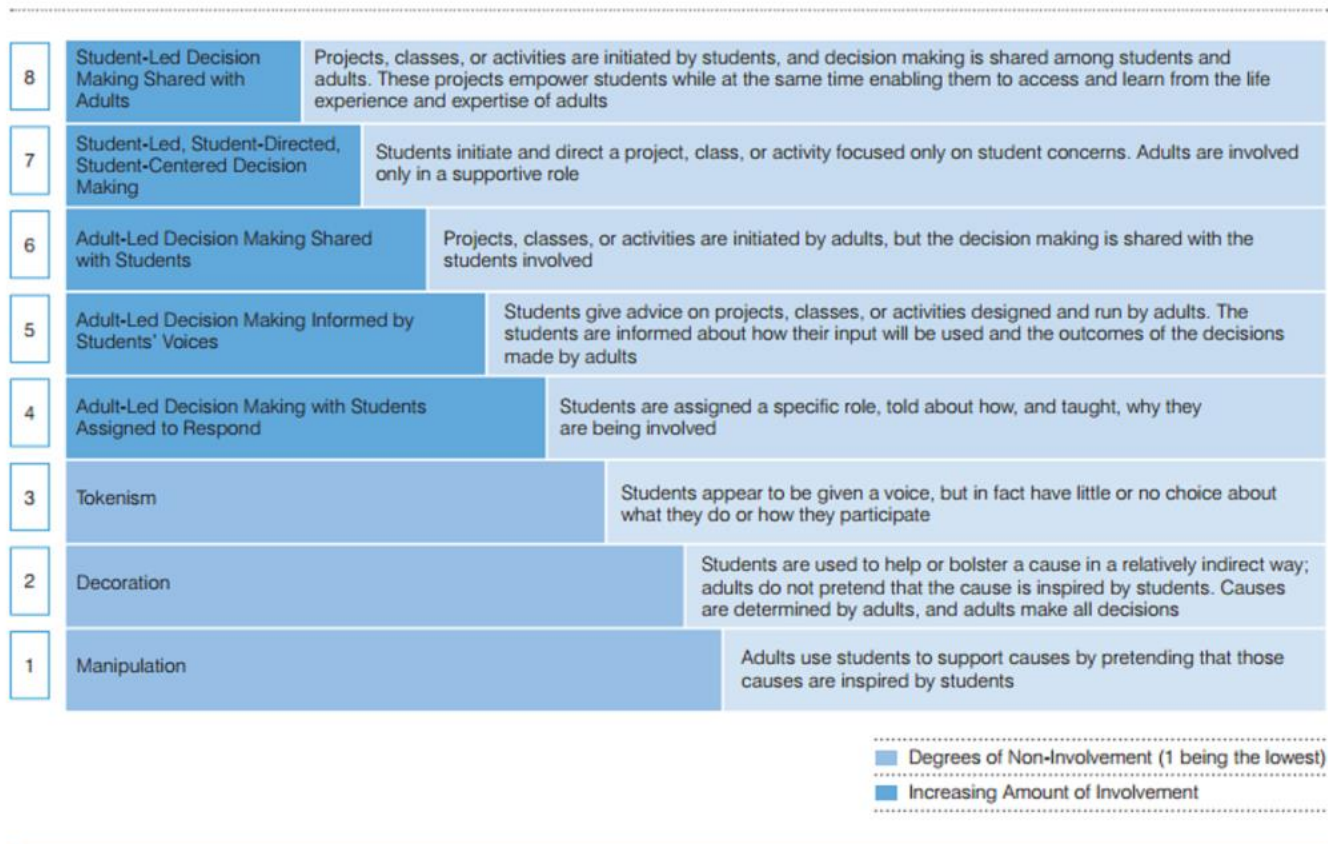
The background in this report is divided into three major sections: (1) Ways We Use Student Voice and Involvement, (2) Student Voice is Necessary, but not Sufficient, and (3) The Creation of a Student Equity Engagement Council (SEEC): A Proposal.

The purpose of the first two sections is to provide a compelling rationale for the creation of a Student Equity Engagement Council (SEEC) in each school. The goal of the SEEC proposal is to provide the WCDSB with a viable model for effective student voice, involvement, and engagement.



### Ways We Use Student Voice and Involvement

School boards sometimes limit student voice rather than use student voice productively. In Figure 1, a model of student voice is depicted in *The Ladder of Student Involvement*. This ladder allows boards to assess the ways in which they use student voice and the degree of student involvement. At the bottom of the ladder (portrayed in light blue) is the least effective use of student voice with the least amount of student engagement. At the top of the ladder (portrayed in dark blue) is the most effective use of student voice and engagement. Fletcher (2005) has suggested most organizations use student voice at the first 4 steps on the ladder, but do not use higher-order student voice.



Source: Adapted with kind permission of Adam Fletcher, from Adam Fletcher, *Meaningful Student Involvement: Guide to Students as Partners in School Change*, created for SoundOut.org in partnership with HumanLinks Foundation, 2005

Figure 1. The Ladder of Student Involvement Assess the Level of Student Engagement

Higher-order student voice, involvement, and engagement encourages student-led decision making shared with adults. This could include projects, classes, or activities that are initiated by students and decision making shared among students and adults. Student-led decision making empowers students while allowing students to access and learn from adults.

As we encourage student-led decision making, we should listen, validate, authorize, act/mobilize, and reflect. We know student voice can be extremely powerful and we already provide many platforms for student voice (e.g., classroom discussions, club meetings, serving on board committees). As educators, listening to students cannot simply be “nodding” and “agreeing”, but rather, it needs to be authentic discussion where there is a back-and-forth and critical thinking about ideas. As students’ abilities and contributions are recognized, they need the opportunity to apply their knowledge, practice their activism skills, and hone their experience. With that, adults should allow students the authority to move beyond traditional roles (i.e., traditional roles might be a teacher facilitating a discussion in class or board members inviting students to discuss a topic that was initiated by board members).

Mobilizing students takes students from a passive role of “informing” adults about their lived experience, to a new position of authority which allows students to affect institutional and systemic transformation in education. At some point students need the opportunity to report on the work they have engaged in as they change their educational experience. As they reflect on their action, both students and adults can periodically engage in formalized critical reflection (e.g., students prepare a board report to outline their successful practices and initiatives, unsuccessful practices and initiatives, and next steps to continue the work and make the work sustainable).

Ultimately, if students are encouraged to use their voice in partnership with adults and are allowed to take the lead when feasible, they can engage in community action that will benefit all in the educational community.

### **Student Voice is Necessary, but Not Sufficient**

Adam Fletcher is the director of *SoundOut*, an organization that partners with K-12 schools to transform education through meaningful student involvement. Fletcher (2017) has suggested there are three distinct concepts educators need to consider if they wish to effectively utilize meaningful student participation. These concepts are student engagement, meaningful student involvement, and student voice.

#### **Student Voice**

As indicated earlier in this report, there are many definitions of student voice. Mitra et al. (2012, p. 104) conceptualized student voice at the simplest level to more complex, “At the simplest level, student voice can consist of young people sharing their opinions of school problems with administrators and faculty. Student voice initiatives can also be more extensive, for instance, when young people collaborate with adults to address the problems in their schools—and in rare cases when youth assume leadership roles to change efforts.” As the Board thinks about student voice, it should consider the different strategies and practices that will elicit invaluable student voice.

#### **Meaningful Student Involvement**

Meaningful student involvement is the process of engaging students as partners in school improvement for the sake of education, community, and democracy. It reinforces critical thinking, active problem solving, civic participation, an appreciation for diverse perspectives (Fletcher, 2017). Further, meaningful student involvement allows students to learn, develop, and apply agency and other “soft skills” needed in their future adult lives, including their professional lives. Both student voice and meaningful student involvement can lead to civic engagement and make a difference in their own lives and the lives of others (Mitra et al., 2012).

#### **Student Engagement**

Traditionally, the concept of student engagement has been used to depict students’ willingness to participate in typical school activities, such as attending classes, completing schoolwork, following school rules, etc. In this context, however, school engagement refers to attention, curiosity, interest, optimism, passion, and leadership that students actively and collaboratively engage in.

A fantastic model of student engagement was created in 2008 by the Ministry of Ontario. Projects and programs are called *SpeakUp* (<http://www.edu.gov.on.ca/eng/students/speakup/index.html>). The *SpeakUp* program helps students get their voices heard and allow them to take action by leading projects that make a difference in their schools. To date, thousands of students in grades 7 through 12 have actively led and participated in more than ten thousand projects in hundreds of schools across Ontario. The Ministry has provided *SpeakUp in a Box* which is a “do-it-yourself” forum kit. The kit contains information and materials to run student-led forums at their schools. During the forum students can share ideas about what can help students be more engaged in learning and school



life. Further MSAC (Minister's Student Advisory Council) was created where 60 students in grades 7 through 12 from across Ontario were selected to form the council. The council provided advice on ministry policies and programs and, also, had students meet with the Minister of Education to share its ideas and perspectives. To see more information about MSAC, please click the following link: [https://www.youtube.com/watch?v=0GQz1ka\\_cHg](https://www.youtube.com/watch?v=0GQz1ka_cHg) (a six-minute video). The trifecta of student voice, meaningful student involvement, and student engagement will lead to the transformation of equity, diversity, and inclusion throughout the school board (Toshalis & Nakkula, 2012).

### Student Voice Already Present Throughout WCDSB

Student voice is not new in the WCDSB community. And the ways in which we access student voice is varied. For example, we have students who serve on the Board of Trustees and work directly with Trustees, the director, and superintendents. Further, if you peruse the individual school websites, you will find student councils and a variety of other clubs. Listed below is a sample of what you will find:

- **GSA (Gay Straight Alliance) Club:** This group creates a safe, welcoming, and accepting school environment for all-regardless of sexual orientation and gender identity. It discusses LGBTQ2+ issues and advocates for equity.
- **Black Lives Matter Club:** This club is for all students to explore issues of inequality that pertain specifically to Black Canadians.
- **LINK Crew at St. David:** This is a high school transition program that welcomes Grade 9 students and makes them feel comfortable throughout the first year of their high school experience. Link Crew trains members of grade 11 and 12 classes to be Link Leaders.
- **Model United Nations:** This is a club dedicated to the study of international affairs, taken from the perspective of a delegate of the United Nations.
- **Multicultural Club:** The members of this club are committed to promoting awareness and appreciation of diverse cultures
- **Mustang Buddies at Monsignor Doyle:** A student group that helps its fellow Mustangs and supports the Doyle Community
- **Peer Ministry:** Peer ministers serve as leaders as they grow in their relationship with God and serve others.
- **Prism:** This acronym stands for Pride and Respect for Individuals of a Sexual Minority. This social club is for both LGBTQ2+ students and allies. The club provides a place where students can express themselves freely and be their authentic selves in a safe community environment while learning about the issues that pertain to the LGBTQ2+ community.
- **Safe Spaces Club:** This organization discusses issues that affect the LGBTQ2+ community.
- **W.AY.V.E.:** This acronym stands for Wellness Acceptance Youth Voices Empowerment. This club focuses on mental health awareness and bullying prevention group with an emphasis on youth leadership and community building.

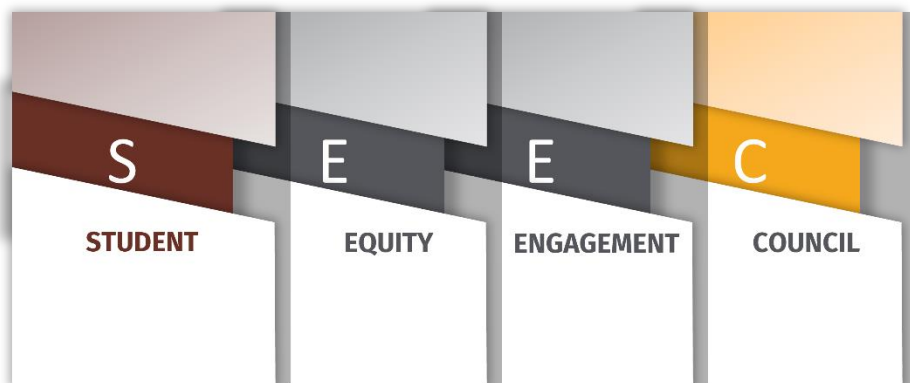
These organizations and clubs have varying levels of student involvement, engagement, and voice. It is important to note, many of the student clubs deal with social justice issues. With all these student voices, we still may not be hearing a specific type of student who is focused on individual, interpersonal, institutional, and systemic inequities and discrimination that may be occurring in schools. Thus, we encourage students to become fully engaged in taking on a grassroots approach to shape discussions and decision-making around equity.

### The Creation of a Student Equity Engagement Council (SEEC): A Proposal

To effectively integrate the three concepts (i.e., student voice, meaningful student involvement, student engagement) it is recommended we create a Student Equity Engagement Council (SEEC) at each school. Having



such councils, will create the conditions, employ the practices, and nurture the attitudes and values conducive for effective student voice, agency, and leadership (Fielding, 2012).



Each school will have its own SEEC. In elementary schools, it will consist of students in grades 7 and 8 with at least one teacher serving as an advisor and in secondary schools, it will consist of students in grades 9 through 12 with again at least one teacher serving as an advisor. While we want students to shape the councils and ultimately be the leaders of the councils, we do want students to engage in the following mandate:

1. Explore issues of inequity and exclusion within their school using their religious teachings and practice for guidance
2. Engage in education activism and promote multiculturalism, gender, and sexuality equity, anti-racism, anti-bias in schools (e.g., creating videos, pamphlets, educational opportunities for students)
3. Work throughout the school year with administrators to minimize these inequities and exclusions
4. Work with the Board researcher to assess their work and their impact on their individual school communities

The SEEC members each year will attend a SEEC summit organized by students with the assistance of teachers and administrators. The members will meet a full day (e.g., 1<sup>st</sup> Saturday of every April) in one location (or via Google Classroom if Covid-19 restrictions are in place) to learn about equity issues, share the equity work they have engaged in their individual schools, assess what worked well (and what did not work), set priorities for next year (possibly a three-year plan), and prepare a board report. After the summit, in the spring, representatives from the various SEECs (e.g., SEEC executive members) will present a summary and assessment of their work in the schools, recommend structural and/or institutional changes still needed, and discuss ways in which schools are achieving equity and inclusion. Our hope is there is a productive back-and-forth between Board members and the representatives from SEEC.

The WCDSB remains committed to elevating student voice on equity, diversity, and inclusion. The information in this report is intended to aid in the path forward in elevating student voice.

### Implementation

In the section above, you read an idealistic vision of SEEC. Realistically, however, a pilot program should launch this initiative where there are dedicated administrators and teachers working to build SEEC in their schools. We imagine administrators and teachers will both intentionally and organically learn how to utilize student involvement, engagement, and voice on the topic of equity, diversity, and inclusion through a Catholic lens. We would like to present this proposal to administrators first and ask if there are teachers who are willing to be staff advisors for this group. Once we have teachers onboard, we would learn from teachers about what they would need to help





facilitate this group successfully. We hope we have at least 10 schools willing to build SEEC in their schools this year. In the following years we hope to add more schools until eventually we have all schools participating.

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### **Recommendation:**

This is for the information of the Board.

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

L. J. Garrioch  
Equity 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:** Oct 25<sup>th</sup>, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Update on School Re-Opening and WCDSB Pandemic Management Education Models

**Type of Report:**

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

**Type of Information:**

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

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

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

**Background/Comments:**

The start to the 2021-2022 school year has been a busy one for the schools of Waterloo Catholic as we are once again operating within a pandemic reality but with that said – as we have journeyed into October, there are a number of signs to give us hope, as well as some to give us some opportunity for pause. Our models of delivery, our processes, our health and safety protocols and essentially all aspects of our operations are informed by direction through the Chief Medical Officer of Health for the province, as well as the CMOH for the Region of Waterloo. We continue to receive direction through the Ministry of Education, as well as our local Public Health department. We are continuing meetings with Waterloo Region Public Health and Waterloo Region District School Board to attain a measure of understanding and alignment regarding the most prudent courses of action.

We have continued to make minor updates to our [Operational Guidelines](#) based on the most recent guidance we are receiving from both the Ministry and WR Public health.





Some of the highlights of the various communications of the past two months, which represent our return to school, are the following:

### **Return to (In Person) Learning**

We had a strong return to in person learning this September and October. For our elementary students, their classroom is their main cohort, but students have been able to access specialized supports where needed. We currently have 586 students enrolled for St Isidore and this represents just under 4% of all elementary aged students at WCDSB. Chromebooks were distributed to any and all students requiring this support to engage in their learning.

In secondary – it has been a 2-period day. Each class is 150 minutes, with a 40-minute lunch in between. We are following the direction of the government that each day may not have more than 2 periods. This is the quadmester model and was used last year as well. The most significant difference is that last year we were on an adapted model with no more than 15 students in a class at any given time (1/2 the class in person) but this year every student will attend all day, every day. We do not have the option at the current time to deviate from a 2 period a day model.

The quadmester model creates an imbalance for teachers, with one heavy and one light term. Consideration was given to a modified semester (4-periods – 2 periods in week A and 2 periods in week B) but that causes significant health and safety concerns for the number of contacts (and corresponding contact tracing) – which is why the Ministry and Public Health have not endorsed a four-period day. This has caused significant issues in terms of high-risk contacts in those jurisdictions which have elected to go with this choice.

We have 170 students who still want online learning and as previously reported we are using a hybrid model in secondary for those students who have selected online learning for this year. Secondary teachers are not happy with either choice – the quadmester model or hybrid learning. The board staff did work diligently throughout the spring with OECTA to try to arrive at a solution they would agree to – offering many solutions that could have possibly provided some release time for teachers.

### **Vaccination**

As reported in September, on August 17<sup>th</sup> the Government of Ontario announced that they (and we by extension) will implement an immunization disclosure policy for all publicly funded school board employees and licensed childcares. The Chief Medical Officer of Health and Waterloo Region Public Health also strongly endorse all students born in 2009 and older to access vaccination. We have been reporting our vaccination statistics each week and they are publicized on our public facing website. All results have been reported in the aggregate. As of October 15<sup>th</sup>, 93% of the staff who have reported are fully vaccinated. (We do have 82 staff who have not reported either way and for purposes of aggregating our data we are treating these staff as unvaccinated. They are largely occasional staff. Third party providers (Transportation primarily right now) are also at 82% of those who have reported. We did temporarily deal with a driver shortage as a result of the vaccination policy, but we are now working our way through those challenges.

Further the Human Resources and IT department have been working with our vendor (ISYS) to implement not only our vaccination disclosure process, but also a mechanism for reporting those staff who are completing testing twice a week, as a result of not being vaccinated. This system is ready to function as of this past week and results will now be reported to the Ministry Regional Office. The current requirement for testing will be a minimum of twice a week but that may change based on the perceived risk in community and the number of cases.

### **Vaccination for Students ages 5 – 11**

It is too early to know the exact plan or timing for vaccination for children ages 5 to 11, but preliminary conversations have begun with Waterloo Region Public Health. We are considering using school sites for vaccination clinics but it would not be during school hours, but rather evenings and weekends. This would likely be in addition to regular vaccination community hubs. The expected timeline is toward the end of the calendar year, or early in the new year.

### Case and Contact Management

When there is a positive case in a school, as was the case last year, the administration will have to produce a full list of high-risk contacts. This is everyone with whom the positive case has spent time – everyone in the class cohort, within 2 meters on the bus and with whom they would have been within 2 meters during other times in the day – such as at lunch. 15 minutes remains a critical threshold for identifying high risk contacts. Those who are fully vaccinated will be able to return to teaching and learning once they are cleared by public health.

As the school year began we were experiencing 1-3 cases a day and it was a significant task for Public Health in early September. Return to school times were taking a couple of days. Things have since improved considerably in the turn-around time, with vaccinated staff and students being returned to school within 24 hours. As of the writing of this report we had not had a positive case in our schools since October 7<sup>th</sup>. This would represent the best run of “no cases” since school re-opening in Sept of 2020. It also suggests that our school protocols are working and working well.

### Masking

Students from K to 12 will continue to wear masks. An exemption form is required for any student in grades 1 to 12 who is unable to wear a mask. We have strongly supported this precaution, as Public Health and provincial guidance suggests that outside of vaccination, it is our best strategy to promote a healthy and safe environment for all. This has led to some unfortunate situations where parents have pulled students from school. Parents have been asked to work with us to support students in understanding why we wear a mask and how to do so safely. Those requesting a medical accommodation should submit their exemption request to their school Principal. As previously reported, this has been a guideline that a small minority of parents have had difficulty accepting and administrators and superintendents have been working diligently through these cases.

There have been some inquiries about N95 masks but they are not endorsed nor are they supplied by the Ministry. The school board standard is a medical mask, provided by MGCS to the school board. It has served us well through all stages of the pandemic. An N95 mask is only required when performing an aerosol generating task – and this is typically done by third party medical practitioners.

### Daily Screening

All staff and students are still required to complete daily screening, using the Ontario School Screener. The tool has been updated to reflect the new protocols and we have shared it and posted it in our Operational Guidelines. This protocol is extremely important. Any individual who is symptomatic should not come to school, even if they believe it is not COVID-19. Schools did confirm screening for all staff and students for the first two weeks of school.

### Rapid Antigen Tests

There has been a public relations movement afoot to promote rapid antigen tests as a way to screen students and staff before school. Public Health has not supported this strategy and the CMOH was also not initially in favour of this strategy. On October 5<sup>th</sup> the government said that it would allow local Public Health offices to use this strategy when they felt it was warranted – with criteria being tied to high case counts and low vaccination rates. They are discouraged due to the number of false positives and the threat to student safety for young students, as the tests are challenging to administer safely for younger students.

### Sports

We have been able to launch a more robust return to sports in both elementary and secondary. This has been facilitated under two precautions – coaches, staff and players are either fully vaccinated or complete a rapid antigen test before participating. Public Health has been willing to endorse this strategy because with inter-scholastic sport, there is no opportunity for masking or guaranteed distancing, so it is seen as a solid precautionary step. Students and staff are also older, so the safety concern is greatly diminished. We still do not have interschool competition for students younger than the 2009 cohort. We have encountered a challenge of late as the government, at the request of the CMOH has stopped Communitech/Safe Spaces from providing Rapid Antigen Tests – including to us to support

out Athletics program. We do have the endorsement of our local CMOH in Waterloo Region. We are currently in dialogue with the Ministry, hoping to see progress on this newly established impasse that may impact our ability to complete our athletics' season.

### Ventilation

As reported last month, significant investments in ventilation have been made over the course of last year and this summer. In total, between federal, provincial and board funds, a total of 18 million in investments have been made. As reported, we now have UV filters in all classrooms throughout the WCDSB. We have HEPA filter units in every kindergarten classroom in the board and all schools (with the exception of 1, slated for further construction work) now have mechanical ventilation and Air Conditioning. Per Ministry requirements – we have a ventilation dashboard now prominently displayed on our corporate website, which allows all stakeholders to see not only our board level investments but also a school-by-school ventilation overview. [www.wcdsb.ca](http://www.wcdsb.ca)

UV units were removed from some portables where they were not intended to be installed, but there were concerns voiced by some teachers who felt this left them vulnerable. There is no scientific recommendation for the units in the portables, but to give teachers peace of mind, the board has purchased and is reinstalling units in all portables. They have arrived and installation is being arranged.

The year ahead will no doubt continue to have challenges, but it is clear that Ontario has been more successful in containing the fourth wave than the previous waves before it. Vaccination has clearly played a role – and specifically the success of the vaccination effort in Ontario and Waterloo Region. Our schools have never been better positioned since the beginning of the pandemic – in terms of health and safety. Some staff however are demoralized and feel that despite our efforts to acknowledge their work, despite the safety of their working conditions, despite the various tools and supports we have put in place, that we are not fully in tune with their burdens. The pandemic has created much collateral damage. Nonetheless, we will reiterate that we remain convinced of the good efforts of our staff and of the good work that is being accomplished. We are also greeted by many happy and dedicated teachers on our visits to schools.

Every student and staff member who comes into our schools are members of a community and a collective, and we all have a responsibility to one another. Health and safety will continue to remain our primary concern and motivator. We will also continue to rely on our faith and on the good will of all our stakeholders to ensure that we not only are able to successfully navigate the challenges ahead, but that we are able to thrive and see our students fulfill their greatest potential – *heart of the community, success for each and a place for all.*

### Recommendation:

This report is for the information of the Board.

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

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





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

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**Date:** October 25, 2021  
**To:** Board of Trustees  
**From:** Student Trustees  
**Subject:** October 2021 Student Trustee Report

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**Type of Report:** Incidental Information

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

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

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

**Background/Comments:**

October was the month of welcome back events, thanksgiving and halloween activities. Students were given the opportunity to develop routine after the transitions that took place during the month of September. Student senate and student councils have begun moving forward with community building initiatives at both the elementary and secondary levels. Students are excited to be part of their school communities once again and are ready to see school spirit grow.

*Common Activities Hosted by The Schools:*

- **Thanksgiving Week Food Drives** All five schools organized some sort of Thanksgiving Week Food Drive with activities throughout the week. Resurrection had a turkey scavenger game around the school, St. Mary's asked students what they were thankful for on their Eagles News Network announcement segment, Monsignor Doyle worked with the Cambridge Food Bank, and St. David raised over 1400 food items.
- **Halloween Planning:** All Student Councils are planning Halloween activities for this upcoming week. St. Benedict and Resurrection hope to have a candy handout and pumpkin painting

contest, Monsignor Doyle is planning a photo booth and haunted house, St. David will have a door decorating contest, and St. Mary's will have a pumpkin sticker scavenger hunt.

- **Spirit Week/Month:** Now that students have mostly transitioned back to school, Student Councils hosted activities for all grades and not just grade nines. For example, St. Benedict had a coffee house and an amazing race game, Monsignor Doyle hosted a garden cleanup and meme contest, St. Davids ran lunchtime spikeball games, and St. Mary's school band performed at lunch.
- **Sports:** Fall sports with the District 8 Association include volleyball, basketball, football, golf, field hockey, soccer, and tennis. Many Student Councils make social media posts for important sport related dates, and announce their school's winners on the announcements. Unassociated with D8, schools such as St. David and Resurrection host an annual football game called KW Bowl, which is currently being planned for late Fall. There will be a maximum capacity of 100 students (50 from each school) and this year is St. David's turn to host it.

#### *Student Trustee Role Update:*

- **Student Senate High School Wide Food Drive:** On October 20th during their meeting, Student Senate developed a Christmas food drive event. This will be a friendly competition between the five WCDSB high schools throughout the month of November. Students will be encouraged to bring in non-perishable food items from November 1st to December 6th which will be donated to the food bank for the Christmas holidays.
- **Grade 7/8 PenPal Initiative:** Trustee Simoes and Trustee Wilson recognize the importance of addressing the difficult transition from elementary to high school. In order to limit student anxieties, the student trustees felt developing a grade 7/8 PenPal initiative which connects students from different elementary schools planning to attend the same high school, would prove beneficial. This initiative is currently in the works of student senate and further information is to be released by email to intermediate teachers on November 8th.
- **Student Council Community Building Initiative:** Student senate has brainstormed team building activities for each month of the school year. The goal of this initiative is to develop community within each high school's individual council. Student councils are teams of student leaders who develop and execute events within their school community. Co-presidents will be responsible for running these team building activities once a month to develop community within their individual council, making their student leaders stronger and more collaborative individuals.
- **Welcome Back Video Released:** On October 4th student senate released their welcome back video on all WCDSB high school instagram platforms. The video received amazing feedback from many students, teachers and administrators and will be shared with the board of trustees at the October 25th board meeting.

#### **Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Sarah Simoes and Sarah Wilson, Student Trustees

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



**Date:** October 25, 2021  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report for October 25, 2021

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

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

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

**Background/Comments:**

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

- Continue with weekly teleconference calls with Minister Lecce, DM Nancy Naylor, Board Chairs and Directors. Please note that these calls are now on Tuesday afternoons. Dates included October 4<sup>th</sup> (Attended by Vice Chair Gravelle), October 12<sup>th</sup>, and October 19<sup>th</sup>.
- Attended the virtual Feast of St. Jerome for their annual fundraiser and 20<sup>th</sup> anniversary celebration with fellow trustees
- Joined fellow trustees, staff, and school communities for SEAC's presentation on October 6<sup>th</sup>. Their guest speaker was Michael Jacques – Author of "Here's my Book" and "I belong, can I play"
- Attended the Governance and FACE committees
- Will be attending the annual Commissioning of School Council Chairs and Newly Appointed Administrators' ceremony virtually on October 27<sup>th</sup>
- Completed the Trustees Code of Conduct consultation on behalf of trustees and provided feedback to OCSTA

**Recommendation:**

This report is for the information of the Board.

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

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





**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: ON News Release - Ontario to Strengthen Mandatory Indigenous Learning in School Curriculum  
**Date:** Wednesday, September 29, 2021 3:22:47 PM  
**Attachments:** [ON News Release Sept 29 2021.pdf](#)  
[OCSTA News Release - No118-Mandatory-Indigenous-Learning-Sept29-2021.pdf](#)  
[Statement from CBC to Indigenous-EN.pdf](#)  
[CCCB News Release 27 September 2021 EN FINAL.pdf](#)  
[image001.png](#)

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*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)  
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**Waterloo Catholic  
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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Wednesday, September 29, 2021 2:37 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo re: ON News Release - Ontario to Strengthen Mandatory Indigenous Learning in School Curriculum

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**Ontario Catholic School  
Trustees' Association**

September 29, 2021



## MEMORANDUM

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT: ON News Release – Ontario to Strengthen Mandatory Indigenous Learning in School Curriculum**

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Today the Ministry of Education released information on new funding and curriculum initiatives to reaffirm the government's commitment to Reconciliation.

Enclosed in this email is the referenced government announcement and OCSTA's News Release. We would also direct you to OCSTA's [web page](#) where we highlight the activities and programs taking place at Catholic School Boards across the province to commemorate the first National Day of Truth and Reconciliation.

Finally, please also find attached important information released by the Canadian Conference of Catholic Bishops including a Statement of Apology to the Indigenous Peoples of this Land.



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Ontario Catholic School  
Trustees' Association

## NEWS RELEASE

### **Ontario's Catholic School Boards Support Increased Educational Commitment and Funding for Mandatory Indigenous Learning in Curriculum**

#### **FOR IMMEDIATE RELEASE**

TORONTO-September 29, 2021— The Ontario Catholic School Trustees' Association welcomes the announcement by the Ministry of Education to expand and strengthen First Nation, Métis and Inuit content and learning throughout the province's school curriculum.

"OCSTA is pleased to support the Ministry of Education's educational commitment and funding to ensure that all students participate in focused learning about the histories, cultures, perspectives and contributions of our Indigenous Peoples in Canada. We and Catholic schools throughout Ontario are committed to Active Listening, Prayer and Right Action as we journey with our Indigenous Sisters and Brothers in a spirit of Truth and Reconciliation," stated OCSTA President, Patrick Daly.

It is hoped that the added investment of \$23.96 million in targeted supports for First Nation, Métis and Inuit students, in addition to the existing funding for school boards in the 2021-22 school year, and ongoing multi-year funding will meet the needs identified in this announcement and truly help to foster greater understanding within the provincial education system.

"Ontario's Catholic school boards look forward to continuing to work in partnership with our Indigenous communities and government partners to improve outcomes for Indigenous students through a meaningful, collaborative process. Today's announcement represents a positive step towards that objective," added Mr. Daly.

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

*For more information or to arrange an interview, please contact:*

*Sharon McMillan, Director of Communications, [smcmillan@ocsta.on.ca](mailto:smcmillan@ocsta.on.ca)/416-460-7937*

NEWS RELEASE

## Ontario To Strengthen Mandatory Indigenous Learning in School Curriculum

New Funding and Curriculum Reaffirms Ontario's Commitment to Reconciliation

September 29, 2021

[Ministry of Education](#)

TORONTO — Working with Indigenous partners, Elders, Knowledge Holders and education stakeholders, the Ontario government announced a plan to expand First Nation, Métis and Inuit content and learning in the elementary curriculum. The province announced that these changes will further strengthen mandatory learning on residential schools and foster greater understanding within the province's education system of the intergenerational legacy borne by Indigenous families. This work builds on Ontario's first phase of curriculum revisions in response to the [Truth and Reconciliation Commission's Calls to Action](#), which were implemented in 2018. In addition, in 2021-22, the ministry is providing \$23.96 million in Indigenous Education funding to support First Nations, Métis and Inuit students as part of a broader government commitment to reconciliation. The Ontario government built on this commitment with the announcement this week to continue expanding multi-year funding to support sustainability in partner organizations.

Stephen Lecce, Minister of Education, and Greg Rickford, Minister of Indigenous Affairs, made the announcement at Native Child and Family Services of Toronto joined by Traditional Knowledge Keeper Vivian Roy, James Marsden, Chiefs of Ontario Education Portfolio Holder and Anishinabek Nation Southeast Regional Deputy Grand Council Chief, and Joanne Meyer, Chief Operating Officer of the Métis Nation of Ontario.

The Ontario government's work will ensure that First Nation, Métis and Inuit perspectives are reflected throughout the province's curriculum. Currently, the province's curriculum includes mandatory learning in Social Studies, Grades 4-

6, and History in Grades 7, 8, and 10, including mandatory learning on residential schools in Grades 8 and 10, introduced in 2018.

The Ministry of Education announced a commitment to complete the full spectrum of learning across this elementary curriculum, addressing the current gap in Grades 1 and 3 by September 2023. This timeline and the curriculum development process is being co-developed with Indigenous partners to reflect meaningful collaboration while recognizing the urgency of this content in learning.

Ministers Lecce and Rickford outlined Ontario's education plan to strengthen Indigenous learning through a meaningful co-development process with Indigenous partners, Elders and Knowledge Holders, including:

- Mandatory Indigenous-focused learning added to the Social Studies, Grades 1-3 curriculum, including exploring opportunities for new learning on:
  - The role of family and resilience in First Nations, Métis and Inuit communities and nations
  - First Nations, Métis and Inuit historical and contemporary realities
  - Indigenous peoples' interrelationship and connection with the land
  - The residential school system and the reclamation and revitalization of identity, language, culture and community connections.

This commitment ensures that all students, Indigenous and non-Indigenous, are enriched by learning about the histories, cultures, perspectives and contributions of First Nation, Métis and Inuit individuals and communities in Canada. These efforts further Ontario's commitment to work with Indigenous partners to advance reconciliation and to implement the [Truth and Reconciliation Commission of Canada's](#) Calls to Action.

"We are committed to recognizing the contributions of First Nations, Métis, and Inuit individuals, communities and nations to our province and country while learning their histories and cultures," said Minister Lecce. "Including Indigenous content and voices in Ontario's curriculum – along with mandatory learning on residential schools – is a meaningful way that we can address issues of racism, Indigenous student well-being and advance reconciliation with Indigenous peoples. We are also investing more to support Indigenous students, with the aim of boosting graduation rates and enabling economic opportunity for the next generation of Indigenous students."



To this end, the ministry is investing \$23.96 million from the [Priorities and Partnerships Funding](#) in targeted supports for First Nation, Métis and Inuit students, in addition to the existing funding for school boards in the 2021-22 school year. These investments will allow Indigenous partners, school boards and other education stakeholders to produce high-impact supports that provide supportive, culturally appropriate and safe education opportunities for Indigenous students, while strengthening Ontario's education system and well-being for all learners in the province. In addition, the province is supporting Indigenous language revitalization and reconciliation by offering Inuktitut as a language of instruction within Ontario's Indigenous languages curricula.

In addition, the Ministry of Education recently approved sustainable, multi-year funding agreements for an investment of \$3.19 million over three years to strengthen existing partnerships with the Chiefs of Ontario and First Nation Provincial Territorial Organizations (PTOs) and provide stable funding for the length of the agreement. This investment will support reconciliation and student success with the goal of promoting higher graduation rates and transitions into post-secondary and employment opportunities for First Nation students.

The Métis Nation of Ontario is also receiving \$850,000 in 2021-22 towards collaborating with school board administrators and educators in the learning of Métis knowledge and the integration of this knowledge into Indigenous education programs and initiatives, as well as multi-year funding for three years starting in 2020-21 for a total of \$406,000 for the River Program, an alternative secondary school program that provides academic and cultural supports to Métis students.

"We are investing in culturally appropriate learning for Indigenous students and enhancing opportunities for all learners to increase their knowledge of First Nation, Inuit and Métis histories and cultures to help all Ontarians gain a better understanding and respect for Indigenous perspectives," said Minister Rickford. "Our government continues to work in collaboration with Indigenous partners to co-develop this curriculum to ensure Indigenous voices are at the centre of this important work."

The Ontario government is committed to ensuring every Indigenous student across the province is supported with access to culturally safe learning opportunities. The government will continue to support targeted initiatives to improve outcomes for Indigenous students and to build the knowledge of all students and educators regarding Indigenous histories, cultures, perspectives and contributions.

## Quick Facts

- The implementation of a mandatory curriculum on the residential school system, treaties and Indigenous peoples' historical and contemporary contributions to Canada is in response to Nos. 62 and 63 of the [Truth and Reconciliation Commission's Calls to Action](#).
- Since 2019, the Ontario government has met with Indigenous partners, including PTOs, individual First Nations, the Métis Nation of Ontario, education groups and service providers, like the Ontario Federation of Indigenous Friendship Centres and Tungasuvvingat Inuit, to co-develop an approach for additional curriculum revisions to strengthen Indigenous content and learning.
- Social Studies, Grades 4-6, and History, Grades 7, 8 and 10, underwent Indigenous-focused curriculum revisions in 2018. These revisions were made in collaboration with Indigenous and education partners.
- The revised First Nations, Métis, and Inuit Studies, Grades 9-12 curriculum was implemented in 2019 to provide opportunities for students to learn about Indigenous perspectives, cultures and contributions in areas such as art, literature, law, humanities, politics and history. This curriculum was revised in collaboration with Indigenous partners and education stakeholders.
- In 2021-22, the Indigenous Education Grant in the Grant for Student Needs is \$96.7 million, with the following allocations:
  - Indigenous Languages Allocation (\$14.7 million): Supports elementary and secondary Indigenous language programs from Junior Kindergarten to Grade 12.
  - First Nations, Métis, and Inuit Studies Allocation (\$59.6 million): Supports secondary First Nations, Métis, and Inuit Studies courses.
  - Board Action Plans Allocation (\$22.4 million): Funds the implementation of programs and initiatives that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.
- In May 2021, the Ontario government, Grand Council Treaty #3 and Canada signed a memorandum of understanding on First Nation education. In 2020-21, the ministry provided \$299,042 to Grand Council Treaty #3 to ensure access to meaningful supports, improve overall outcomes and increase graduation rates for Grand Council Treaty #3 students.

- The Reciprocal Education Agreement, which came into effect in September 2019, was designed in collaboration with First Nation partners and education stakeholders to improve access to education, strengthen parent and guardian choice and improve First Nation student transitions between provincially funded and First Nation-operated or federally funded schools in Ontario.

## Quotes

"We are very pleased with the announcement that our request for multi-year funding agreements has been approved by the Ministry of Education. This will assist us in retaining the expertise required to ensure the educational priorities of First Nation communities are addressed in the provincial education system in a timely manner. We also look forward to establishing a robust and meaningful collaborative process with the Ministry of Education to ensure the experience and knowledge of First Nations in Ontario is accurately reflected throughout the province's curriculum. While we welcome additional funding for school boards to produce supports that better meet the needs of First Nation learners, we ask for continued efforts to ensure school boards co-develop these supports with their local First Nation partners through all phases of development – from concept to implementation and ongoing evaluation"

**- Glen Hare**  
**Ontario Regional Chief**

"Education is a critical component to reconciliation, and we look forward to a collaborative partnership with Ontario that will allow us to develop, strengthen and prioritize Indigenous content and learning within Ontario schools. Curricula that feature Métis-specific content benefits both Métis students and their peers, and we commend the Ontario Ministry of Education for their continued commitment to reconciliation through impactful and meaningful partnerships."

**- Joanne Meyer**  
**Chief Operating Officer, Métis Nation of Ontario**

"Tungasuvvingat Inuit is extremely grateful to be an active contributor to the Inuit content and learning for the elementary curriculum. As a mom of school-aged children, it is important for any Inuk child in Ontario to see themselves reflected in the curriculum. Through the important work of the Uqausilirijiit Circle and support from the province, we are extremely proud to include Inuktitut as an available option under the Native Languages curriculum."



**- Amanda Kilabuk**  
**Executive Director, Tungasuvvingat Inuit**

"This is a step forward toward greater reconciliation in Ontario. It is important to ensure that all students are learning about the histories and contributions of Indigenous people throughout Ontario's K-12 curriculum. What we will need to see is true collaboration with Indigenous leaders, at every stage of the process, to ensure our cultures and perspectives are properly reflected. There is much work to be done, but I'm hopeful the progress announced today will become a catalyst towards an ongoing conversation that leads to real action in the years ahead."

**- Elaine Johnston**  
**Chair, Indigenous Trustees' Council, Ontario Public School Boards' Association**

## Additional Resources

- [Improving Outcomes for Indigenous Students in Ontario](#)
- [Historic Level of Public Education Funding With Additional Supports to Keep Students and Staff Safe](#)
- [Ontario Supporting the Identification and Commemoration of Indian Residential School Burial Sites](#)
- [Ontario Provides Additional Support to Help Indigenous Students Succeed](#)
- [Ontario Takes Action to Improve Access to Education for First Nation Students](#)
- [Ontario's Indigenous Education Strategy](#)
- [Social Studies, History and Geography elementary curriculum](#)
- [First Nations, Métis, and Inuit Studies secondary curriculum](#)
- [Native Languages elementary curriculum](#)
- [Native Languages secondary curriculum](#)
- [Treaties Teaching and Learning Resources](#)
- [Indigenous Canada Massive Open Online Course](#)
- [National Centre for Truth and Reconciliation](#)

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## Statement of Apology by the Catholic Bishops of Canada to the Indigenous Peoples of This Land

We, the Catholic Bishops of Canada, gathered in Plenary this week, take this opportunity to affirm to you, the Indigenous Peoples of this land, that we acknowledge the suffering experienced in Canada's Indian Residential Schools. Many Catholic religious communities and dioceses participated in this system, which led to the suppression of Indigenous languages, culture and spirituality, failing to respect the rich history, traditions and wisdom of Indigenous Peoples. We acknowledge the grave abuses that were committed by some members of our Catholic community; physical, psychological, emotional, spiritual, cultural, and sexual. We also sorrowfully acknowledge the historical and ongoing trauma and the legacy of suffering and challenges faced by Indigenous Peoples that continue to this day. Along with those Catholic entities which were directly involved in the operation of the schools and which have already offered their own heartfelt apologies<sup>1</sup>, we<sup>2</sup>, the Catholic Bishops of Canada, express our profound remorse and apologize unequivocally.

We are fully committed to the process of healing and reconciliation. Together with the many pastoral initiatives already underway in dioceses across the country, and as a further tangible expression of this ongoing commitment, we are pledging to undertake fundraising in each region of the country to support initiatives discerned locally with Indigenous partners. Furthermore, we invite the Indigenous Peoples to journey with us into a new era of reconciliation, helping us in each of our dioceses across the country to prioritize initiatives of healing, to listen to the experience of Indigenous Peoples, especially to the survivors of Indian Residential Schools, and to educate our clergy, consecrated men and women, and lay faithful, on Indigenous cultures and spirituality. We commit ourselves to continue the work of providing documentation or records that will assist in the memorialization of those buried in unmarked graves.

Having heard the requests to engage Pope Francis in this reconciliation process, a delegation of Indigenous survivors, Elders/knowledge keepers, and youth will meet with the Holy Father in Rome in December 2021. Pope Francis will encounter and listen to the Indigenous participants, so as to discern how he can support our common desire to renew relationships and walk together along the path of hope in the coming years. We pledge to work with the Holy See and our Indigenous partners on the possibility of a pastoral visit by the Pope to Canada as part of this healing journey.

We commit ourselves to continue accompanying you, the First Nations, Métis and Inuit Peoples of this land. Standing in respect of your resiliency, strength and wisdom, we look forward to listening to and learning from you as we walk in solidarity.

24 September 2021

<sup>1</sup> [Indian Residential Schools and TRC - Canadian Conference of Catholic Bishops \(ccc.ca\)](https://www.cccb.ca/indian-residential-schools-and-trc)

<sup>2</sup> [The CCCB website has a link to several apologies previously offered by Catholic bishops, including those offered by bishops at national TRC events](#)

Algonquin & Lakeshore  
Catholic District School Board



September 29, 2021

The Honourable Stephen Lecce  
Minister of Education  
5<sup>th</sup> Floor, 438 University Avenue  
Toronto, ON M5G 2K8

Dear Minister Lecce:

The Trustees of the Algonquin and Lakeshore Catholic District School Board appreciate the continued support of the Ministry of Education during this COVID-19 pandemic. We are so proud of our staff who continue to work hard, ensuring that our students receive quality Catholic education while meeting health and safety precautions through collaboration with the Ministry and our local public health units.

At the September 29, 2021 Board of Trustees meeting, Trustees approved a motion for a mandatory Vaccination Disclosure Protocol for the ALCDSB. In addition, Trustees unanimously agreed to write a letter to the Ministry of Education requesting that the Province of Ontario mandate COVID-19 vaccinations for all educators. The Trustees also request that the Province consider an amendment to the *Immunization of School Pupils Act* to include the COVID-19 vaccine in the mandatory immunization program list.

These additional safety measures will greatly reduce the risk to vulnerable staff and students and help ensure that our students can continue in-person learning for the remainder of the school year.

Thank you for your consideration and for your ongoing support of the Algonquin and Lakeshore Catholic District School Board. We look forward to hearing from you at your earliest convenience.

Sincerely,

A handwritten signature in black ink that reads "Tom Dall".

Tom Dall,  
Chair of the Board

c.c. D. DeSantis, Director of Education  
Ontario Catholic School Trustees' Association



**Northeastern  
Catholic District  
SCHOOL BOARD**

September 21, 2021

The Honourable Stephen Lecce, Minister of Education  
5th Floor, 438 University Avenue  
Toronto, ON M7A 2A5  
[Minister.edu@ontario.ca](mailto:Minister.edu@ontario.ca)

Dear Minister Lecce,

At the September 22, 2021 Board Meeting of the Northeastern Catholic District School Board (NCDSB), the Board of Trustees approved the following motion:

Be it resolved that the Chair of the NCDSB write to the Ministry of Education on behalf of the Northeastern Catholic District School Board with copies to the Ministry of Health, local MPPS, chairs of other Catholic school boards requesting the Ministry of Education to mandate vaccinations for all staff, eligible students, and school visitors. The NCDSB formally requests consideration that the *Immunization of Student Pupils Act* is amended to include COVID-19 within its mandatory immunization program.

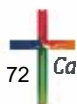
Our students and staff have been deeply impacted by the pandemic. The loss of personal connections, opportunities for extracurricular athletics, clubs, and activities and the many pivots to remote learning have gravely affected student achievement outcomes and our school communities at large.

We have been advised repeatedly, by medical professionals and government officials, that vaccination is our greatest defense against COVID-19, and that being fully vaccinated significantly reduces the risk of serious illness. Most recently, our government has initiated a vaccine passport program to further protect our community and sustain a strong economy.

Finally, 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.

In recognition of these realities, we believe that it is necessary that all eligible students and staff are required to be vaccinated against COVID-19 in an effort to keep publicly funded schools open, safe, and responsive to the needs of all.

Thank you for your serious consideration of this request. This decision will have lasting impacts on our ability to provide high quality English Catholic education to our learners in Northeastern Ontario.



Sincerely,



Fred Salvador, Jr.

Chair – NCDSB

- cc. Dr. Kieran Moore, Chief Medical Officer of Health  
Gilles Bisson, MPP Timmins  
Guy Bourgouin, MPP Mushkegowuk –James Bay  
John Vanthof, MPP Timiskaming-Cochrane  
Chairs of Ontario Catholic School Boards

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: ON News Release - Targeted COVID-19 Rapid Antigen Screening to Keep Students Safe  
**Date:** Tuesday, October 5, 2021 9:53:45 AM  
**Attachments:** [image009.png](#)  
[image002.png](#)  
[image004.jpg](#)

---

*Loretta Notten*

**Director of Education**

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

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

---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Tuesday, October 5, 2021 9:33 AM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo re: ON News Release - Targeted COVID-19 Rapid Antigen Screening to Keep Students Safe

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October 5, 2021

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT: ON News Release – Targeted COVID-19 Rapid Antigen Screening to Keep Students Safe**

---

The Ontario news release below regarding increased access to COVID-19 rapid antigen screening for students is sent to you for your information.



## NEWS RELEASE

### **Targeted COVID-19 Rapid Antigen Screening to Keep Students Safe**

Government Increasing Access to Rapid Antigen Screening to Keep Students Learning In-Person and Child Care Centres Open

**October 05, 2021**

[Ministry of Education](#)

TORONTO — Ontario is improving access to local targeted COVID-19 rapid antigen screening by making it available for students through participating public health units where risk of transmission is high. By expanding access to rapid antigen screening, the Ontario government is helping to keep schools and licensed child care settings open and safe for children and students.

The program will support access to voluntary, rapid asymptomatic screening for unvaccinated children and students. This will help identify and prevent

transmission in schools and licensed child care settings, as identified by local medical officers of health based on local epidemiological circumstances. This school-based program is in keeping with current provincial guidance for rapid antigen screening and based on advice from Public Health Ontario, the Ontario COVID-19 Science Advisory Table, and Ontario's Testing Strategy Expert Panel and is focused on screening of children in public health units with the highest risk of transmission.

Routine rapid antigen screening of fully vaccinated individuals and children is not currently recommended given the effectiveness of the COVID-19 vaccines as well as the risks posed to the disruption of learning as a result of false positives.

"By improving ventilation in Ontario schools and taking further action through the introduction of a targeted rapid antigen screening program, we are helping to keep schools safer and open," said Stephen Lecce, Minister of Education. "We are following updated advice from the Chief Medical Officer of Health by introducing a targeted testing program, at the direction of local medical officers of health, in areas where rates of transmission are high. Ontario's plan is focused on minimizing disruption and maximizing safe, in-class learning, supported by major improvements in mechanical ventilation and 70,000 HEPA and other ventilation devices in learning spaces."

While vaccines and existing classroom prevention strategies – such as masking, cohorting and daily symptom screening measures – remain key defences against COVID-19, screening and testing remain important tools in protecting against the spread of COVID-19. In addition, in September 2021, the Ministry of Education launched a targeted, PCR-based self-collection pilot for vaccinated high school students identified as high-risk close contacts of a confirmed case of COVID-19 to support testing participation and a timely return to school. Limiting the spread of COVID-19 is critical to ensuring that schools and child care centres remain safe and open to support working families.

"Targeted asymptomatic screening has the potential to detect cases in schools earlier and reduce the risk of outbreaks and closures, particularly in communities across the province that have a high prevalence of active COVID-19 cases," said Dr. Kieran Moore, Chief Medical Officer of Health. "Expanding access to rapid antigen screening may be another way to help keep schools safer and students in the classroom. I continue to encourage everyone who has yet to get their first or second dose of the COVID-19 vaccination to do so as soon as you can to increase our level of community immunity and protect our students and young Ontarians who are not yet eligible to receive the vaccine."

COVID-19 rapid antigen screening for child care and school age children will proceed as follows:

- Based on the guidance of the Chief Medical Officer of Health, local Medical Officers of Health will continue to monitor local COVID-19 transmission and vaccination rates to identify when to implement rapid antigen screening in parts of their region based on local factors and needs.



- Rapid antigen screening will be used only for unvaccinated asymptomatic students and children who are not high-risk contacts. Symptomatic or high-risk contacts should continue to access lab-based PCR testing available at assessment centres and other collection centres.
- Where the local public health unit has identified schools or child care centres that would benefit from this screening, rapid antigen screening tests will be made available. Parents will be able to choose if their unvaccinated asymptomatic children will participate in this screening offered by their schools or licensed child care settings.
- Unvaccinated children participating in the program will be able to conduct the rapid antigen screening at home with instructions.
- Children who receive a positive result will be required to seek a confirmatory lab-based PCR test at a local assessment centre or specimen collection centre and isolate until the result of that lab-based PCR test is known. Children who receive a negative result on a rapid antigen screening test will be able to continue in-person learning. More detailed information including duration and frequency will follow.

The Ministry of Education will continue to work with the Chief Medical Officer of Health and local public health units to assess key indicators, such as vaccination rates and community transmission, to inform and update provincial guidance for schools and child care as needed.

## Quick Facts

- Widespread use of asymptomatic screen testing is not recommended since best evidence and current guidance suggest that asymptomatic screen testing is only effective in limited circumstances, such as with high community COVID-19 transmission.
- More than 81 per cent of youth aged 12 to 17 have received a first dose of the COVID-19 vaccine and 73 per cent have received a second dose.
- Ontario [issued a preferential recommendation](#) of the use of Pfizer-BioNTech vaccine for individuals aged 18 to 24 years old. The province will continue using the Pfizer vaccine for youth ages 12 to 17 (including those turning 12 in 2021).
- On August 16, 2021, the [Ontario government announced](#) that it is working with public health units and publicly funded school boards to plan and host vaccination clinics for educators and staff in or nearby schools to continue to fight COVID-19.
- In 2021-22, [Ontario will continue to provide temporary COVID-19 funding](#) of more than \$1.6 billion to school boards throughout the year. This will provide schools with a wide range of supports for student mental health, the hiring of additional staff, school-focused nurses in public health units, remote learning technology, and health and safety measures in student transportation.
- Ontario is also making available [\\$85.5 million for learning recovery and renewal](#) to help schools across the province mitigate the effects of learning

disruptions as a result of COVID-19. This investment will support student mental health and well-being, reading and math for young learners, and student re-engagement.

- Testing is available in 202 assessment centres or community labs, 211 pharmacies, mobile sites and other locations across the province. Ontario can process over 100,000 lab-based PCR tests per day if needed.
- Anyone with symptoms or who is a known close contact of someone with COVID-19, and other groups that meet provincial testing eligibility criteria, should make an appointment at an assessment centre, participating pharmacy, or specimen collection centre. Please visit [Ontario.ca/covidtest](https://ontario.ca/covidtest) to find a testing location and for eligibility criteria to be tested.
- High risk contacts are individuals who are identified by public health units as a close contact of a confirmed COVID-19 case.
- Parents and caregivers who have questions about COVID-19 vaccines for children and youth can visit [www.sickkids.ca/vaccineconsult](https://www.sickkids.ca/vaccineconsult) to book a confidential phone appointment with a SickKids clinician.

## Additional Resources

- [Asymptomatic Screen Testing of Students who are Vaccine-Ineligible by Age for the 2021-22 Academic Year](#)
- [Using your Vaccination Receipt: Frequently Asked Questions](#)
- [Ontario Working with Public Health Units to Run COVID-19 Vaccination Clinics in Schools](#)
- [COVID-19: Keeping schools safe](#)
- [COVID-19 school and child care screening](#)
- [Get the latest on COVID-19 in Ontario](#)
- [Reopening Ontario](#)

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Submission to  
The Minister of Education

**Restore, Rebuild and Renew Together:  
Adequate, Equitable, Flexible and Accountable Funding**

October 4, 2021



Ontario Catholic School  
Trustees' Association



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

### **Mission Statement**

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

### **Vision Statement**

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

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## **Introduction**

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

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

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

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

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

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

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

The recommendations contained in this brief are important issues to the 29 Catholic District School Boards in our province. In some cases, they represent long standing concerns and in others describe recent priorities. We trust that, particularly in light of the government's commitment to consultation, our recommendations will be thoughtfully considered. As always, we would be pleased to meet with Minister Lecce or representatives of the Ministry to discuss any of the following items in more detail.

---

## **Catholic School Boards As Partners in Service Delivery**

The OCSTA, on behalf of Catholic school boards, makes every effort to work closely with the Ministry of Education and other provincial education partners to develop education programs, levels of funding and curriculum that supports the legislative and regulatory requirements spelled out in the *Education Act*. We have enjoyed a positive working relationship for many years with all stakeholders in the education sector, including all Ontario political parties. Catholic school trustees are the democratically elected representatives of the Catholic community. The boards they serve on are responsible for:

- Establishing the Christ centered mission of their school systems;
- Developing school board policies that promote and protect Catholic education;
- Provide excellence in academics and faith formation opportunities for students;
- Establishing the Annual Budget;
- Hiring Director of Education and other staff consistent with preferential hiring rights;
- Promoting the constitutional right of Catholic school ratepayers to govern, manage and control publicly funded Catholic schools.

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

## **Efficiencies at Catholic School Boards**

OCSTA supports the government's objective of providing public services as efficiently and effectively as possible. Throughout their history, Catholic school boards have been good stewards of the resources available to them. They continue to seek cost efficiencies in a number of areas including;

1. Student transportation;
2. Purchasing consortia;
3. Curriculum co-operatives including membership in the Institute for Catholic Education;
4. Ontario Education Services Corporation (OESC) provides a central repository for resources and provides a host of services for school boards;
5. Ontario School Boards' Insurance Exchange (OSBIE) is a school board owned, non-profit insurance program, representing 78 school boards/school authorities.

These partnerships save Ontario taxpayers millions of dollars each year. The Auditor General states that "school boards have been increasing their use of group purchasing arrangements to acquire goods and services. We noted that the value of school board purchases acquired through supplier agreements negotiated by the Ontario Education Collaborative Marketplace increased from \$10 million in 2010 to \$112 million in 2016". (2017 Annual Report, Chapter 3, section 3.12 p.615-616).



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## **Financial Impacts on Boards Related to School Reopening - COVID-19**

The OCSTA acknowledges and appreciates the funding provided to date by the Provincial Government with regard to the many and complex issues associated with operating schools throughout the pandemic. Saying that, the financial impacts on Catholic boards in the current context of reopening and keeping schools open have been significant and will remain an ongoing challenge. In response to the guidance from the Ministry of Education and public health authorities, boards have established numerous protocols and practices to ensure a safe return to school for students and staff. Boards have also established virtual schools for those students that choose to learn remotely. With enhanced health and safety protocols including reducing class size where possible, enhanced cleaning, co-horting of students, providing digital devices and expanding broadband access and the requirements for virtual schools, boards have used significant financial resources. Even with the additional investments from the province and federal government as well as the use of reserve funds, boards will face enormous challenges in the near term in meeting the ongoing program and service requirements for students, while maintaining balanced budgets. Throughout the planning of and re-opening of their schools, the health and safety and well-being of students and staff has been and will remain the number one priority of Catholic school boards.

Key areas of board operations impacted by the re-opening and keeping schools open requirements during a pandemic include (but are not limited to) the following:

- Purchasing digital and information technology resources for students and staff;
- Creating virtual elementary and high schools and the costs of hiring, training and scheduling of teachers;
- HVAC and capital repairs to aging school infrastructure;
- Student transportation costs;
- Staff accommodation, sick leave and related human resource costs;
- Purchase of personal protective equipment for staff and students;
- Increasing social distancing by reducing class size;
- Human Resources and planning costs associated with the almost constant need to re-organize schools;
- Increased utility costs associated with the operation of HVAC systems;
- Additional Corporate Services administrative costs associated with increased reporting, distribution of PPE, facilities and procurement to name only a few.

### **OCSTA Recommendations:**

- **That the Ministry of Education provide any and all additional required investments to assist school boards in managing the extraordinary costs associated with school reopening and pandemic response;**
- **That the Ministry of Education restore school board reserve funds for expenditures related to pandemic planning/response;**
- **That the Ministry of Education conduct a review of the education funding formula for its adequacy and (equity) in managing the costs associated with the pandemic response.**

---

## **Executive Compensation**

OCSTA values the faith-filled service Senior Administrative Leaders provide to Ontario's 29 Catholic District School Boards. We have and continue to advocate for adequacy, fairness and equity in compensation for all staff working in Catholic School Boards including the dedicated system leaders.

OCSTA and other education stakeholders met for over 1 year with the previous government (Ministry of Education) to create a framework that would lead to a fair and stable Executive Compensation program over a 3-year phase-in period. However, the implementation of the program did not rollout in a fair, equitable or consistent manner.

Compensation compression with the current salary freeze makes it less attractive to seek positions of responsibility within the publicly-funded education system (e.g. Principal to Superintendent/Superintendent to Director). This compensation compression also negatively impacts attracting and retaining Senior Staff.

### **OCSTA Recommendations:**

- **That the Ministry of Education implement a one-time salary correction on behalf of those boards who do not meet the bottom threshold of salary at the level their board is designated within the current regulatory structure. This would allow Superintendents and Directors of Education and other Executives included in the framework, to be paid at the minimum of their board level.**
- **That the Ministry of Education review and make compensation adjustments for Senior System Executives and Administrative Leaders consistent with those provided to other union and non-union school board staff.**

---

## **Funding for Anti-Black and Indigenous Racism Programs**

OCSTA commends the government for its commitment to removing systemic barriers including those related to race. Ontario's 29 Catholic school boards share this commitment and continue to place priority on ensuring that system, school and classroom practices reflect the diversity of students and staff. Anti-Black and Indigenous racism and discrimination are contrary to Catholic social teaching. In this regard, we fully support the Ministry of Education's stated priority of developing and implementing an Anti-Black racism strategy and addressing discrimination against Indigenous peoples.

We believe that addressing Anti-Black and Indigenous forms of racism requires specific, targeted and sustainable efforts at all levels of our publicly funded education system. We know as well that such crucially important efforts require adequate, equitable and long-term funding. This funding would, among other programs/initiatives be used to support the regular collection and analysis of student and staff demographic data, community consultations as well as the development of appropriate professional learning and mentoring resources.

### **OCSTA Recommendations:**

- **That the Ministry of Education provide sufficient funding/resources so boards can develop targeted and comprehensive Anti-Black and Indigenous racism programs and services.**

## **Ontario Regulation 191/11 Accessibility for Ontarians with Disability Act (AODA)**

All school boards in Ontario have obligations to ensure their programs, services and infrastructure meet the requirements under the AODA and its various regulations and standards. Boards must develop multi-year accessibility plans in order to ensure compliance with the AODA and its regulations. Recently the Ministry of Seniors and Accessibility released draft recommendations on developing an Education Accessibility Standard that will affect technology, curriculum, school architecture, organizational barriers and other key program areas. These ongoing and new regulatory requirements will place significant cost pressures on boards as they strive to meet the 2025 timeline for implementing these requirements.

### **OCSTA Recommendations:**

- **That the Ministry of Education provide specific and systematic funding necessary to meet AODA requirements in all areas covered by the regulations and standards until the year 2025.**

---

## **Cybersecurity in School Boards**

OCSTA acknowledges the recent announcement by the Ministry of Government and Consumer Services in establishing its Cybersecurity Modernization Strategy and its expert panel on cybersecurity to provide advice on cybersecurity threats to organizations in the public sector, including school boards. We look forward to our continued participation in the consultations the government has in this area.

School boards throughout North America are facing increased threats from cybercriminals. With the increased use of digital resources in response to COVID-19, boards expect significantly more challenges in this area. According to Statistics Canada, incidents of cybercrime in Canada is increasing on average 23% each year and have almost doubled since 2014.

(<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3510000101>)

In the Auditor General's 2018 Annual Report, cyberattacks are identified as a growing threat to the security of Ontario's school boards' IT systems and related infrastructure. The report identifies cyberattacks as those security breaches

“... both intentional and unintentional unauthorized access, use, manipulation, interruption or destruction of electronic information and/or the electronic and physical infrastructure used to process, communicate and/ or store that information. The biggest potential consequences of cyberattacks are disruption of operations and compromise of sensitive data. In extreme circumstances, cyberattacks can lead to damage to physical property and harm to human life.”<sup>1</sup>

School boards host large amounts of personal information about students and board staff that can make them vulnerable to cyberattacks. This information could be used for identity theft or other forms of criminal activity that pose a significant risk for student and staff safety. It is paramount then that school boards have the resources, training and support required to develop cybersecurity systems to prevent cyberattacks. While our school boards support the general recommendations of the Auditor General in refining existing cybersecurity and risk management frameworks to reduce the school boards' risks, including cybersecurity awareness training to teachers and staff who have access to information technology, additional funding and support resources are necessary.

### **OCSTA Recommendations:**

- **That the Ministry of Education ensure that boards have sufficient resources to develop and implement new cybersecurity policies and risk management frameworks;**
- **That the Ministry of Education expand the work of the Educational Computing Network of Ontario (ECNO) in building a shared service capacity for cybersecurity analysis and a shared security service for boards in Ontario;**

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<sup>1</sup> See chapter 3.12 p. 555 ( [http://www.auditor.on.ca/en/content/annualreports/arreports/en18/v1\\_312en18.pdf](http://www.auditor.on.ca/en/content/annualreports/arreports/en18/v1_312en18.pdf))

- 
- **That the Ministry of Education expand the mandate of the Ministry’s Broadband Modernization Initiative to fund and support cybersecurity training and awareness programs;**
  - **That the Ministry of Education facilitate coordinated consultations with the Ministry of Government and Consumer Services and its expert panel on cybersecurity matters impacting boards.**

### **Economic Realities with Capital Projects/Funding for Retrofitting/Renovating Schools**

#### ***Capital Costs Regarding School Construction***

Several factors are increasing the capital costs related to school construction in Ontario. They include:

- Increased tariffs on steel and aluminum;
- COVID-19 safety requirements;
- Increasing labour costs;
- Current construction tendering environment.

The current Ministry of Education Capital Priorities Funding Benchmark (“benchmark”) does not recognize these increasing cost factors and is currently not an adequate standard for determining construction costs. The last formal review of the benchmark was in 2010 based on the analysis provided by the Expert Panel on Capital Standards. There is an urgent need to increase this benchmark to better align with current economic realities in the construction sector.

Recently, however, the Ministry announced a review of the Design and Benchmark Standards as part of the launch of the Capital Priorities Program (July 22, 2019 B17). OCSTA welcomes this review and believes addressing the increased costs associated with school construction is overdue.

In addition, in the context of retrofitting and renovating schools to improve HVAC and ventilation issues for health and safety, OCSTA acknowledges the recent funding provided through the COVID-19 Resilience Infrastructure Stream – Education Related Projects (CVRIS-EDU) as part of Investing in Canada Infrastructure Program (ICIP). This \$656 million fund will help support boards in making the necessary capital changes to their infrastructure to improve the health and safety of their operations. As noted, however, within the May 7, 2021 B-Memo 2021 12, the timelines for project completion remain an issue for boards. Additional flexibility in these project timelines is required.

In the area of deferred maintenance, funding has not been adequate to reduce the overall deferred maintenance backlog or provide sufficient funds for schools to replace or renew energy efficient building components or meet the heating, ventilation and cooling costs of schools. The loss of the Greenhouse Gas Reduction Fund, for example, has compromised many energy efficiency retrofit projects in our schools. The review panel represents an opportunity to address this issue of deferred maintenance.

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## *Capital Program Planning*

We recognize and appreciate the Ministry of Education and Government's commitment to allocate capital funding equitably/fairly amongst the four publicly funded school systems. School boards benefitted from previous capital allocation programs in a number of ways. Paramount among these were the predictability and flexibility afforded to school boards to plan, on a district-wide basis, for the most effective and efficient means of addressing their various capital requirements.

The continuing needs of school boards include the following:

1. Old schools need to be re-built;
2. Some schools need to be consolidated due to declining enrolment and this often requires some capital upgrades;
3. Ultimately all schools will need to meet AODA accessibility standards, but there are no funds earmarked to address these needs; and
4. Even with overall decreases in enrolment, new schools need to be built in boards' growth areas that are sometimes far from existing schools.

The Ministry of Education now issues calls for applications for capital projects. Each of these calls gives the appearance of being a one-off call, with no certainty about whether or when there will be another. As a consequence, many boards have treated these calls as though there will be no other. A multiplicity of different projects, which under the previous system were streamed into specific capital programs, is now herded into a single funding stream. This makes it difficult for boards to assign priorities and difficult for Ministry officials to make decisions that are fair and equitable.

In addition, the current approvals process under this single funding stream for capital projects is administratively burdensome and causes significant delay in design, planning and construction schedules. Streamlining this process will go some distance to increasing efficiency and lessening the administrative burdens for school boards. While acknowledging the good work of Ministry staff, the delays in the various required approval processes is causing increases in tender results as well as exacerbating the challenges associated with enrolment pressures. Particularly when Corporate Services board staff are focussed on the health and safety of students and staff and the good stewardship of resources, we would urge a freeze and where possible relaxation of capital reporting requirements.

The current situation would also benefit from the creation of a multi-year program to address capital needs. This would add an element of predictability to the system and would make it possible for school boards to plan and clearly articulate those plans to the Ministry. It would also make it easier for the Ministry to review applications and make allocations in an orderly and transparent manner that reflect the priorities of both the Ministry and school boards.

### **OCSTA Recommendations:**

- **That the Ministry of Education include the OCSTA and other Trustee Associations, in the review panel regarding school construction capital benchmarks;**

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- **That the Ministry of Education establish a multi-year capital funding process in order to restore the ability of both the Ministry of Education and school boards to plan for future capital needs;**
  - **That the Ministry of Education streamline and provide increased local autonomy with regard to the capital approvals process for school boards to reduce administrative costs;**
  - **That the Ministry of Education continue to advocate with the federal government for extended timelines for the completion of the capital projects related to the COVID-19 Resilience Infrastructure Stream.**

### **Student Transportation**

OCSTA acknowledges the government's ongoing review of the existing student transportation funding formula and looks forward to continuing to participate in that process.

As OCSTA has noted on numerous occasions, the structure and funding of student transportation is not based on the needs of a school board. The funding model is based on a "historical amount"—each boards' 1997 spending level with annual adjustments for enrollment and inflation, and other minor adjustments. Catholic school boards ran extremely efficient transportation operations and have been disadvantaged as a result in the prolonged delay (since 1997) of the review of transportation funding. The most important influences on a school board's student transportation costs are not factored into the model such as enrollment density, geography, the number of special needs students and safety hazards.

In addition, the current competitive procurement process that school boards must follow in securing transportation has resulted in significant cost increases. In one case of a large urban transportation consortium, costs increased by roughly 20% and had to be absorbed by the affected school boards. It has as well reduced the number of bus operators and caused greater uncertainty with regard to the level of service.

### **OCSTA Recommendations:**

- **That the student transportation funding formula be restructured to reflect the actual needs of school boards;**
- **That the competitive procurement process restore school board autonomy and flexibility in negotiating school bus operator contracts;**
- **That the Ministry of Education consult with OCSTA and other education partners in its on-going review of the student transportation funding formula.**

### ***Transportation Funding for French Immersion Programs***

Major inequities exist between Catholic and Public school boards across Ontario related to the funding that they receive for important regional and language programs such as French Immersion. These inequities have existed since the Ministry set an arbitrary base for board



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transportation funding in the late 1990's. Boards, mostly Public boards, who were operating French Immersion programs prior to that date had those costs included as part of that arbitrary base. Other boards, who have initiated and/or added to their French Immersion programs since that time have never received funding to do so. Funds have had to be allocated from other parts of their budgets and thus have negatively impacted other programs. With the exception of large urban areas that have adequate public transit, students are unable to access French Immersion programs without board transportation services.

**OCSTA Recommendation:**

- **That the Ministry of Education reform the student transportation funding model to address the inequities between boards that negatively impact French Immersion and other important regional programs.**

**School Bus Driver Retention**

School boards across Ontario are facing a significant shortage of qualified school bus operators. In the current COVID-19 context, this shortage has been considerably exacerbated. Health and safety concerns as well as the demographics of bus drivers have driven the numbers of qualified drivers so low, that boards have been forced to cancel transportation routes. This has caused much disruption to students and families and also impacting the learning experiences of children. Although not limited to, the reality of bus driver shortages is particularly acute for rural and remote of Ontario. As well as additional funding in transportation, the reality of the bus driver shortage requires creative and sustainable solutions.

The government's continuation of the "School Bus Driver Retention Pilot Program" where eligible school bus drivers could receive up to two separate retention bonuses of up to \$1,000 each, based on continuous employment over two periods between September to December 2021 and January to June 2022, is welcomed. Saying that, an increase in the amount of funding provided and a review of all strategies to increase the number of drivers is urgently required.

**OCSTA Recommendations:**

- **That the Ministry of Education enhance, with additional investments, the School Bus Driver Retention Program;**
- **That the Ministry of Education continue to review the results of this program in the broader context of restructuring the student transportation funding formula to meet the needs of school boards.**



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## **21<sup>st</sup> Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs**

### ***Student Mental Health***

OCSTA acknowledges and welcomes the government's commitment to increase funding to address student mental health and well-being, given how students have suffered significantly in the context of the extended school closure in response to COVID-19. With the prolonged absence from school, the virtual learning context and limited social interactions due to health and safety concerns, boards anticipate a significant increase in demand for their supports and services in this area.<sup>2</sup> Catholic school boards appreciate recent enhancements in funding in the 2020-21 school year, but urge that continued attention to and priority be placed on this important area.

In addition, recent research from Centre for Addiction and Mental Health shows that roughly 328,000 children in grades 7-12 report moderate to serious psychological distress (2016). The Provincial Centre for Excellence in Children and Youth Mental Health state that schools need to develop comprehensive mental health supports and strategies to address the growing challenge. In addition, with the legalization of the recreational use of cannabis, many school boards anticipate greater demands on mental health resources and supports, with the potential increased use of cannabis products and accompanying impacts on student mental health and well-being.

Out of a commitment to the mind, body and soul of their students, Catholic school boards have developed comprehensive mental health strategies to build awareness/organizational capacity, reduce stigma, use evidence based best practices for promotion and prevention strategies and partner with community organizations.

Rural and northern school boards face unique issues with often far fewer professional resources to support student mental health services. Boards need more resources to expand promotion and prevention programs at the elementary and secondary school level. Key program areas include suicide prevention, anxiety issues, behaviour problems and addictions.

### **OCSTA Recommendations:**

- **That the Ministry of Education continue to review funding for student mental health needs is adequate in the current pandemic response context and is equitable and sustainable for all students over time;**
- **That the Ministry of Education continue to support funding of a board level “Mental Health Lead” into the Grants for Student Needs structure. We also encourage the government to monitor and update the financial supports to boards to support local mental health initiatives;**

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<sup>2</sup> The recent report from the Hospital for Sick Children indicates that students and youth have experienced significant increases in anxiety, depression and other mental health challenges due to the extended lockdown of schools and virtual learning. According to the report “over half of 758 children aged eight to 12 years old and 70 per cent of 520 adolescents reported clinically significant depressive symptoms during the second wave (February to March 2021)” (for further details see: <https://www.sickkids.ca/en/news/archive/2021/research-covid-19-pandemic-impact-child-youth-mental-physical-health/>)

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- **That the Ministry of Education continue to address the changing nature of student mental health needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.**

### *Special Education and Students with Autism Spectrum Disorder*

In the context of the COVID-19 pandemic, Catholic school boards remain committed to and are working hard to ensure the needs of their students with special education requirements are supported. However, providing the necessary level of support while ensuring health and safety presents unique challenges. For example, the need for specialized personal protective equipment for students and staff. Virtual learning for students with special education needs also presents particular issues for staff to ensure quality learning.

OCSTA acknowledges and welcomes recently announced changes to the Special Education Grant that moves funding to support programs for northern and rural children from the Priorities and Partnership Funding (PPF) into the GSN. This \$1.44 million in funding supports the coordinated assessment, consultation and treatment services to children and youth with physical, psychological and educational challenges in underserved rural and remote communities in Northern Ontario. Further the transfer of \$6.1 million After School Skills Development Program that assists students with Autism from the PPF into the GSN is also welcome. These changes will provide boards more certainty for planning for the special education needs of their students.

However, the vast majority of Ontario's Catholic school boards continue to run deficits in meeting the educational, psychological and support needs of their exceptional students. More sophisticated diagnostic techniques related to Autism Spectrum Disorder (ASD), have resulted in a significant increase in identifying this segment of the student population and have led to increases in demand on special education services in boards.

Further, school boards are anticipating a significant increase in the number of ASD students entering the elementary grades over the course of the next year as the government's new autism program is fully implemented. The Ministry of Education has recognized this issue and provided boards some increased funding to assist program planning, professional development and enhanced funding to hire applied behavior analysis therapists.<sup>3</sup> However, it is unlikely that these enhancements will be sufficient to meet the financial challenges boards face with students with ASD.

Additionally, with the introduction of full-day kindergarten and various social factors, school boards must reallocate funding between different program areas to ensure students receive the educational services and supports they require. In many cases, school boards are having their special education grant reduced due to phased in changes to a key part of the grant structure. The "high needs" amount of the grant is being replaced by the Differentiated Special Education

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<sup>3</sup> These supports and resources were outlined in the March 11, 2019 Memorandum from the Deputy Minister of Education to Directors of Education. For details on OCSTA's concerns and recommendations, see the May 2019 submission to the Autism Consultation.

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Needs Amount (DSENA). This new model is composed of the Special Education Statistical Prediction Model (SESPM), Measures of Variability Amount (MOV) and Base Amount for Collaboration and Integration. This new grant structure has redistributive funding impacts across all boards, some gaining and some losing funding.

School boards also face a range of other funding and program challenges in meeting the needs of special education students. For example, boards struggle to fund the specialized staff required to support students with complex behavioural needs. This may include staff support for student transportation to treatment programs and other support services. Another example is the operational costs associated with classroom design to accommodate students that require quiet spaces for learning and behavioural management interventions.

A current issue is also the challenges associated with timely psychoeducational assessments for students with various disabilities such as Fetal Alcohol Spectrum Disorder. Boards require more support to ensure they have sufficient human resources with the relevant training to conduct these assessments to ensure adequate programming for students.

### **OCSTA Recommendations:**

- **That the Ministry of Education establish a Special Education Working group, including OCSTA, to review the adequacy and flexibility of special education funding, including the structure of the DSENA;**
- **That the Ministry of Education review “needs based” funding models for high needs special education students to supplement the overall Special Education Grant structure;**
- **That the Ministry of Education continue to survey and monitor the current pandemic situation with boards and provide program/financial support as required to ensure students with special education needs can be provided psychoeducational assessments in a timely manner so boards can make the necessary accommodations.**

### **Parent Reaching Out Grants**

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

In 2019-20 the Ministry of Education invested \$1.25M in PRO Grants through the new Priorities and Partnerships Fund (PPF). School boards will receive a predetermined funding amount for parent engagement projects.

Changes to the program were made for the 2019-20 school year from an application-based funding model to an allocation-based grant provided to each district school board. OCSTA supports this change in the manner in which the funds are allocated. This funding is intended to help district school boards address local needs and priorities connected to enhancing parent engagement.

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Catholic school boards rely on these PRO Grants to offset the costs of parent engagement events, programs and related initiatives. These are critically important for our Catholic educational community to foster parent engagement with our schools and to assist in our students' faith formation activities. OCSTA applauds the Ministry of Education in continuing to fund these PRO Grants, while examining alternative funding options for boards to support parent engagement within the school community.

**OCSTA Recommendations:**

- **That the Ministry of Education continue to fund PRO Grants and share examples of innovative initiatives;**
- **That the Ministry of Education consider increasing funding for PRO Grants to offset costs for parent engagement events.**

**Information Technology and Digital Resources**

Remote learning and the creation of virtual schools in response to the current COVID-19 pandemic has highlighted the challenges boards face in securing adequate information technology and digital resources. To promote equitable access to learning for students, boards are spending significant amounts to acquire digital resources, and as well providing the IT technical support for staff conducting virtual learning. Catholic school boards have purchased tens of thousands of laptops, iPads and other devices in support of those students who are learning virtually. We believe this trend will continue and place increased financial pressures on school boards.

Funding in this area is of paramount importance for school boards as technology is increasingly prevalent in curriculum delivery and linked to equity of access and student engagement. The Ministry of Education provided Technology Learning Funds (TLF) to school boards that was discontinued, leaving boards with infrastructure sustainability concerns. Over the last several years, school boards have made large-scale investments in their information technology due to aging hardware. In addition, boards are required to support maintaining and updating their suite of devices, including software, programs, and infrastructure.

The Grants for Student Needs (GSN) funding does not address technology needs for corporate functions, including financial, plant and maintenance work order systems, payroll systems, student information systems and human resource and employee relations reporting. Aligned to the province's focus on modernizing learning and modernizing classrooms, and with plans moving forward to mandate e-learning opportunities for secondary students, school boards would benefit from increased and stable funding to support the technology priorities of the government.

**OCSTA Recommendations:**

- **That the Ministry of Education provide boards with sustainable funding for information technology infrastructure through the GSN especially in light of the pressures faced in response to the pandemic;**

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- **That the Ministry of Education provide school boards with the funding associated with the cost of replacing devices that were transferred from schools to students (at home) learning remotely;**
  - **That the Ministry of Education continue to consult with boards and OCSTA in respect of its Broadband Modernization strategy to ensure the IT needs of boards are factored into the strategy, especially northern and remote boards.**

### **School Board Flexibility and Autonomy**

Catholic district school boards in Ontario face increased budget pressures in the delivery of educational programs and services required by the Ministry of Education. Over the past number of years, successive governments have introduced regulations/legislation that have significantly reduced school board flexibility. This loss in local autonomy and flexibility is of particular concern to Catholic school boards. We could cite numerous examples where Ministry of Education actions have reduced the flexibility Catholic school boards require to realize their distinct mission. Proposed revisions to the Pupil Accommodation Review Guideline is one such example. We would as well call for a review of the *School Boards Collective Bargaining Act* to ensure school boards maintain the level of flexibility and autonomy they require.

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

We cannot stress enough that Ontario’s publicly funded school boards require sufficient flexibility and autonomy to realize their distinct missions and unique local needs.

### **OCSTA Recommendations:**

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

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## **Science, Technology, Engineering and Mathematics (STEM) Funding**

The government has recognized the impact of science, technology, engineering and mathematics (STEM) education is of growing importance to provide students with the skills and competencies required for careers and vocations in the 21<sup>st</sup> century. OCSTA also acknowledges recent incremental increases in funding in this area from the 2021-2022 GSN. However, our boards struggle to consistently meet the demands related to STEM programing due to the financial challenges related to the development of STEM programs.

### **OCSTA Recommendations:**

- **That the Ministry of Education increase targeted STEM funding through the GSN and the funding tied to ensuring equitable access to the technology required in these programs.**

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## **Summary of Recommendations**

### **Financial Impacts on Boards Related to School Reopening – COVID-19**

- That the Ministry of Education provide any and all additional required investments to assist school boards in managing the extraordinary costs associated with school reopening and pandemic response;
- That the Ministry of Education restore school board reserve funds for expenditures related to pandemic planning/response;
- That the Ministry of Education conduct a review of the education funding formula for its adequacy in (and equity) in managing the costs associated with pandemic response.

### **Executive Compensation**

- That the Ministry of Education implement a one-time salary correction on behalf of those boards who do not meet the bottom threshold of salary at the level their board is designated within the current regulatory structure. This would allow Superintendents and Directors of Education and other Executives included in the framework, to be paid at the minimum of their board level.
- That the Ministry of Education review and make compensation adjustments for Senior System Executives and Administrative Leaders consistent with those provided to other union and non-union school board staff.

### **Funding for Anti-Black and Indigenous Racism Programs**

- That the Ministry of Education provide sufficient funding/resources so boards can develop targeted and comprehensive Anti-Black and Indigenous racism programs and services.

### **Ontario Regulation 191/11 Accessibility for Ontarians with Disability Act (AODA)**

- That the Ministry of Education provide specific and systematic funding necessary to meet AODA requirements in all areas covered by the regulations and standards until the year 2025.

### **Cybersecurity in School Boards**

- That the Ministry of Education ensure that boards have sufficient resources to develop and implement new cybersecurity policies and risk management frameworks;
- That the Ministry of Education expand the work of the Educational Computing Network of Ontario (ECNO) in building a shared service capacity for cybersecurity analysis and a shared security service for boards in Ontario;



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- That the Ministry of Education expand the mandate of the Ministry's Broadband Modernization Initiative to fund and support cybersecurity training and awareness programs;
  - That the Ministry of Education facilitate coordinated consultations with the Ministry of Government and Consumer Services and its expert panel on cybersecurity matters impacting boards.

### **Economic Realities with Capital Projects/ Funding for Retrofitting/Renovating schools**

- That the Ministry of Education include the OCSTA and other Trustee Associations, in the review panel regarding school construction capital benchmarks;
- That the Ministry of Education establish a multi-year capital funding process in order to restore the ability of both the Ministry of Education and school boards to plan for future capital needs;
- That the Ministry of Education streamline and provide increased local autonomy with regard to the capital approvals process for school boards to reduce administrative costs.
- The Ministry of Education continue to advocate with the federal government for extended timelines for the completion of the capital projects related to the COVID-19 Resilience Infrastructure Stream.

### **Student Transportation**

- That the student transportation funding formula be restructured to reflect the actual needs of school boards;
- That the competitive procurement process restores school board autonomy and flexibility in negating school bus operator contracts;
- That the Ministry of Education consult with OCSTA and other education partners in its on-going review of the student transportation funding formula.
- That the Ministry of Education reform the student transportation funding model to address the inequities between boards that negatively impact French immersion and other important regional programs.

### **School Bus Driver Retention**

- That the Ministry of Education enhance, with additional investments, the School Bus Driver Retention Program;
- That the Ministry of Education continue to review the results of this program in the broader context of restructuring the student transportation funding formula to meet the needs of school boards.



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## **21<sup>st</sup> Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs**

### **Student Mental Health**

- That the Ministry of Education continue to review that the funding for student mental health needs is adequate in the current pandemic response context and is equitable and sustainable for all students over time;
- That the Ministry of Education continue to support funding of a board level “Mental Health Lead” into the Grants for Student Needs structure. We also encourage the government to monitor and update the financial supports to boards to support local mental health initiatives;
- That the Ministry of Education continue to address the changing nature of student mental health needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

### **Special Education and Students with Autism Spectrum Disorder**

- That the Minister of Education establish a Special Education Working group, including OCSTA, to review the adequacy and flexibility of special education funding, including the structure of the DSENA;
- That the Ministry of Education continue to survey and monitor the current pandemic situation with boards and provide program/financial support as required to ensure students with special education needs can be provided psychoeducational assessments in a timely manner so boards can make the necessary accommodations.
- That the Ministry of Education continue to survey and monitor the current pandemic situation with boards and provide program/financial support as required to ensure students with special education needs can be provided psychoeducational assessments in a timely manner so boards can make the necessary accommodations.

### **Parents Reaching Out (PRO) Grants**

- That the Ministry of Education continue to fund PRO Grants and share examples of innovative initiatives;
- That the Ministry of Education consider increasing funding for PRO Grants to offset costs for parent engagement events.

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## **Information Technology and Digital Resources**

- That the Ministry of Education provide boards with sustainable funding for information technology infrastructure through the GSN especially in light of the pressures faced in response to the pandemic;
- That the Ministry of Education provide school boards with the funding associated with the cost of replacing devices that were transferred from schools to students (at home) learning remotely;
- That the Ministry of Education continue to consult with boards and OCSTA in respect of its' Broadband Modernization strategy to ensure the IT needs of boards are factored into the strategy, especially northern and remote boards.

## **School Board Flexibility and Autonomy**

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

## **Science, Technology, Engineering and Mathematics (STEM) Funding**

- That the Ministry of Education increase targeted STEM funding through the GSN and the funding tied to ensuring equitable access to the technology required in these programs.

Ontario Catholic School Trustees' Association  
BOARD OF DIRECTORS

2021-2022

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## NOTES



## NOTES



Ontario Catholic School  
Trustees' Association

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# Protecting Ontario's Progress

Speech from the Throne

October 04, 2021

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Mr. Speaker, Honourable Members, ladies and gentlemen, people of Ontario:

**Monsieur le Président, honorables députés, Ontariennes et Ontariens.**

I want to start by acknowledging that we are all on lands traditionally occupied by Indigenous Peoples. They continue to care for this land, they continue to shape Ontario today – and I want to show my respect.

Traditionally, Toronto was a gathering place for many Indigenous nations including the Anishinabeg, the Haudenosaunee, the Wendat and Métis peoples. I acknowledge we are meeting in the area covered by Treaty 13, also known as the Toronto Purchase, and I pay my respects to the Mississaugas of the Credit.

As the representative of Her Majesty the Queen, it is my privilege to open the second session of the 42nd Parliament by delivering the Speech from the Throne.

I do so as the province, country and world continue the ongoing fight against new variants of COVID-19.

Indeed, the past 18 months have been some of the most difficult in modern life.

Families separated, with many grieving the tragic loss of life. Jobs lost and businesses closed. Important life milestones put on hold.

The pandemic has and continues to challenge us in ways previously unimaginable. It has impacted every aspect of our way of life.

The pandemic has also not been equal. It is important that we acknowledge that it has significantly impacted some among us much more than others.

But through it all, our people have come together and shown the true nature of the Ontario spirit.

Strength. Determination. Compassion. Generosity. Grit.

These qualities have defined a shared sense of purpose and unity of cause against our common enemy: COVID-19.



As your government took extraordinary measures to slow the spread of this virus, Ontarians have shown remarkable resolve. You have risen to the occasion and done what is necessary to protect our communities, our hospitals and most vulnerable citizens.

Time and time again, you have been asked to sacrifice so much. But the light at the end of the tunnel has never looked brighter.

On December 14th, 2020, everything changed. On that day, the province administered its first vaccine to a personal support worker named Anita Quidangen.

Throughout the worst of the pandemic, Anita took on extra shifts at her long-term care home, working all hours to care for her frail and elderly residents. When called to further action, she didn't hesitate to lead by example.

Like so many others on the frontlines, Anita Quidangen is a true Ontario hero.

While Anita may have been the first to get the shot, she wasn't the last. Your government has worked in unprecedented cooperation with municipal leaders, public health officials, frontline health care workers and the federal government to achieve one of the highest rates of vaccine protection in the world at incredible speed.

To the millions of Ontarians who received their COVID-19 vaccines: thank you. Every single dose is helping to protect our communities. We are now able to enjoy the things each of us have missed so dearly.

Time spent with friends and family. More businesses opening, with people going back to work. Students learning in class, and on the field playing alongside teammates.

As we enjoy the many benefits of so many people getting vaccinated, your government will never yield in its commitment to protect this hard-fought progress.

That is why Ontario has pursued the most cautious re-opening in Canada.

This approach included some of the highest vaccine thresholds for easing restrictions. It has maintained effective public health measures like indoor masking, while implementing vaccine policies to protect our most vulnerable in retirement homes, hospitals, home and community care, schools and post-secondary institutions, among others.

Most recently, your government further strengthened protections for long-term care homes by requiring all staff to be vaccinated unless they have a valid medical exemption. This is in addition to surveillance testing and inspections. Ontario was also the first province in Canada to provide third doses of vaccines to residents of long-term care.

In support of Ontario's cautious re-opening, the province also introduced a vaccine certificate.

Your government did not make the decision to require proof of vaccination easily.

The struggle to strike the appropriate balance between long-established rights and freedoms and the need to do what is necessary to protect lives has been this and other governments' most significant challenge.

But as we have seen elsewhere in Canada and North America, the COVID-19 pandemic remains an urgent public health emergency. Every tool must be brought to bear as we continue to confront the Delta-driven fourth wave. We must and will remain vigilant.

Ontario cannot go backwards. After 18 months of fighting this pandemic, we owe our businesses stability and certainty.

Your government also recognizes that we cannot live under these exceptional measures forever. Vaccine certificates are a temporary policy that will be lifted when it is safe to do so, in consultation with the Chief Medical Officer of Health.

Throughout the COVID-19 pandemic, your government has been guided by the latest science and evidence when making decisions on how to keep Ontarians healthy and safe.

And as Ontario's vaccine coverage continues to climb every day, it moves us further into a new phase of the pandemic.

In this new phase, while cases may rise as people head indoors during the colder winter months, the Chief Medical Officer of Health has been clear that this is not a cause for panic.

Instead, thanks to the protection offered by Ontario's world-leading vaccine coverage, individuals who are vaccinated are at much lower risk for more severe health outcomes, such as hospitalization.

In short, getting vaccinated protects you from the worst of COVID-19. It will save your life.

In this new phase, Ontario's top doctor and public health officials are continuously monitoring hospitalizations and intensive care units, as these indicators drive decision making.

If additional public health measures are needed, they will be localized and targeted. At the advice of the Chief Medical Officer of Health, they will seek to minimize disruptions to businesses and families.

The ultimate goal, shared by all, is avoiding future lockdowns.

In support of this goal, your government continues to make investments to build up Ontario's hospital capacity.

The pandemic has exposed the failure of successive governments, both provincial and federal, to provide adequate funding for our hospitals. The clear consequence was a health system ill-equipped to handle a crisis.

That is why your government has made unprecedented investments to add thousands of new hospital beds and ensure that qualified nurses and doctors are by a patient's side when they need care.

As a result, Ontario now has one of the highest rates of intensive care beds in Canada. Ontario is now much better positioned to respond to this and any future health crisis.

This is in addition to historic investments to build and redevelop hospitals across the province, like the newly-constructed Cortellucci Vaughan Hospital, which initially operated as a province-wide resource to treat critically ill COVID-19 patients during the third wave of the pandemic and subsequently opened as a full-service hospital.

These historic investments will also bring a new hospital to Peel Region in Brampton, as your government addresses years of neglect by transforming Peel Memorial Centre from a day clinic into a state-of-the-art, 24-hour facility.

Your government will also continue to make progress in delivering a new hospital for the people of Windsor-Essex, who have long advocated for their voices to be heard and health needs to be met.

A chronic lack of capacity was not isolated to the province's hospitals.

This pandemic also brought into sharp relief the long-standing vulnerabilities of the province's long-term care sector. It uncovered unimaginable horrors, allowed because of decades of underfunding and neglect.

We owe Ontario's seniors so much; we owe them the opportunity to age and live with dignity. Your government will be there for them. Long-term care home residents are being neglected no more.

Your government is investing \$2.68 billion to build 30,000 new and modern long-term care home beds in a decade, as thousands more are upgraded to 21st-century design standards.

Together with partners on the frontlines, Ontario is making good progress against this ambitious goal.

In total, there are more than 20,000 new and 15,000 upgraded beds in development, representing more than 60 per cent of the province's goal.

But more beds aren't enough on their own. Ontario has for too long lagged in delivering quality care to long-term care home residents.

Between 2009 and 2019, the average total amount of care provided to residents increased by only 22 minutes from all providers. We must do more. Your government is doing more.

Ontario is investing nearly \$5 billion over four years to hire more than 27,000 long-term care staff, including nurses and personal support workers. In doing so, Ontario will provide long-term care home residents with four hours of direct care per day.

While meeting this commitment will take time, your government is urgently at work. By April 2022, Ontario will make significant progress by adding 16,200 more personal support workers to the health care system, including the province's long-term care sector.

To fix the structural problems that have long plagued the sector, this fall your government will also introduce legislation to protect residents through better accountability, enforcement and transparency.

The days when bad actors could get away with anything less than quality care for our most vulnerable will be over.

While the province will never stop in its pursuit of fixing long-term care or building much-needed hospital beds, these efforts will only benefit from the federal government paying its fair share.

That is why Ontario has joined with every other province and territory in calling on the federal government to increase the Canada Health Transfer to 35 per cent of provincial-territorial health-care spending.

The original promise of medicare included fifty-fifty funding between the federal government and the provinces and territories for critical health services. Since then, the federal government's share has eroded, to the point where the Canada Health Transfer now only funds an average of 22 per cent of total provincial health-care costs.

This persistent gap represents billions of dollars in lost funding that Ontario could use to accelerate progress in delivering better care for our most vulnerable citizens. And addressing this gap represents an unprecedented opportunity to demonstrate to Canadians that their governments are united.

With the recent federal election having now been decided, your government will continue to work with Ottawa to advance the issues that matter most to the people of Ontario. We will work together to beat COVID-19 and put this pandemic behind.

Our province is making progress. As a result of the hard work of every Ontarian, the province is beating back the worst of the Delta-driven fourth wave.

While we should be proud of our progress, we cannot be lulled into a false sense of security. Your government will remain vigilant in the face of the ongoing threat posed by this pandemic.

As more and more people step forward to get their vaccines, each dose brings more certainty that the days of widespread closures and lockdowns are behind us. Each dose allows us to more confidently plan for the future.

Because big challenges lay ahead.

Through no fault of their own, many Ontarians have fallen behind. Young adults, students and hospitality workers, among others, have been asked to shoulder so much of a pandemic that has demonstrated that too many workers live too precariously. At the same time, take home pay for many workers has not kept up with rising costs.

While necessary, months of public health measures have left a heavy toll on people's mental health and wellbeing, with more Ontarians now struggling with anxiety, depression and substance abuse.

In particular, as our frontline health care heroes have cared for us, they have done so at great expense to their mental and physical wellbeing. Ontario's efforts to rebuild a health system stretched to its limits and repair the province's long-term care sector will respect the unique challenges faced by our doctors, nurses and personal support workers, as well as the countless other frontline heroes.

Significant fiscal challenges also loom on the horizon.

Throughout the pandemic, your government has never hesitated to spend what is necessary to protect lives and support families and businesses. Unprecedented levels of spending have created new fiscal challenges.

Your government remains steadfast in its commitment to an economic and fiscal recovery that is fueled by economic growth, not painful tax hikes or spending cuts.

To do so, your government will build Ontario. Build roads and highways. Build and expand transit to communities across the province. Build an economy that makes Ontario the best place in the world to do business, work and raise a family – no matter where you live in the province. This is how Ontario will create the conditions for long-term economic growth.

As your government tackles these issues that challenge the social and economic fabric of Ontario, it will do so in cooperation with municipal leaders.

Your government will also continue to engage with Indigenous communities in true partnership as we continue the work toward meaningful reconciliation. A few short days ago, Ontario and Canada observed the inaugural National Day for Truth and Reconciliation. On that day, today and every day, your government will work to strengthen its relationship with Indigenous peoples and play an active role in supporting healing and reconciliation.

There's no question, over the past 18 months the people of Ontario have been tested like never before. Through it all, during what felt like our darkest days, we've also seen the best of what our province has to offer.

Strength. Determination. Compassion. Generosity. Grit.

These are the qualities that have propelled Ontario's progress throughout the COVID-19 pandemic. This is the Ontario spirit that will drive us as we work together to build a brighter, more prosperous future.

Your government will be there to support you every step of the way.

Thank you.

---

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo: OTF Communiqué re 50-Day Re-employment Rule for Retired Members of the Ontario Teachers' Pension Plan  
**Date:** Thursday, October 7, 2021 5:13:48 PM  
**Attachments:** [image001.png](#)  
[image002.jpg](#)  
[image007.jpg](#)

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*Loretta Notten*

**Director of Education**

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Thursday, October 7, 2021 11:51 AM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Memo: OTF Communiqué re 50-Day Re-employment Rule for Retired Members of the Ontario Teachers' Pension Plan

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October 7, 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: 50-Day Re-employment Rule for Retired Members of the Ontario Teachers' Pension Plan**

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The following Communiqué from the Ontario Teachers' Federation is provided for your information.

50-Day Re-employment Rule for Retired Members of the Ontario Teachers' Pension Plan  
Règle de 50 jours de réemploi pour les membres retraités du Régime de retraite des enseignantes et des enseignants de l'Ontario



## **50-Day Re-employment Rule for Retired Members of the Ontario Teachers' Pension Plan**

Due to recent inquiries, the Ontario Teachers' Federation (OTF) wishes to clarify the re-employment rules for retired members. The current rule is 50 days, which means that a retiree can work to the end of the month in which they exceed their 50-day limit while drawing both employment income and their pension. If they choose to continue working beyond that month, their pension is



simply suspended until they stop working or until the following September 1st, whichever occurs first. Each new school year provides a brand new 50-day limit for all retirees.

OTF respects the right of all Ontario Teachers' Pension Plan (OTPP) members to make their own retirement decisions, weighing their own financial and personal factors in the process. Having made the significant decision to retire, they understand that working after retirement rules provide an opportunity, not a barrier, to providing their talents to the school system within reasonable limits.

There are some great resources and scenarios that can be found on the Ontario Teachers' Pension Plan website:

**Re-employment FAQs:** <https://www.otpp.com/members/cms/en/life-career-events/retirement-life/working-after-retirement/reemployment-faq.html>

**Re-employment overview:** <https://www.otpp.com/members/cms/en/life-career-events/retirement-life/working-after-retirement.html>

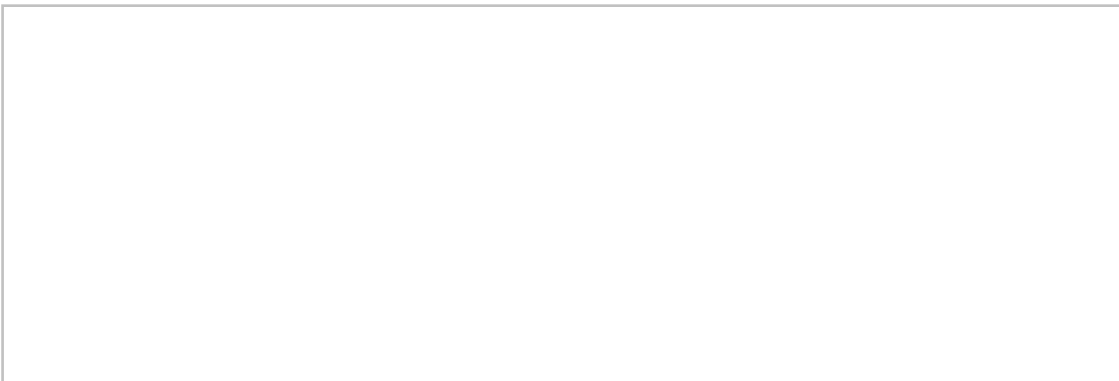
OTF recommends that retired members keep track of their days worked and to reach out to a Pension Benefit Specialist at the OTPP with any inquiries about how re-employment rules apply to them, or to confirm details of their re-employment.

**Email:** [inquiry@otpp.com](mailto:inquiry@otpp.com)

**Phone:** 416.226.2700 or 1.800.668.0105 (toll free)

**FAX:** 416.730.7807 or 1.800.949.8208 (toll free)

**Call service hours:** 9 am to 4:30 pm, Monday to Friday



## **Règle de 50 jours de réemploi pour les membres retraités du Régime de retraite des enseignantes et des enseignants de l'Ontario**

À la suite de récentes demandes de renseignements, la Fédération des enseignantes et des enseignants de l'Ontario (FEO) tient à clarifier les règles de réemploi pour les membres retraités. La règle actuelle est de 50 jours. Cela signifie qu'un membre retraité peut travailler jusqu'à la fin du mois au cours duquel la limite de 50 jours est dépassée tout en touchant à la fois un revenu d'emploi et sa rente. S'il choisit de continuer à travailler après ce mois, sa rente est simplement suspendue jusqu'à ce qu'il arrête de travailler ou jusqu'au 1<sup>er</sup> septembre suivant, si cette date survient en premier. Pour chaque nouvelle année scolaire, une nouvelle limite de 50 jours s'applique à tous les membres retraités.

La FEO respecte le droit de tous les membres du Régime de retraite des enseignantes et des enseignants de l'Ontario (RREO) de prendre leurs propres décisions concernant leur retraite en pondérant leurs facteurs financiers et personnels. Ayant pris l'importante décision de prendre leur retraite, ils comprennent que les règles concernant le travail après la retraite ne constituent pas un obstacle, mais leur offrent plutôt la possibilité d'offrir leurs talents au système scolaire dans des limites raisonnables.

Le site Web du Régime de retraite des enseignantes et des enseignants propose des ressources et des scénarios utiles :

**FAQ sur le réemploi :** <https://www.otpp.com/members/cms/fr/life-career->

[events/retirement-life/working-after-retirement/reemployment-faq.html](https://www.otpp.com/members/cms/fr/life-career-events/retirement-life/working-after-retirement/reemployment-faq.html)

**Aperçu du réemploi :** <https://www.otpp.com/members/cms/fr/life-career-events/retirement-life/working-after-retirement.html>

La FEO recommande aux membres retraités de comptabiliser leurs jours de travail et de communiquer avec une ou un spécialiste des rentes du RREO pour toute question concernant la façon dont les règles sur le réemploi s'appliquent à leur cas ou pour confirmer les détails de leur réemploi.

**Courriel :** [inquiry@otpp.com](mailto:inquiry@otpp.com)

**Téléphone :** 416-226-2700 ou 1-800-668-0105 (sans frais)

**Télécopieur :** 416-730-7807 ou 1-800-949-8208 (sans frais)

**Heures de service par téléphone :** de 9 h à 16 h 30, du lundi au vendredi



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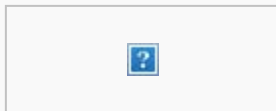
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**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees' Association | 1804-20 Eglinton  
Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226



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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo: Trustee Code of Conduct Consultation  
**Date:** Friday, October 8, 2021 8:36:43 AM  
**Attachments:** [image001.png](#)  
[image004.jpg](#)

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*Loretta Notten*

**Director of Education**

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Friday, October 8, 2021 8:16 AM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Memo: Trustee Code of Conduct Consultation

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Ontario Catholic School  
Trustees' Association

October 8, 2021

**MEMORANDUM**

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

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

**SUBJECT:** Trustee Code of Conduct Consultation

---

Further to our recommendation dated September 17, 2021, we would appreciate it if you could share with us your thoughts with regard to the following topics;

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

Please feel free to provide us with any additional thoughts/recommendations you have with regard to trustee codes of conduct. We would be very interested in receiving language in your current trustee code of conduct that speaks to the distinct identity of Catholic education or the unique role of a Catholic School Trustee/Board.

As we will be participating in a consultation meeting with the Ministry of Education the week of October 18, 2021, we would appreciate your feedback prior to 4:00 p.m. October 15, 2021.

We would as well once again ask that you strongly encourage all of the trustees on your board and perhaps other interested individuals in participating/responding to the Ministry of Education survey. As you know the survey closes to the public on November 1, 2021.

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

**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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**Traduzione in lingua francese**

.....

**Traduzione in lingua inglese**

Dear brothers and sisters,

I am pleased to welcome you on this significant occasion to promote a Global Compact on Education. On this World Teachers' Day instituted by UNESCO, we, as representatives of different religious traditions, wish to express our closeness and gratitude to teachers, and at the same time our concern for education.

Two years ago, on 12 September 2019, I appealed to all those engaged in various ways in the field of education to "dialogue on how we are shaping the future of our planet and the need to employ the talents of all, since all change requires an educational process aimed at developing a new universal solidarity and a more welcoming society" (*Message for the Launch of the Compact on Education*).

For this reason, I promoted the initiative of a *Global Compact on Education* in order "to rekindle our dedication for and with young people, renewing our passion for a more open and inclusive education, including patient listening, constructive dialogue and better mutual understanding". I invited everyone "to unite our efforts in a broad *educational alliance*, to form mature individuals capable of overcoming division and antagonism, and to restore the fabric of relationships for the sake of a more fraternal humanity".

If we desire a more fraternal world, we need to educate young people "to acknowledge, appreciate and love each person, regardless of physical proximity, regardless of where he or she was born or lives" (Encyclical *Fratelli Tutti*, 1). The fundamental principle "Know yourself" has always guided education. Yet we should not overlook other essential principles: "Know your brother or sister", in order to educate in welcoming others (cf. Encyclical *Fratelli Tutti*; *Document on Human Fraternity*, Abu Dhabi, 4 February 2019); "Know creation", in order to educate in caring for our common home (cf. Encyclical *Laudato Si'*) and "Know the Transcendent", in order to educate in the great mystery of life. We are concerned to ensure an integral formation that can be summed up in knowledge of ourselves, our brothers and sisters, creation and the Transcendent. We cannot fail to speak to young people about the truths that give meaning to life.

Religions have always had a close relationship with education, accompanying religious activities with educational, scholastic and academic ones. As in the past, so also in our day, with the wisdom and humanity of our religious traditions, we want to be a stimulus for a renewed educational activity that can advance universal fraternity in our world.

If in the past, our differences set us at odds, nowadays we see in them the richness of different ways of coming to God and of educating young people for peaceful coexistence in mutual respect. For this reason, education commits us never to use God's name to justify violence and hatred towards other religious traditions, to condemn all forms of fanaticism and fundamentalism, and to defend the right of each individual to choose and act in accordance with his or her conscience.

If in the past, also in the name of religion, discrimination was practiced against ethnic, cultural, political and other minorities, today we want to be defenders of the identity and dignity of every individual and to teach young people to accept everyone without discrimination. For this reason, education commits us to accept people as they are, not how we want them to be, without judging or condemning anyone.

If in the past, the rights of women, children and the most vulnerable were not always respected, today we are committed firmly to defend those rights and to teach young people to be a voice for the voiceless. For this reason, education impels us to reject and denounce every violation of the physical and moral integrity of each individual. Education must make us realize that men and women are equal in dignity; there is no room for discrimination.

If in the past, we tolerated the exploitation and plundering of our common home, today, with greater awareness of our role as stewards of the creation entrusted to us by God, we want to give voice to the plea of nature for its survival, and to train ourselves and future generations in a more sober and ecologically sustainable lifestyle. Yesterday I was impressed by something that was said by one of the scientists at our meeting: "My newborn granddaughter will have to live, in fifty years' time, in an unlivable world, if things continue as they are". For this reason, education commits us to love *our mother Earth*, to avoid the waste of food and resources, and to share more generously the goods that God has given us for the life of everyone. I think of what one thinker, not a Catholic, used to say: "God always forgives, we occasionally forgive. Nature never forgives".

Today we want to state that our religious traditions, which have always played a leading role in schooling, from teaching literacy to higher education, reaffirm their mission of integrally educating each individual: head, hands, heart and soul. To think about what we are feeling and doing. To feel what we are thinking and doing. To do what we are feeling and thinking. The beauty and harmony of what it is to be fully

human.

Dear brothers and sisters, I thank you for taking part in this meeting. I also thank those who, due to the pandemic, could not be here today. And now I invite you to a brief moment of silence, asking God to enlighten our minds so that our dialogue will bear fruit and help us courageously to pursue the paths of new educational horizons.

[01347-EN.02] [Original text: Italian]

**From:** [Loretta Notten](#)  
**To:** [John Klein](#)  
**Cc:** [Jennifer Ritsma](#); [Brigitte Webster](#); [Executive Council](#)  
**Subject:** FW: Enhanced Student Access to Free Menstrual Products in Ontario Schools | Accès amélioré des élèves aux produits menstruels gratuits dans les écoles de l'Ontario  
**Date:** Friday, October 8, 2021 9:38:00 AM  
**Attachments:** [Appendix A Product Allocations.pdf](#)  
[Annexe A Attribution de produits.pdf](#)  
[image001.png](#)

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*Loretta Notten*

**Director of Education**

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**From:** Ministry of Education (EDU) <[MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca)>  
**Sent:** Friday, October 8, 2021 9:35 AM  
**To:** Ministry of Education (EDU) <[MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca)>  
**Subject:** Enhanced Student Access to Free Menstrual Products in Ontario Schools | Accès amélioré des élèves aux produits menstruels gratuits dans les écoles de l'Ontario

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**2021 : B21**

**Memorandum to:** Directors of Education  
Secretary/Treasurers of School Authorities  
Senior Business Officials

**From:** Nancy Naylor  
Deputy Minister

**Subject:** **Enhanced Student Access to Free Menstrual  
Products in Ontario Schools**

---

Today, I am writing to provide you with information on an initiative which will increase student access to free menstrual products in Ontario schools. The Ministry of Education has heard from students and school boards of the difficulty faced by students who cannot afford menstrual products, and the impact this situation can have on students' health, hygiene, school participation and social-emotional well-being.

Through this initiative, the ministry will provide all school boards, school authorities and consortia with a starting supply of menstrual products to be provided to students at priority schools, free of cost.

## **A. NEW INITIATIVE TO SUPPORT MENSTRUAL EQUITY**

The ministry has accepted a donation from Shoppers Drug Mart Incorporated, to provide six million menstrual pads each year, over a three-year term, beginning with the 2021-22 school year. Additionally, 1,200 product dispensers will be provided to facilitate the distribution of the menstrual products within schools.

Each school board, school authority and consortium will be provided an allocation of menstrual products for 2021-22, 2022-23 and 2023-24, and a one-time allocation of product dispensers (in 2021-22). Board allocations of menstrual pads are based on 2019-20 student enrolment data of female students aged 13-18 taken from the Ontario School Information System (OnSIS). Allocations of product dispensers were calculated using the number of secondary schools (2019-20) by board as a proxy for distributing the 1,200 dispensers across all boards.

Product allocations for school year 2021-22 for each school board/authority/consortium are listed in **Appendix A**.

Recognizing that many school boards across Ontario have initiated their own menstrual equity programs, we encourage school boards/school authorities/consortium to continue addressing period poverty by supplementing this supply where possible. We also note this initiative is not intended to fully replace existing supplies of menstrual products available in schools at this stage.

## **B. IMPLEMENTATION CONSIDERATIONS**

Each school board, school authority and consortium has the discretion to identify the most appropriate approach to distribute these free menstrual products to their students.

The following factors should be considered in implementation:

- This supply of free menstrual products is intended to be distributed over the course of the school year (ten months).
- School boards have the discretion, as well as the knowledge of local needs, to best identify the priority secondary schools (and possibly elementary and middle schools) to receive free menstrual products through this initiative. The

ministry encourages school boards to incorporate student voice, particularly with respect to student interests and perspectives, in the distribution of menstrual products.

- The ministry encourages school boards to ensure barrier-free access for students accessing menstrual products, and to consider student privacy in the provision and disposal of menstrual products.
- School boards may want to develop contingency plans for the distribution of menstrual products related to any future COVID-19 health restrictions.

## C. EDUCATION AND AWARENESS

The Ontario Health and Physical Education Curriculum for Grades 1-8 includes mandatory learning on menstruation. School boards, school authorities, and consortia are encouraged to propose that teaching staff include menstrual health and menstrual equity discussions as part of these and other lessons, as appropriate.

## D. PRODUCT SPECIFICATIONS

### Menstrual Pads

Through this initiative, school boards will receive cases of retail-grade menstrual pads manufactured by either Kimberly Clark or Proctor & Gamble. The number of pads allocated and the number of cases to be delivered to each board are listed in **Appendix A**.

The table below provides product details:

| 2021-22 Menstrual Product Supply to School Boards, Isolate Boards and Consortium |  |  |
|--|--|--|
| Manufacturer   | Brand and Product Title  | Details  |
| Kimberly Clark   | <b>U by Kotex</b><br>U by Kotex CleanWear Ultra Thin Pads with Wings, Regular, Unscented | 18 or 36 pads per box<br>Individually wrapped pads |
| Proctor & Gamble   | <b>Always</b><br>Ultra Thin Pads with Wings, Regular, Size 1 Unscented                   | 62 pads per box<br>Individually wrapped pads       |

Note: This table presents the product range available for the 2021-22 school year only; products and/or manufacturers may differ in 2022-23 and 2023-24.

## Product Dispensers

Through this initiative, “universal” design dispensers are being provided, which will ensure the container can hold and dispense pads from various manufacturers. Further specifications for the product dispensers include:

- Stainless steel construction (dimensions: 16” high x 4 ½” deep x 5” wide)
- Gravity-fed product release
- Holds approximately 50 pads when filled
- Hinged on the bottom to allow container to swing out from wall to refill
- Includes viewing slot to monitor re-stocking needs
- Locking lid
- Mounting requirements: four screws

Each school board will manage the costs associated with the installation of these product dispensers. Upon installation, product dispensers will become the property of the board and boards will be responsible for maintenance, replacement, and/or repair of product dispensers in schools. This initiative will not prevent school boards from continuing to use menstrual product dispensers acquired outside of this program.

## E. PRODUCT DELIVERY

The Ministry of Government and Consumer Services will deliver cases of the menstrual products and dispensers to each school board’s designated location. Deliveries are being targeted for December 2021. While a single delivery is planned for each location, product dispensers may be delivered at a later date, depending on availability. School boards will be required to advise MGCS of their preferred delivery location at address: [SCO.cse@ontario.ca](mailto:SCO.cse@ontario.ca).

## F. ACCOUNTING AND REPORTING CONSIDERATIONS

Donations of product dispensers and menstrual products should be treated as “Priorities and Partnership Funding (PPF) In Kind” (i.e., no cash transaction) where all accounting rules of regular PPF grants will apply. Detailed instructions on reporting requirements will be shared with school boards, school authorities, and consortia through the 2021-22 Revised Estimates instructions in Fall 2021.

In Spring 2022, the ministry will seek feedback from school boards regarding the implementation of this initiative. Staff are asked to note the number of schools receiving free menstrual products, the approach to distribution within schools, trends in demand, product selection/quantity, and any feedback regarding fulfilled/unmet student needs to inform this future discussion.

## G. NEXT STEPS

The Ministry of Education will provide information for the execution of transfer payment agreements shortly. School boards will be contacted regarding delivery of dispensers and menstrual products in the coming weeks. Should you require additional information, please contact Dianne Persaud, Manager, Safe and Healthy Schools Branch at: [Dianne.Persaud@ontario.ca](mailto:Dianne.Persaud@ontario.ca).

Thank you for your ongoing commitment to the students of Ontario. This program is an important step in addressing period poverty in Ontario schools, and part of the ministry's commitment to helping all children and youth in Ontario succeed and lead safe, healthy, and productive lives.

Sincerely,

Nancy Naylor  
Deputy Minister

Attachment: Appendix A – Product allocations to school boards, authorities and consortium.

c: Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
Chair, Indigenous Trustees' Council, Ontario Catholic School Trustees' Association (OCSTA)  
Executive Director, Ontario Public School Boards' Association (OPSBA)  
Chair, Indigenous Trustees' Council, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
Secretary, Conseil ontarien des directions de l'éducation de langue française (CODELF)  
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
Chair, Education Workers' Alliance of Ontario (EWAO)  
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)  
President, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
President, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Catholic Principals' Council of Ontario (CPCO)



Executive Director, Ontario Principals' Council (OPC)  
Chief Executive Officer, Ontario Student Trustees' Association – l'Association  
des élèves conseillers et conseillères de l'Ontario (OSTA-AECO)  
Coordinator, Regroupement des élèves conseillers francophones de l'Ontario  
(RECFO)

---

**2021 : B21**

**Note de service**

|                        |  |
|------------------------|--|
| <b>Destinataires :</b> | Directrices et directeurs de l'éducation<br>Secrétaires-trésorières et secrétaires-trésoriers des<br>administrations scolaires<br>Cadres supérieurs de l'administration des affaires |
| <b>Expéditrice :</b>   | Nancy Naylor<br>Sous-ministre  |
| <b>Objet:</b>          | <b>Accès amélioré des élèves aux produits<br/>menstruels gratuits dans les écoles de l'Ontario</b>   |

---

Je vous écris aujourd'hui pour vous renseigner sur une initiative qui permettra d'accroître l'accès des élèves aux produits menstruels gratuits dans les écoles de l'Ontario. Des élèves et des conseils scolaires ont fait part au ministère de l'Éducation des difficultés rencontrées par les élèves qui n'ont pas les moyens de se procurer des produits menstruels. Ils ont également souligné l'incidence que peut avoir cette situation sur la santé, l'hygiène, la participation scolaire et le bien-être socioaffectif des élèves.

Grâce à cette initiative, le ministère fournira à l'ensemble des conseils scolaires, des administrations scolaires et des consortiums un approvisionnement initial des produits menstruels à fournir gratuitement aux élèves des écoles prioritaires.

**A. NOUVELLE INITIATIVE POUR SOUTENIR L'ÉQUITÉ EN MATIÈRE D'HYGIÈNE FÉMININE**

Le ministère a accepté un don de Shoppers Drug Mart Incorporated qui servira à fournir six millions de produits menstruels chaque année, sur une période de trois ans, à compter de l'année scolaire 2021-2022. En outre, 1 200 distributeurs de produits seront fournis pour faciliter la distribution de produits menstruels dans les écoles.

Chaque conseil scolaire, administration scolaire et consortium recevra un approvisionnement de produits menstruels pour les années 2021-2022, 2022-2023 et

2023-2024, ainsi qu'un approvisionnement unique de distributeurs de produits (en 2021-2022). La répartition de produits menstruels entre les conseils scolaires repose sur les données sur l'inscription d'élèves de sexe féminin âgées de 13 à 18 ans en 2019-2020. Ces données proviennent du Système d'information scolaire de l'Ontario (SISOn). La répartition des 1 200 distributeurs de produits dans l'ensemble des conseils scolaires a été établie en fonction du nombre d'écoles secondaires (en 2019-2020) par conseil.

La répartition des produits pour chaque conseil scolaire, administration scolaire et consortium pour l'année 2021-2022 figure à l'**annexe A**.

Reconnaissant que de nombreux conseils scolaires de l'Ontario ont lancé leurs propres programmes d'équité en matière d'hygiène féminine, nous encourageons les conseils scolaires, les administrations scolaires et les consortiums à continuer de lutter contre la pauvreté à cet égard en complétant cet approvisionnement dans la mesure du possible. Nous tenons également à souligner que cette initiative ne vise pas à remplacer entièrement les approvisionnements existants des produits menstruels actuellement offerts dans les écoles à ce stade.

## **B. ASPECTS DE LA MISE EN ŒUVRE**

Il revient à chaque conseil scolaire, administration scolaire et consortium de déterminer la démarche qui convient le mieux pour distribuer ces produits menstruels gratuits à leurs élèves. Les facteurs suivants doivent être pris en compte lors de la mise en œuvre :

- Cet approvisionnement des produits menstruels gratuits est destiné à être distribué au cours de l'année scolaire (10 mois);
- Il revient aux conseils scolaires, qui connaissent les besoins locaux, de déterminer les écoles secondaires prioritaires (et peut-être les écoles élémentaires et intermédiaires) qui recevront des produits menstruels gratuits dans le cadre de cette initiative; Le ministère encourage les conseils scolaires à tenir compte des commentaires des élèves, en particulier en ce qui concerne les intérêts et les points de vue des élèves, à l'égard de la distribution des produits menstruels;
- Le ministère encourage les conseils scolaires à assurer un accès sans obstacle aux produits menstruels pour les élèves et à protéger leur vie privée concernant la fourniture et l'élimination des produits menstruels;
- Les conseils scolaires pourraient vouloir élaborer des plans d'urgence pour la distribution des produits menstruels en cas de restrictions sanitaires éventuelles liées à la COVID-19.

## **C. FORMATION ET SENSIBILISATION**

Le programme-cadre d'éducation physique et santé de la 1<sup>re</sup> à la 8<sup>e</sup> année comprend un apprentissage obligatoire sur les menstruations. Les conseils scolaires, les administrations scolaires et les consortiums sont invités à proposer au personnel

enseignant d'inclure des discussions sur la santé et l'équité en matière d'hygiène féminine dans le cadre de ces leçons et d'autres leçons, le cas échéant.

## D. SPÉCIFICATIONS RELATIVES AU PRODUIT

### Produits menstruels

Dans le cadre de cette initiative, les conseils scolaires recevront des boîtes de serviettes de qualité commerciale fabriquées par Kimberly Clark ou Proctor & Gamble. Le nombre de serviettes fournies et le nombre de caisses/boîtes à livrer à chaque conseil scolaire sont indiqués à l'**annexe A**.

Le tableau ci-dessous fournit des renseignements sur le produit :

| Approvisionnement des serviettes en 2021-2022<br>aux conseils scolaires, aux administrations scolaires (conseils isolés)<br>et aux consortiums |  |  |
|--|--|--|
| Fabricant  | Marque et nom du produit   | Détails  |
| Kimberly Clark   | <b>U by Kotex</b><br>U by Kotex CleanWear<br>Serviettes ultra minces avec<br>ailes, régulières, non<br>parfumées | 18 ou 36 serviettes par<br>boîte<br>Serviettes emballées<br>individuellement |
| Proctor & Gamble   | <b>Always</b><br>Serviettes ultra minces avec<br>ailes, régulières, taille 1<br>Non parfumées                    | 62 serviettes par boîte<br>Serviettes emballées<br>individuellement          |

Remarque : Ce tableau présente la gamme de produits offerte pour l'année scolaire 2021-2022 seulement; les produits et les fabricants peuvent différer en 2022-2023 et en 2023-2024.

### Distributeurs de produits

Dans le cadre de cette initiative, des distributeurs de conception « universelle » seront fournis pour qu'ils puissent contenir et distribuer des serviettes de différents fabricants. Les distributeurs de produits sont également dotés des caractéristiques suivantes :

- Construction en acier inoxydable (dimensions : 16 po de hauteur x 4 ½ po de profondeur x 5 po de largeur);
- Distribution du produit par gravité;

- Contenu : environ 50 serviettes à pleine capacité;
- Charnières sur la partie inférieure pour que l'on puisse les décoller du mur pour les remplir;
- Fente de visualisation pour vérifier les besoins de réapprovisionnement;
- Couvercle verrouillable;
- Exigences d'installation : quatre vis.

Chaque conseil scolaire gèrera les coûts associés à l'installation de ces distributeurs de produits. Après l'installation, les distributeurs de produits deviendront la propriété du conseil, qui sera responsable de leur entretien, de leur remplacement et de leur réparation dans les écoles. Cette initiative n'empêchera pas les conseils scolaires de continuer à utiliser les distributeurs des serviettes acquis en dehors de ce programme.

## **E. LIVRAISON DES PRODUITS**

Le ministère des Services gouvernementaux et des Services aux consommateurs livrera des caisses/boîtes des serviettes et des distributeurs à l'emplacement désigné par chaque conseil scolaire. Les livraisons sont prévues pour décembre 2021. Bien qu'une livraison unique soit prévue pour chaque emplacement, les distributeurs de produits pourraient être livrés ultérieurement, selon la disponibilité. Les conseils scolaires devront informer le MSGSC de leur lieu de livraison préféré à l'adresse : [SCO.cse@ontario.ca](mailto:SCO.cse@ontario.ca).

## **F. ASPECTS LIÉS À LA RESPONSABILITÉ ET À LA PRODUCTION DE RAPPORTS**

Les dons de distributeurs de produits et des produits menstruels doivent être traités comme un financement en nature dans le cadre du Fonds pour les priorités et les partenariats (FPP) (c.-à-d. pas comme des transactions en espèces). Toutes les règles comptables des subventions normales au titre du FPP seront donc applicables. Des directives détaillées sur les exigences en matière de rapports seront communiquées aux conseils scolaires, aux administrations scolaires et aux consortiums dans le cadre des directives accompagnant les Prévisions révisées 2021-2022 qui seront publiées à l'automne 2021.

Au printemps 2022, le ministère sollicitera les commentaires des conseils scolaires sur la mise en œuvre de cette initiative. Le personnel est invité à indiquer le nombre d'écoles recevant des produits menstruels gratuits, la démarche de distribution dans les écoles, les tendances de la demande, la sélection et la quantité de produits, ainsi que tout commentaire concernant les besoins des élèves qui sont satisfaits ou non satisfaits afin d'éclairer cette discussion future.

## **G. PROCHAINES ÉTAPES**

Le ministère de l'Éducation fournira sous peu des renseignements sur l'exécution des ententes de paiement de transfert. Les conseils scolaires seront contactés pour la livraison des distributeurs et des produits menstruels dans les semaines à venir. Pour obtenir de plus amples renseignements, veuillez communiquer avec Dianne Persaud, chef, Direction de la santé et de la sécurité dans les écoles, à l'adresse : [Dianne.Persaud@ontario.ca](mailto:Dianne.Persaud@ontario.ca).

Je vous remercie de votre engagement continu envers les élèves de l'Ontario. Ce programme constitue une étape importante dans la lutte contre la pauvreté en matière d'hygiène féminine dans les écoles de l'Ontario et fait partie de l'engagement du ministère visant à aider tous les enfants et les jeunes de l'Ontario à réussir et à mener une vie sécuritaire, saine et productive.

Cordialement,

Nancy Naylor  
Sous-ministre

Pièce jointe : Annexe A – Répartitions des produits dans les conseils scolaires, les administrations scolaires et les consortiums.

c.c. Directrice générale, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)

Directeur général, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

Directeur général, Ontario Catholic School Trustees' Association (OCSTA)

Directeur général, Ontario Public School Boards' Association (OPSBA)

Directeur général, Conseil ontarien des directions de l'éducation (CODE)

Secrétaire, le Conseil ontarien des directions de l'éducation de langue française (CODELF)

Directeur général et secrétaire-trésorier, Association des enseignantes et des enseignants franco-ontariens (AEFO)

Secrétaire général, Ontario English Catholic Teachers Association (OECTA)

Secrétaire générale, Fédération des enseignantes et des enseignants de l'élémentaire de l'Ontario (FEEO)

Secrétaire général, Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario (FEESO)

Président, Conseil des travailleurs de l'éducation de l'Ontario (CTEO)

Président, Alliance des travailleuses et travailleurs en éducation de l'Ontario (ATEO)

Présidente du CSCSO, Syndicat canadien de la fonction publique – Ontario (SCFP-ON)

Coordonnatrice, Syndicat canadien de la fonction publique – Ontario (SCFP-ON)

Directeur général, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)

Directeur général, Catholic Principals' Council of Ontario (CPCO)

Directrice générale, Ontario Principals' Council (OPC)

Chef de la Direction, Ontario Student Trustees' Association – l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO)

Coordonnatrice, Regroupement des élèves conseillers francophones de

l'Ontario (RECFO)

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: ON News Release - Ontario Launches Free Menstrual Products in Schools  
**Date:** Friday, October 8, 2021 1:27:19 PM  
**Attachments:** [image002.png](#)  
[image004.jpg](#)

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*Loretta Notten*

**Director of Education**

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

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

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



**Waterloo Catholic  
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---

**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Friday, October 8, 2021 1:20 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo re: ON News Release - Ontario Launches Free Menstrual Products in Schools

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October 8, 2021

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT: ON News Release – Ontario Launches Free Menstrual Products in Schools**

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



News Release

## Ontario Launches Free Menstrual Products in Schools

Three-Year Partnership Will Remove Barriers & Support the Empowerment of Women and Girls

**October 08, 2021**

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TORONTO — Following months of collaboration and negotiation, Stephen Lecce, Minister of Education, announced that the Ontario Government will distribute six million free menstrual products per year to school boards under a new and innovative partnership with Shoppers Drug Mart designed to improve access to menstrual products. The agreement is the first of its kind for Ontario and will position it as one of four provinces to take action on the issue of period poverty within schools.

A survey conducted by [Plan International Canada](#) showed 63 per cent of women and girls have regularly or occasionally missed an activity because of their period and concerns about not being able to access menstrual hygiene products or proper facilities. The report also noted that 34 per cent of women and girls have had to regularly or occasionally sacrifice something else within their budget to afford menstrual products.

The partnership will benefit students who need menstrual products and are unable to afford or access them, resulting in an inability to participate in school and other activities.

“Through the strong advocacy of young leaders in our schools, it has become extremely clear that menstrual products are a necessity, not a luxury,” said Minister Lecce. “This agreement



will help remove barriers for women and girls by allowing them to access products at school, free of charge. It is another important way that we are helping to build more inclusive schools that empower all girls to have the confidence to succeed.”

Under the agreement announced today, Shoppers Drug Mart will provide six million free menstrual products to the province per year, over the next three years. Beginning in the 2021-22 school year, this supply of free menstrual products will be provided to all school boards, which will make decisions about the distribution of products based on local needs.

“Inequitable access to period products, particularly for students, can lead to missed opportunities — school, work, and other activities — and creates barriers to success,” said Jeff Leger, President, Shoppers Drug Mart. “This donation will provide thousands of students in Ontario with free access to period products, thousands who won’t have to make that difficult choice. We are proud to be a part of this initiative, and grateful to our stores, our partners, and our customers for their support.”

The Ontario government and Shoppers Drug Mart are currently working to provide the supplies to all school boards in the province. Schools will be able to distribute the products to students by late fall this 2021-22 school year.

“OSTA-AÉCO is excited to see the amount of work being contributed for menstrual equity,” said Keith Baybayon, President of the Ontario Student Trustees’ Association. “We hope to continue working with the Ministry of Education to further this initiative and to eliminate the barriers that our students undergo.”

The [Plan survey](#) results also showed that despite growing public conversation about menstrual products and menstruation, social stigmas strongly persist. Almost half (41 per cent) of female respondents have been teased about being on their period, including by friends, colleagues and relatives. The aim of this announcement is to ensure access to menstrual products to students who need them.

---

## Quick Facts

- Period poverty impacts the most vulnerable students and is a situation that has been exacerbated by increased financial pressures as a result of the COVID-19 pandemic. Students who cannot afford menstrual products may experience a higher rate of absenteeism from school, challenges to engage fully in the classroom, and negative health effects, such as infections and toxic shock syndrome. It can also affect their social and emotional well-being.
- Student trustees and more than half of the school boards across Ontario reported a need to address access to menstrual products.
- Minister Lecce has met with and listened to advocacy from the Ontario Student Trustees’ Association and Toronto Youth Cabinet, along with numerous school boards, which have advocated over the past months for action to end menstrual poverty.

---

## Quotes

"Our government is committed to reducing stigma and removing barriers that prevent women

and girls from achieving their full potential. Ensuring that menstrual products are free and readily available to students who need them will help create more equitable environments in our schools."

**- Jane McKenna**

**Associate Minister of Children and Women's Issues**

"Through this joint-partnership that focusses on young women's health, our government is enabling all young female Ontarians to succeed, flourish, and grow including those who might face challenges doing so."

**- Robin Martin**

**MPP for Eglinton-Lawrence**

**MARIE PALOMBI**

**Ontario Catholic School Trustees' Association**

**1804 – 20 Eglinton Avenue West**

**Toronto, ON M4R 1K8**

**416-932-9460 Ext. 234 | Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)**



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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Applauds Provincial Decision to Distribute Free Menstrual Products in Ontario Schools  
**Date:** Friday, October 8, 2021 4:49:45 PM  
**Attachments:** [2021\\_10\\_08\\_Period\\_Poverty\\_NR\\_FINAL\\_EN.pdf](#)  
[image001.png](#)  
**Importance:** High

---

*Loretta Notten*

**Director of Education**

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

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---

**From:** OCSTA - Sharon McMillan <[SMcMillan@ocsta.on.ca](mailto:SMcMillan@ocsta.on.ca)>  
**Sent:** Friday, October 8, 2021 3:21 PM  
**To:** OCSTA - Sharon McMillan <[SMcMillan@ocsta.on.ca](mailto:SMcMillan@ocsta.on.ca)>  
**Subject:** OCSTA Applauds Provincial Decision to Distribute Free Menstrual Products in Ontario Schools  
**Importance:** High

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

**To:** All Trustees and Directors of Education

**Re:** Provincial Announcement to Distribute Free Menstrual Products in Schools

Attached please find today's announcement from the provincial government regarding the distribution of free menstrual products in Ontario schools. Below is the OCSTA statement and news release in response to this announcement.



## Ontario Catholic School Trustees' Association

### **OCSTA Applauds Provincial Decision to Distribute Free Menstrual Products in Ontario Schools**

#### **FOR IMMEDIATE RELEASE**

TORONTO-October 8, 2021— The government's decision to begin a program that will support the distribution of six million free menstrual products per year to school boards is a welcome step towards addressing an issue of equity that has resulted in students experiencing "period poverty" in Ontario's schools.

"In keeping with their commitment to equity in educational opportunity, Catholic Boards across Ontario have advocated for the need to make menstrual products freely available throughout Ontario's schools. We applaud Minister Lecce and the provincial government for today's announcement and for their commitment to reduce barriers to student achievement and well-being," stated OCSTA President, Patrick Daly.

"As the distribution begins, we hope that the process for distribution will be monitored and adequately financed to ensure that student needs for menstrual products are readily met in all schools" added Mr. Daly.

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

*For more information or to arrange an interview, please contact:*

*Sharon McMillan, Director of Communications, [smcmillan@ocsta.on.ca](mailto:smcmillan@ocsta.on.ca)/416-460-7937*

**Sharon McMillan**

## DIRECTOR OF COMMUNICATIONS

Ontario Catholic School Trustees' Association [www.ocsta.on.ca](http://www.ocsta.on.ca)

Cell: 416.460.7937 T: 416.932.9460 ext. 232

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## **Ontario Launches Free Menstrual Products in Schools**

*Three-Year Partnership Will Remove Barriers & Support the Empowerment of Women and Girls*

### **NEWS**

October 8, 2021

TORONTO — Following months of collaboration and negotiation, Stephen Lecce, Minister of Education, announced that the Ontario Government will distribute six million free menstrual products per year to school boards under a new and innovative partnership with Shoppers Drug Mart designed to improve access to menstrual products. The agreement is the first of its kind for Ontario and will position it as one of four provinces to take action on the issue of period poverty within schools.

A survey conducted by [Plan International Canada](#) showed 63 per cent of women and girls have regularly or occasionally missed an activity because of their period and concerns about not being able to access menstrual hygiene products or proper facilities. The report also noted that 34 per cent of women and girls have had to regularly or occasionally sacrifice something else within their budget to afford menstrual products.

The partnership will benefit students who need menstrual products and are unable to afford or access them, resulting in an inability to participate in school and other activities.

“Through the strong advocacy of young leaders in our schools, it has become extremely clear that menstrual products are a necessity, not a luxury,” said Minister Lecce. “This agreement will help remove barriers for women and girls by allowing them to access products at school, free of charge. It is another important way that we are helping to build more inclusive schools that empower all girls to have the confidence to succeed.”

Under the agreement announced today, Shoppers Drug Mart will provide six million free menstrual products to the province per year, over the next three years. Beginning in the 2021-22 school year, this supply of free menstrual products will be provided to all school boards, which will make decisions about the distribution of products based on local needs.

“Inequitable access to period products, particularly for students, can lead to missed opportunities — school, work, and other activities — and creates barriers to success,” said Jeff Leger, President, Shoppers Drug Mart. “This donation will provide thousands of students in Ontario with free access to period products, thousands who won’t have to make that difficult choice. We are proud to be a part of this initiative, and grateful to our stores, our partners, and our customers for their support.”

The Ontario government and Shoppers Drug Mart are currently working to provide the supplies to all school boards in the province. Schools will be able to distribute the products to students by late fall this 2021-22 school year.

“OSTA-AÉCO is excited to see the amount of work being contributed for menstrual equity,” said Keith Baybaylon, President of the Ontario Student Trustees’ Association. “We hope to continue working with the Ministry of Education to further this initiative and to eliminate the barriers that our students undergo.”

The [Plan survey](#) results also showed that despite growing public conversation about menstrual products and menstruation, social stigmas strongly persist. Almost half (41 per cent) of female respondents have been teased about being on their period, including by friends, colleagues and relatives. The aim of this announcement is to ensure access to menstrual products to students who need them.

## QUICK FACTS

- Period poverty impacts the most vulnerable students and is a situation that has been exacerbated by increased financial pressures as a result of the COVID-19 pandemic. Students who cannot afford menstrual products may experience a higher rate of absenteeism from school, challenges to engage fully in the classroom, and negative health effects, such as infections and toxic shock syndrome. It can also affect their social and emotional well-being.
- Student trustees and more than half of the school boards across Ontario reported a need to address access to menstrual products.
- Minister Lecce has met with and listened to advocacy from the Ontario Student Trustees’ Association and Toronto Youth Cabinet, along with numerous school boards, which have advocated over the past months for action to end menstrual poverty.

## QUOTES

“Our government is committed to reducing stigma and removing barriers that prevent women and girls from achieving their full potential. Ensuring that menstrual products are free and readily available to students who need them will help create more equitable environments in our schools.”

- Jane McKenna  
Associate Minister of Children and Women’s Issues

“Through this joint-partnership that focusses on young women’s health, our government is enabling all young female Ontarians to succeed, flourish, and grow including those who might face challenges doing so.”

- Robin Martin  
MPP for Eglinton-Lawrence

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**MEDIA CONTACTS**

**ontario.ca/newsroom**  
*Disponible en français*

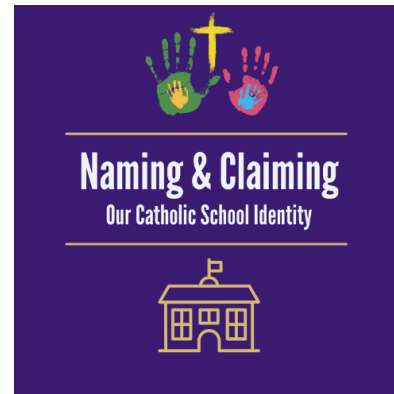
Caitlin Clark  
Minister Lecce's Office  
[Caitlin.Clark@ontario.ca](mailto:Caitlin.Clark@ontario.ca)

Ingrid Anderson  
Communications Branch  
[Ingrid.E.Anderson@ontario.ca](mailto:Ingrid.E.Anderson@ontario.ca)  
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Ontario Catholic School  
Trustees' Association



## 2022 CATHOLIC TRUSTEES SEMINAR

October 12, 2021

**MEMO TO:** Trustees, Directors of Education, and Student Trustees  
— All Catholic District School Boards

**CC:** Board Secretaries and Administrative Assistants  
— All Catholic District School Boards

**FROM:** Margaret Binns, Director of Administrative Services

**RE:** **OCSTA 2022 Catholic Trustees Seminar – January 14 & 15**

**LOCATION:** Delta Hotels by Marriott Toronto Airport & Conference Centre

**ATTACHMENT:** Preliminary Program, OCSTA's Duty of Care Statement, Venue's Proof of Vaccination Guidelines

### 2022 Catholic Trustees Seminar – January 14 - 15

We are pleased to invite Trustees, Directors of Education, and Student Trustees of Ontario Catholic District School Boards to attend OCSTA's 2022 Catholic Trustees Seminar, which will be held on Friday, January 14<sup>th</sup> and Saturday, January 15<sup>th</sup>, 2022. This event will be held in person at the Delta Hotels by Marriott Toronto Airport, 655 Dixon Road, Toronto, ON M9W 1J3 with the option to attend virtually, and will offer the opportunity for OCSTA members to:

- **Participate/network** with other Trustee peers across the province in what promises to be an enriching and empowering event.
- **Learn** more about current and emerging issues in Catholic education.
- **Engage** subject experts in discussion on issues important to your role as a guardian and advocate for Catholic education.
- **Gather in prayer and celebrate the Eucharist** as a provincial community of Catholic school board leaders.

Please see further details below and click [here](#) to register for the Catholic Trustees Seminar.

## Catholic Trustees Seminar – Registration and Hotel Reservations

### REGISTRATION

***In order to efficiently process all registrations in a timely manner, kindly register no later than November 30, 2021.***

#### **In-person Rate**

\$508.50 (\$450.00 + \$58.50 HST)

#### **Virtual Rate**

\$226.00 (\$200.00 + \$26.00 HST)

#### **Student Trustee Fee**

(same as above)

#### **Additional Dinner Ticket**

\$90.40 (\$80.00 + \$10.40 HST)

The in-person registration fee includes meals and admission to all sessions.

The virtual registration fee includes audio and video access to all sessions.

Non-registrants attending Friday night's dinner must purchase a dinner ticket.

Registration for both in-person and virtual attendance may be completed online by clicking [here](#).

### CANCELLATION POLICY

#### **Registration Fees:**

- **Until December 3, 2021** – full refund
- **December 4 to 17, 2021** – 50% of the registration fee will be refunded.
- **After December 17, 2021** – no refund, under any circumstances, will be issued. Substitutions are welcomed.

#### **Additional Dinner Ticket:**

A full refund will be issued for cancellations received by **January 5, 2022**. No refunds, under any circumstances, will be issued after that date. Substitutions are welcomed.

### CANCELLATION POLICY - Continued

All cancellations must be submitted in writing to Marie Palombi at [mpalombi@ocsta.on.ca](mailto:mpalombi@ocsta.on.ca) within the specified timelines.

**PLEASE NOTE:** A change in the format of attendance will activate the Cancellation Policy. Any residual amounts that result from a cancellation (ie: 50% or 100%, based on the date of cancellation) will be applied to your new attendance option. Substitutions are welcomed.

### HOTEL RESERVATIONS

#### **Room Rates:**

The Delta Hotels by Marriott Toronto Airport has set aside a block of rooms for delegates and guests starting at the discounted rate of **\$139.00/night + applicable taxes and fees.**

#### **Room Reservation Procedure:**

To secure the OCSTA discounted rate, **rooms must be booked by December 22, 2021 and only after delegates have registered for the event.** After this date the rate will be provided on the basis of availability. To book hotel rooms *for Seminar registrants only*, please call 1-800-721-7033 or 416-244-1711 (group name "OCSTA").

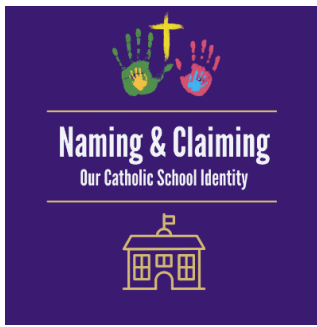
#### **Parking:**

A reduced parking rate of \$10.00/day is offered to registered hotel guests.

### COVID-19 PROTOCOL

**Please be reminded that the Government of Ontario, in consultation with the Chief Medical Officer of Health requires that individuals be fully vaccinated and provide proof of their vaccination status, along with government issued picture ID (ie: Driver's License) in order to access the venue.**

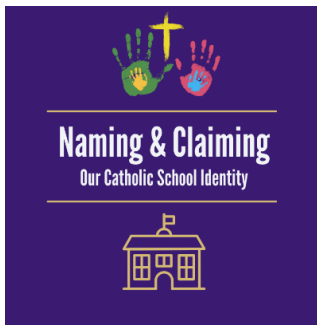
Please contact Marie Palombi at [mpalombi@ocsta.on.ca](mailto:mpalombi@ocsta.on.ca) if you have any questions.



## 2022 CATHOLIC TRUSTEES SEMINAR

### FRIDAY, JANUARY 14

|          |  |
|----------|--|
| 7:30 am  | Breakfast  |
| 8:00 am  | Registration/Morning Mixer/Coffee Chat   |
| 8:30 am  | <b>Welcome and Opening Prayer</b><br><i>Todd Lalonde</i> , Seminar Chair, OCSTA<br><i>Fr. Pat Fitzpatrick</i> , Chaplain, OCSTA  |
| 8:45 am  | <b>OCSTA Awards Presentation</b><br><i>Todd Lalonde</i> , Seminar Chair, OCSTA   |
| 9:00 am  | <b>Keynote Address – “Our Catholic Faith: What The Wise And Intelligent May Never Know”</b><br><i>Most Reverend Gerard Bergie</i> , Bishop of St. Catharines   |
| 10:00 am | Break  |
| 10:15 am | <b>President’s Report and Q &amp; A</b><br><i>Patrick J. Daly</i> , President, OCSTA   |
| 11:00 am | <b>Indigenous Education: Current Issues, Priorities and Perspectives – Panel</b><br><i>Judy Manitowabi</i> , Trustee, Nipissing-Parry Sound CDSB<br><i>Judy Wawia</i> , Chair, Superior North CDSB<br><i>Jeffrey White</i> , First Nations Trustee, Kenora CDSB  |
| 12:30 pm | Lunch  |
| 1:30 pm  | <b>Concurrent Workshops</b>  |
|          | <b>1. Examining the Impact of the Pandemic on Students with Special Education Needs in Ontario</b><br><i>Claudine Munroe</i> , Director, Special Education and Success for All Branch, Ontario Ministry of Education (invited)   |
|          | <b>2. Relationships First: Leading with Care and Connection</b><br><i>Dr. David Tranter</i> , Associate Professor, Faculty of Social Work, Lakehead University   |
|          | <b>3. How to Engage Communities to Advance Catholic School Board Priorities</b><br><i>Dave Sieger</i> , Principal, Enterprise Canada   |
|          | <b>4. Optimizing School Mental Health in Catholic Boards in Ontario</b><br><i>Theresa Kennedy</i> , Co-Director, Student Mental Health Ontario<br><i>Gail Lalonde</i> , Mental Health Promotion Team Lead, Student Mental Health Ontario<br><i>Judith Desjardins</i> , School Administrator, Mental Health Literacy and Practice Lead, Student Mental Health Ontario |
|          | <b>5. Student Trustee Workshop</b>   |
| 2:30 pm  | <b>Concurrent Workshops - repeat</b>   |
| 3:30 pm  | <i>The Honourable Stephen Lecce</i><br>Minister of Education (Invited)   |
| 4:15 pm  | <b>Meeting Adjourned</b>   |
| 5:30 pm  | <b>Reception (Cash Bar)</b>  |
| 6:00 pm  | <b>Dinner</b>  |



## 2022 CATHOLIC TRUSTEES SEMINAR

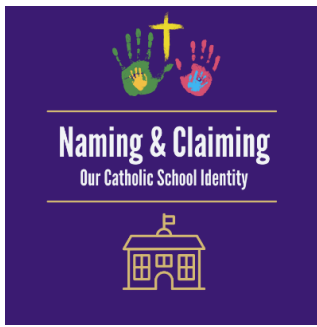
| SATURDAY, JANUARY 15 |   |
|----------------------|---|
| 7:30 am              | Breakfast   |
| 8:30 am              | Eucharistic Celebration (including debut of 2022 Catholic Education Week song)  |
| 9:30 am              | <b>Catholic School Board Operations During The Pandemic – Insights and Perspectives</b><br>School Board Panel<br><i>Mark Mullan</i> , Chair, Ottawa CSB<br><i>Tom D’Amico</i> , Director of Education, Ottawa CSB<br><i>Joseph Martino</i> , Chair, Toronto CDSB<br><i>Dr. Brendan Browne</i> , Director of Education, Toronto CDSB<br><i>Vikki Dupuis</i> , Chair, Wellington CDSB<br><i>Michael Glazier</i> , Director of Education, Wellington CDSB<br>Additional Panelist TBA |
| 11:00 am             | Closing Remarks & Adjournment   |





## 2022 CATHOLIC TRUSTEES SEMINAR

| FRIDAY, JANUARY 14 |  |
|--------------------|--|
| 7:30 am            | Breakfast  |
| 8:00 am            | Registration/Morning Mixer/Coffee Chat   |
| 8:30 am            | <b>Welcome and Opening Prayer</b><br><i>Todd Lalonde</i> , Seminar Chair, OCSTA<br><i>Fr. Pat Fitzpatrick</i> , Chaplain, OCSTA  |
| 8:45 am            | <b>OCSTA Awards Presentation</b><br><i>Todd Lalonde</i> , Seminar Chair, OCSTA   |
| 9:00 am            | <b>Keynote Address – “Our Catholic Faith: What The Wise And Intelligent May Never Know”</b><br><i>Most Reverend Gerard Bergie</i> , Bishop of St. Catharines   |
| 10:00 am           | Break  |
| 10:15 am           | <b>President’s Report and Q &amp; A</b><br><i>Patrick J. Daly</i> , President, OCSTA   |
| 11:00 am           | <b>Indigenous Education: Current Issues, Priorities and Perspectives – Panel</b><br><i>Judy Manitowabi</i> , Trustee, Nipissing-Parry Sound CDSB<br><i>Judy Wawia</i> , Chair, Superior North CDSB<br><i>Jeffrey White</i> , First Nations Trustee, Kenora CDSB  |
| 12:30 pm           | Lunch  |
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|                    | <b>5. Student Trustee Workshop</b>   |
| 2:30 pm            | <b>Concurrent Workshops - repeat</b>   |
| 3:30 pm            | <i>The Honourable Stephen Lecce</i><br><i>Minister of Education (Invited)</i>  |
| 4:15 pm            | <b>Meeting Adjourned</b>   |
| 5:30 pm            | <b>Reception (Cash Bar)</b>  |
| 6:00 pm            | <b>Dinner</b>  |



## 2022 CATHOLIC TRUSTEES SEMINAR

| SATURDAY, JANUARY 15 |   |
|----------------------|---|
| 7:30 am              | Breakfast   |
| 8:30 am              | Eucharistic Celebration (including debut of 2022 Catholic Education Week song)  |
| 9:30 am              | <b>Catholic School Board Operations During The Pandemic – Insights and Perspectives</b><br>School Board Panel<br><i>Mark Mullan</i> , Chair, Ottawa CSB<br><i>Tom D’Amico</i> , Director of Education, Ottawa CSB<br><i>Joseph Martino</i> , Chair, Toronto CDSB<br><i>Dr. Brendan Browne</i> , Director of Education, Toronto CDSB<br><i>Vikki Dupuis</i> , Chair, Wellington CDSB<br><i>Michael Glazier</i> , Director of Education, Wellington CDSB<br>Additional Panelist TBA |
| 11:00 am             | Closing Remarks & Adjournment   |





# PROOF OF VACCINATION GUIDELINES



TORONTO AIRPORT &  
CONFERENCE CENTRE

SEPTEMBER 2021

655 Dixon Road  
Toronto, Ontario M9W 1J3

157

[www.marriott.com/yyzda](http://www.marriott.com/yyzda)

## PROGRAM OVERVIEW

In the event of any conflict or difference between this summary information and any applicable legislation or regulation, the legislation or regulation prevails. Refer to O. Reg. 364/20: Rules for Areas at Step 3 or and at the Roadmap Exit Step for more information.

### Proof of Vaccination Requirements

A patron seeking access to a business or organization specified in the regulation must provide a receipt that shows that they are fully vaccinated.

Between September 22 and October 22, 2021, in addition to proof of identity, a patron must show a paper or digital version of the PDF receipt. All versions of the receipt are acceptable as proof of vaccination when paired with proof of identification

After October 22, 2021, in addition to proof of identity, a patron may present a paper or digital version of the PDF receipt or a paper or digital version of the enhanced vaccine certificate with QR code to gain access to designated settings.

An individual is considered fully vaccinated if they have received:

- The full series of a COVID-19 vaccine authorized by Health Canada, or any combination of such vaccines, or
- One or two doses of a COVID-19 vaccine not authorized by Health Canada, followed by one dose of a COVID-19 mRNA vaccine authorized by Health Canada, or
- Three doses of a COVID-19 vaccine not authorized by Health Canada; and
- They received their final dose of the COVID-19 vaccine at least 14 days before providing the proof of being fully vaccinated.
- **A negative COVID-19 test or recent COVID-19 infection is not the same as being fully vaccinated and will not be accepted for entry**

For Guests from outside Ontario or Canada:

- Guests from outside the province or the country will be required to show they are fully vaccinated against COVID-19 and identification to enter specified settings.
- Proof of vaccination from outside of Ontario will be accepted if the person's name and date of birth on their identification document matches the vaccination receipt with name and date of birth and if the person is fully vaccinated against COVID-19.
- If the vaccination receipt or proof of identity from out of country is in a language that the business or organization cannot use to verify the documents, the business or organization may request a translated copy in addition to the original receipt.

### Medical Exemptions

To review proof of a documented medical reason for not being vaccinated against COVID-19, the Hotel will ensure:

- The name of the person in the written documentation matches the identification provided.
- The physician or registered nurse's in the extended class's information is complete by including:
  - Name and contact information of the physician or registered nurse in the extended class;
  - Logo or letterhead identifying the physician or registered nurse in the extended class;
  - Statement that there is a medical reason for the individual's exemption from being fully vaccinated against COVID-19; and
  - Any effective time-period for the medical reason which includes the date the patron is seeking access to the business or organization.

## Proof of Identity

- If somebody is required to be fully vaccinated, they must prove both vaccination status and identity.
- Proof of vaccination will be accepted if the person's name and date of birth on their identification document matches the vaccination receipt with name and date of birth and if the person is fully vaccinated.
- Acceptable proof of identification: Birth certificate, Citizenship card, Driver's licence, Government (Ontario or other) issued identification card, including health card2, Indian Status Card /Indigenous Membership Card, Passport, Permanent Resident card)
- Proof of identity is also required for all individuals aged 12 to 18 – photo identification is not required.

**Note:** As per the *Proof of Vaccination Guidance for Businesses and Organizations under the Reopening Ontario Act* relating to sports in an indoor facility:

- **An exemption applies to:**
  - The Youth under the age of 18 actively participating in indoor organized sport applies to training, practices, games and competitions are exempt from proof of vaccination.
  - Additionally, Proof of identification and proof of being fully vaccinated is not required for workers or volunteers, including coaches and officials.
- **The exemption does not apply to:**
  - parents or guardians of youth attending any sporting event
  - Youth who are spectators at sporting events. Nor does the exemption apply to youth who are using a gym or other (hotel fitness centre or pool facilities) unless actively participating in an organized sport.
  - Any individual over the age of 12 years entry into any other Hotel facilities not related to the indoor sport activity, including Hotel restaurants for indoor dining. Take away service from Starbucks is permitted for any age group to utilize.

## Areas Impacted

Within the Delta Hotels by Marriott Toronto Airport & Business Centre, there are only limited areas that will require proof of vaccination to enter.

| Areas Requiring Proof of Vaccination | Areas Not Requiring Proof of Vaccination |
|--------------------------------------|--|
| Lot 41 Social Bar & Table            | Hotel Guestrooms                         |
| Orchid Café                          | Hotel Main Lobby                         |
| Hotel Pool                           | Airport Shuttle                          |
| Fitness Centre                       | Starbucks (Take Out Service Only)        |
| Meeting Facilities (with exceptions) | Gift Shop & Other Retail Services        |
|                                      | Hair Salon                               |
|                                      | Spa                                      |

**NOTE:** This list is based on information provided by the Government of Ontario as of September 17, 2021 and is subject to change without notice.



## Ontario Catholic School Trustees' Association

### **Duty of Care Statement**

The Ontario Catholic School Trustees' Association is committed to providing a safe and healthy environment for all meeting participants. Our decisions and preventive measures will be guided by the requirements and recommendations of the Federal, Ontario and local government authorities. We are working with the Delta Hotels by Marriott Toronto Airport on implementing preventative measures to reduce the potential spread of the COVID-19 virus at our 2022 Catholic Trustees Seminar. Prevention measures include:

- Provide sanitizing or disinfection materials for general attendee use;
- Increase cleaning and disinfection across high-volume common areas;
- Monitor recommendations from the relevant health authorities and the local government and city officials;
- Encourage attendees to adopt some best practices to act in their own best interest and in the best interest of their fellow attendees;
- Safety guidelines will be enforced, and non-compliance will be cause for removal from the event.

The responsibility for a safe and healthy environment is shared among OCSTA, Delta Hotels by Marriott Toronto Airport, and every attendee. All participants are expected to adhere to and abide by the safety precautions OCSTA is implementing to protect against the spread of COVID-19.

By attending this OCSTA Seminar in person, you agree to abide by and engage in certain beneficial health and safety behaviours while attending the event. This may include, but is not limited to, daily self-assessments, on-site screening, wearing a mask, engaging in appropriate physical distancing, and not attending the event in person if you are ill or have been recently exposed to COVID-19. You may be asked to leave the event based on non-compliance with OCSTA, the venue and government policies.

Attendees are asked to manage their own preparedness and behavior as well:

- If you are feeling feverish or coughing prior to arriving at the event, please stay home and notify the event organizer;
- Wear a mask where required to do so by government regulations or venue protocols;
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the washroom; before eating; and after blowing your nose, coughing, or sneezing;
- If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol;
- Avoid touching your eyes, nose, and mouth;
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash;
- Maintain social distancing;
- Disinfect personal items such as cell phones and laptops that you use often;

- Restrain from handshakes, and other physical contact with others;
- Be considerate of fellow attendees and exercise good judgement.

As part of your Duty of Care responsibilities, you should not attend the Seminar in person if you:

- Are experiencing, or within the 10 days prior, have experienced signs and symptoms of COVID-19;
- Believe that you may have been exposed to a confirmed or suspected case of COVID-19;
- Have been diagnosed with COVID-19 and are not yet cleared as non-contagious by the health care team responsible for your treatment;
- Have not been fully vaccinated.

Attendees should self-monitor for signs and symptoms of COVID-19 and are asked to contact OCSTA at [ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) if you experience symptoms of COVID-19 within 10 days after the Seminar. Should any positive cases be reported within the 10-day timeframe, OCSTA will communicate this information to all registered in person participants.

You agree to adhere to the precautions and policies above and understand that you are knowingly and freely assuming all risks related to illness and infectious diseases, such as COVID-19 by attending the Seminar in person. You understand that refusal to adhere to these policies and abide by these precautions may result in immediate removal from the Seminar and cancellation of the registration, without receiving a refund.

Policies are subject to change if ordered by the Federal, provincial, or local government, or by the Delta Hotels by Marriott Toronto Airport.



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
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Toronto, Ontario M4R 1K8  
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[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

October 13, 2021

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

**CC:** Board Secretaries and Administrative Assistants  
- All Catholic District School Boards

**FROM:** Margaret Binns, Director of Administrative Services

**RE:** **2022 OCSTA Trustee Award of Merit**

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Boards or individual trustee members are encouraged to submit nominations for the 2022 OCSTA Trustee Award of Merit. This award recognizes current and former Catholic trustees who have rendered exceptional service to Catholic education over the years.

The recipient(s) of the Trustee Award of Merit will be honoured during the Annual Dinner on Friday, April 22, as part of the 2022 Annual General Meeting & Conference.

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

**The deadline for receipt  
of nominations in the OCSTA office is  
12:00 p.m. EST, Monday, January 10, 2022.**

# OCSTA Trustee Award of Merit: Guidelines

## NOMINATION ELIGIBILITY

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

## EVALUATION CRITERIA

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

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

## PROCESS

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

## NOMINATION FORMAT

- Nominations must be submitted using the forms below and preceded by the Nomination Cover Sheet.
- The response in support of the nominee for each of the three criteria must **not** exceed 400 words. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

## SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at [mpalombi@ocsta.on.ca](mailto:mpalombi@ocsta.on.ca).
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EST, Monday, January 10, 2022**. The deadline is firm and will not be extended.

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

*BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)*



# Nomination Cover Sheet

## OCSTA Trustee Award of Merit

Name of Nominee: \_\_\_\_\_

Nominated by: \_\_\_\_\_

Board: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone #: \_\_\_\_\_

Email: \_\_\_\_\_

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

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

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



Ontario Catholic School  
Trustees' Association

## OCSTA Award of Merit Recipients Since 1974 to Present

| YEAR | RECIPIENT   |
|------|---|
| 2021 | <b>Bruno Iannicca</b> , Trustee, Dufferin-Peel CDSB   |
| 2020 | <b>Bob Schreder</b> , Vice-Chair, Renfrew County CDSB   |
| 2019 | <b>Vikki Dupuis</b> , Trustee, Wellington CDSB<br><b>Anne-Marie Fitzgerald</b> , Northwest CDSB                           |
| 2018 | <b>John Curry</b> , Trustee, Ottawa CSB   |
| 2017 | <b>Andy Bray</b> , Vice Chair, Renfrew County CSB   |
| 2016 | <b>Norm Bethune</b> , Vice Chair, Bruce-Grey CDSB   |
| 2015 | <b>Wilf Garrah</b> , Former Trustee, Algonquin & Lakeshore CDSB   |
| 2014 | <b>John Grisé</b> , Former Trustee, Simcoe-Muskoka CDSB   |
| 2013 | <b>Gerald Beerkens</b> , Huron-Superior CDSB<br><b>Betty-Ann Kealey</b> , Ottawa CSB                                      |
| 2012 | <b>Mike Favreau</b> , Kenora CDSB   |
| 2011 | <b>Bernard Murray</b> , Huron-Perth CDSB  |
| 2010 | <b>Ronald Eamer</b> , CDSB of Eastern Ontario<br><b>Alice Anne LeMay</b> , Halton CDSB                                    |
| 2009 | <b>Kathy Ablett</b> , Ottawa CSB  |
| 2008 | <b>Ron Marcy</b> , Huron-Perth CDSB<br><b>Ken Adamson</b> , Dufferin-Peel CDSB<br><b>Donald Clune</b> , Toronto CDSB      |
| 2007 | <b>Louise Ervin</b> , Waterloo CDSB   |
| 2006 | <b>Joe Corey</b> , Durham CDSB<br><b>Barbara McCool</b> , Nipissing Parry Sound CDSB<br><b>Ed McMahon</b> , Toronto CDSB  |
| 2005 | <b>Philip Colosimo</b> , Thunder Bay CDSB<br><b>Regis O'Connor</b> , Huron Superior CDSB<br><b>Ed Viana</b> , Halton CDSB |
| 2004 | <b>Patrick Daly</b> , Hamilton-Wentworth CDSB   |
| 2003 | <b>Dave McCann</b> , Kenora CDSB  |

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| 2002 | <b>Donald Sunstrum</b> , Huron-Superior CDSB   |
| 2001 | <b>Patrick Meany</b> , Dufferin-Peel CDSB  |
| 2000 | <b>A. J. M. (Art) Lamarche</b> , Ottawa-Carleton CDSB  |
| 1999 | <b>Robert Hubbard</b> , St. Clair CDSB<br><b>Joseph Kraemer</b> , London DSCB  |
| 1998 | <b>Jacqueline Legendre-McGuinty</b> , Ottawa-Carleton RCSS Board<br><b>Tina Rotondi-Molinari</b> , York Region County RCSS Board<br><b>Donald Schrenk</b> , Halton County RCSS Board                               |
| 1997 | <b>Mary Hendriks</b> , Lincoln County RCSS Board<br><b>Rev. Tom Day</b> , Metropolitan Separate School Board   |
| 1996 | <b>Monsignor Edward Boehler</b> , Metropolitan Separate School Board<br><b>Michael Kelly</b> , Ottawa RCSS Board<br><b>Ray Voll</b> , Waterloo Region RCSS Board   |
| 1995 | <b>Fr. Carl J. Matthews</b> , Metropolitan Separate School Board<br><b>John Shrader</b> , London & Middlesex County RCSS Board   |
| 1994 | <b>James V. Sherlock</b> , Halton County RCSS Board<br><b>Mary O. O'Connor</b> , Kirkland Lake-Timiskaming District RCSS Board<br><b>Roberta B. Anderson</b> , Ottawa RCSS Board                                   |
| 1993 | <b>Jim Carpenter</b> , London & Middlesex County RCSS Board<br><b>Robert Flanagan</b> , Welland County RCSS Board<br><b>Paul Duggan</b> , Metropolitan Separate School Board                                       |
| 1992 | <b>Dr. Angelo Albanese</b> , Welland County RCSS Board<br><b>Robert O'Brien</b> , Halton County RCSS Board<br><b>Charles (Chuck) Yates</b> , Waterloo Region RCSS Board  |
| 1991 | <b>Joseph H. Duffey</b> , Frontenac-Lennox & Addington County RCSS Board<br><b>Bertram R. Garrett</b> , Frontenac-Lennox & Addington County RCSS Board<br><b>William J. Hillyer</b> , Bruce-Grey County RCSS Board |
| 1990 | <b>Robert Hall</b> , Dufferin-Peel County RCSS Board<br><b>Lillian O'Connor</b> , Hastings-Prince Edward County RCSS Board<br><b>Ferbie St. Cyr</b> , Kirkland Lake & Timiskaming District RCSS Board              |
| 1989 | <b>Martha Joyce</b> , London-Middlesex County RCSS Board<br><b>Angus MacLellan</b> , Dryden District RCSS Board  |
| 1988 | <b>Kathleen Nolan</b> , Hamilton-Wentworth County RCSS Board<br><b>Cecil Poirier</b> , Kenora District RCSS Board  |

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

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

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Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

October 13, 2021

## MEMORANDUM

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

**CC:** Student Trustees  
Board Secretaries & Administrative Assistants  
– All Catholic District School Boards

**FROM:** Margaret Binns, Director of Administrative Services

**RE:** **2022 OCSTA Student Trustee Alumni Award**

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

Boards or individual trustee members are encouraged to submit nominations for the 2022 OCSTA Student Trustee Alumni Award.

The recipient of the Award will be honoured during the Annual Dinner on Friday, April 22, as part of the 2022 Annual General Meeting & Conference.

Please see the attached guidelines and nomination form.

**The deadline for receipt  
of nominations in the OCSTA office is  
12:00 p.m. EST, Monday, January 10, 2022.**

# OCSTA Student Trustee Alumni Award: Guidelines

## NOMINATION ELIGIBILITY

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

## EVALUATION CRITERIA

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

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

## PROCESS

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

## NOMINATION FORMAT

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

## SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at [mpalombi@ocsta.on.ca](mailto:mpalombi@ocsta.on.ca).
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EST, Monday, January 10, 2022**. The deadline is firm and will not be extended.

# OCSTA Student Trustee Alumni Award Nomination Form

Trustee or Board Submitting Nomination: \_\_\_\_\_

Name of Nominee: \_\_\_\_\_

Current address: \_\_\_\_\_

City: \_\_\_\_\_ Province/State: \_\_\_\_\_ Postal/Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Catholic School(s) Attended: \_\_\_\_\_

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

Year of Graduation: \_\_\_\_\_ Current Vocation: \_\_\_\_\_

Board Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Please explain why the individual is deserving of this award. The submission must **not** exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Marie Palombi at [mpalombi@ocsta.on.ca](mailto:mpalombi@ocsta.on.ca).

Nomination must be received by **12:00 p.m. EST, Monday, January 10, 2022.**

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo: Safe Schools: Bullying Prevention & Intervention Review Panel Project  
**Date:** Wednesday, October 13, 2021 2:04:24 PM  
**Attachments:** [Open letter to Minister Lecce from Bullying Review Panel Mar 4 2021 FINAL.pdf](#)  
[Bullying Review Panel Call to Action Section 6.2 from Final Report 2021.pdf](#)  
[Bullying Review Panel Background ^0 Bios Mar 4 2021.pdf](#)  
[image002.png](#)  
[image004.jpg](#)

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*Loretta Notten*

**Director of Education**

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

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

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



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

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Wednesday, October 13, 2021 12:47 PM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Memo: Safe Schools: Bullying Prevention & Intervention Review Panel Project

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

October 13, 2021

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT: Safe Schools: Bullying Prevention & Intervention Review Panel Project**

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Executive Director Nick Milanetti, Director of Catholic Education Anne O'Brien and I recently attended a meeting with the Safe Schools Bullying Prevention and Intervention Review Panel. At this meeting, the panel including Dr. Jean Clinton, Brenda Flaherty and Dr. Gary Warner shared their final report *Building Healthy Relationships and an Inclusive, Caring, Learning Environment* and their summary recommendations found in the *Community Summary Report*. In this conversation, the urgency around bullying prevention and intervention in schools was discussed and this expert panel is seeking to advance their advocacy through the following approaches:

- ***Develop a unifying narrative and build collective momentum:*** Share our findings and call to action at many levels (i.e., front-line educators, school leadership, government) throughout education and other related sectors.
- ***Lead change from the middle:*** Identify a group of strategic thinkers willing to come together and lead some form of collective action in response to the pressures and challenges schools across the province are facing around student well-being and ensuring diverse, inclusive, and equitable learning environments.
- ***Maintain open lines of communication with Ministry of Education:***

The Panel provided OCSTA with significant feedback and insights on their research and we were pleased to participate in this discussion. They were very interested in OCSTA's priorities, OCSTA's role in advocacy related to the call to action and our best advice to the panel regarding next steps and outreach activities. We have attached the Safe Schools Bullying Prevention and Intervention Review Panel expert reports and materials for your reference.

*Attachments*

**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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Primary contact:

Dr. Jean M Clinton, BMus MD FRCP(c)

Tel: (905) 317-5868

E-mail: clintonj@mcmaster.ca

Open letter to the Honourable Stephen Lecce  
Minister of Education  
438 University Ave, 5th Floor  
Toronto, ON M7A 1N3

March 4, 2021

Dear Minister Lecce,

We are writing this open letter for two reasons: to share our hope for the future of education and to ask you to help us get there.

**This is our hope.** Imagine it's 2041 and a group of publicly educated 20-year-olds from across Ontario have been asked how they feel about the years they spent in school. The conversation is animated and positive. They say school made them feel like they belonged. It nurtured their compassion for themselves and others. It helped them grow from their mistakes. It welcomed their contributions. And it prepared them for a world of constant change. They say these things regardless of the school they attended, the colour of their skin, their sexual identity, the faith they practice, their physical or intellectual abilities, the teachers they had or the home they grew up in. Though they came from different places, their shared experience of education was one of caring, inclusion and excellence.

**Who are we?** We are the members of an independent review panel formed by the Hamilton-Wentworth District School Board (HWDSB) to examine bullying prevention and intervention. The panel was created following the tragic death of Devan Bracci-Selvey on school property in October 2019. Our final report, *Building Healthy Relationships and an Inclusive, Caring Learning Environment*, was the result of a year-long review during which we heard from almost 10,000 students, parents, guardians, caregivers, educators, school administrators, board-affiliated groups, community agencies, union reps, bullying experts and concerned citizens. Our work received financial support from the Ministry. Our [final report](#) and [community summary report](#) were approved by the Board of Trustees on January 25, 2021. We are committed to monitoring HWDSB's response and ensuring our recommendations are implemented for the long term.

**This is what we learned.** Alarming, six out of every 10 students in HWDSB say they were bullied last year. Two out of every 10 students say they were bullied frequently. Students who identify as gender diverse and/or Two-Spirit and LGBTQIA+ report being bullied at up to three times the rate of other students, and there is a clear connection between bullying in HWDSB schools and discrimination in all its forms, including anti-Black, anti-Muslim and anti-Indigenous

racism. Bullying in HWDSB happens between students, staff, families, and at the organization level; it is both interpersonal and systemic. We were told repeatedly of a culture of fear and uncertainty that results in silence, inaction and harm. Everyone is impacted—if not by bullying itself, then by the culture that allows it to thrive—and everyone wants to see positive change.

**Bullying is a symptom of a larger problem.** When HWDSB accepted our report and committed to taking action on our recommendations, it made tragedy its teacher. But bullying isn't about one student, one school or one school board. And it can't be addressed one incident at a time. There are systemic problems that perpetuate bullying across the province, including racism, inequitable funding mechanisms, inadequate teacher training and pre-service education, and a focus on academic achievement over socio-emotional learning and equity and inclusion. Even system-wide wins such as increased retention and graduation rates, more inclusive classrooms and a commitment to educate every child come at a cost for schools that struggle to meet increasingly complex student needs. Bullying exists, in part, because we have an education system in need of re-design.

**Our call to action.** It is time for an education system in which healthy socio-emotional development, equity and academic achievement are seen as equal learning priorities and all students feel they are cared for, belong and can contribute within a supportive environment focused on continuous improvement. It is time to reimagine education with new ideas, new approaches and a new moral imperative in which learners are supported in learning, in their education and in society so they become good at learning and good at life.<sup>1</sup>

**Complex problems need holistic solutions.** Education is complex. Tinkering with the system or attempting to deal with individual issues in isolation will not lead to the fundamental transformation that is necessary to prepare the system and the students for a very different future. Such holistic systemic changes require a champion at the highest level. As a result, we're asking you to undertake a comprehensive review of education in Ontario.

**Now is the time for an education review.** It makes sense to regularly revisit the purpose and delivery of education, and the Ministry has undertaken a comprehensive review approximately every 25 years since the late 60s.

Recent technological and social changes make a review even more pressing. Black Lives Matter, the Calls to Action from the Truth and Reconciliation Commission and LGBTQIA+ advocacy have highlighted the harm caused by racism, discrimination and oppression and the costs to children and youth across the province if we don't rethink outdated systems. The COVID-19 pandemic has disrupted education to a degree not seen since WWII, underscoring an immediate need to address inequities, student well-being and explore new delivery models, as remote learning becomes the preferred option for some while leaving others behind.

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<sup>1</sup> Quinn, J., McEachen, J., Fullan, M., Gardener, M., & Drummy, M. (2019). *Dive into deep learning: Tools for engagement*. Corwin.



We know it's a lot to ask the Ministry to focus on preventing fires when there are so many to put out right now. However, we believe the complex challenges facing our education system are interconnected, and the best way to tackle them is at the same time. Your government has already made significant changes to education. A review, started now, ensures they're your legacy. Postponing a review puts them at risk.

Any delay will be felt well beyond education, since an education system that fails to meet the needs of students will compromise efforts to achieve the government's vision of a stronger Ontario: one with strong civic communities where all people can reach their potential.

**We suggest the review process consider:**

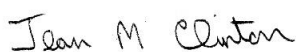
- Reimagining both learning and school structures to address the needs of today's student and move beyond education's industrial, colonial and patriarchal roots.
- Curriculum changes that emphasize human development.
- Teachers' College and other pre-service training that places greater focus on healthy child development, anti-racist socio-emotional learning and skills such as facilitation, coaching and integrated thinking.
- Different delivery models and how to fund them appropriately.
- Ways to address inequities across school boards through changes in funding formulas.
- Ensuring decisions are data-informed, evidence-based and draw from acknowledged best practices.
- Including continuous improvement at all levels of the system.

**We're committed to this process.** This letter is simply the start of our efforts to see education reform in Ontario. We will continue to share our findings with key stakeholders and will accept all invitations from the Ministry to share our learnings and contribute to next steps—because the only way to move forward is together.


Ontario's public education system is respected around the world, and your actions will protect the gains that have been made to date. Even more important, the 20-year-olds of 2041 will be born this year. They may not know to thank you, but their success in life will be in large part due to your courage to bring together people who care during a time of crisis to renew public education for all.

We welcome the opportunity to meet with you to discuss how we can reimagine the future of education together.

Respectfully submitted,



Dr. Jean Clinton



Brenda Flaherty



Dr. Gary Warner

HWDSB Safe Schools Bullying Prevention and Intervention Review Panel

**COPY:**

Donna Skelly, M.P.P. Flamborough-Glanbrook  
Nancy Naylor, Deputy Minister of Education  
Dawn Danko, Chair, Hamilton-Wentworth District School Board  
Manny Figueiredo, Director of Education, Hamilton-Wentworth District School Board

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Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Association Franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Children's Mental Health Ontario (CMHO)  
Council of Ontario Directors of Education (CODE)  
KOJO Institute  
Ontario Association of Parents in Catholic Education (OAPCE)  
Ontario Catholic School Trustees' Association (OCSTA)  
Ontario Federation of Home and School Associations (OFHSA)  
Ontario Public School Boards' Association (OPSBA)  
Ontario Safety Advocacy for Education (Ontario SAFE)  
Ontario Student Trustees Association (OSTA-AECO)  
Parents partenaires en éducation (PPE)  
People for Education  
School Mental Health Ontario

## **Building Healthy Relationships and an Inclusive, Caring Learning Environment**

### **Final Report of the HWDSB Safe Schools Bullying Prevention and Intervention Review Panel 2021**

## **Section 6.2 Call to action**

**“Each of us, as citizens, has a role to play in creating a better world for our children.”  
— Nelson Mandela**

Bullying is a systemic issue that causes significant harm and demands concerted action on many fronts. Beyond the immediate sense of harm, it has significant long-term negative impacts on mental and physical health, academic achievement and future life prospects of young people. Bullying affects not only those who experience it but also those who perpetrate it and those who witness it.

The HWDSB Safe School Survey (see Section 5) found the prevalence of bullying victimization among students was very high, with 59.8% of surveyed students reporting being bullied by others at any rate (pre-COVID) and 19.7% reporting being bullied frequently (pre-COVID). Yet bullying is not a problem unique to Hamilton; similar stories and concerns can be heard across Ontario and Canada. Canada has some of the best economic, environmental and social conditions for growing up, but very poor outcomes for children and youth. For example, the most recent UNICEF report card on child well-being (UNICEF Canada, 2020) found Canada ranked 30th out of 38 wealthy countries in overall well-being. More specifically:

- 20% of young people in Canada are frequently bullied (placing Canada 23rd in rankings).
- Canada has one of the highest rates of adolescent suicide (ranking 35th).
- A striking number of children in Canada are unhappy (placing Canada 31st in rankings).
- Almost 1 in 3 children in Canada is overweight or obese (ranking 29th).
- Almost 1 in 4 children in Canada has low life satisfaction (ranking Canada 28th).
- 26% of young people in Canada have difficulty making friends (ranking 23rd).
- Almost 1 in 3 young people in Canada do not have basic reading and math skills by age 15 (ranking 13th).
- Canada’s governments spend less on families and children than most wealthy countries (ranking 28th).

Notwithstanding the efforts of many dedicated people, including educators, educational professionals, community partners and researchers, it has been difficult to achieve progress with respect to bullying prevention and intervention and overall child well-being.

Although the review panel's primary mandate pertained to bullying prevention, intervention, reporting and responding, it is important to acknowledge the broader systemic issues that perpetuate bullying and hinder efforts to ensure the healthy growth and development of our children and youth.

Basic school structures have not changed for decades, despite increased mandates to respond to individual student needs, the de-institutionalization of care for many children with disabilities, very high retention rates and the acceptance of the responsibility to educate all children in the province.

In order to adjust to changes in society or, at the very least, attempt to mitigate their negative impact, schools must be able to evolve their structures and processes. Since the last major review of public education in the province, there have been significant societal and technological changes that have necessitated some fundamental changes in curriculum delivery. Other important issues are the long-term system implications of changes in delivery due to COVID-19; issues of equity, including racism in many forms; the increased responsibility of schools for the well-being and mental health of students; and the skill development all educators require to respond.

It is dangerous to assume the present structures and processes will be sufficient to deal with these tensions; on the contrary, it may lead to significant educator burnout.

Tinkering with the system or attempting to deal with individual issues in isolation will not lead to the long-term fundamental transformation that is necessary to prepare the system and the students for a very different future.

Rincon-Gallardo (2020) argues that conventional schooling is detrimental to student well-being and learning and points out that unless the "default culture of schooling is replaced with cultures of robust learning, student well-being efforts will simply reproduce the very problems they seek to solve" (p.454). As he points out, "learning to be taught and learning to learn are two very different things" (p.459).

It is time to shift gears. It is time to transform and reimagine education with new ideas and approaches. It is time for a new moral imperative for education wherein learners are supported in learning, in their education and in society so they become good at learning and good at life (Fullan, Quinn & McEachen, 2018). It is time for an education system where socio-emotional development, equity, and mental health and well-being are seen as learning priorities alongside educational achievement outcomes. It is time for a system in which all students feel they are cared for, belong, and can contribute, knowing they are surrounded by support (People for Education, 2020).

The way forward involves transformational change of systems, cultures and mental models. It requires collective responses and a focus on well-being, personal development and equity.

The review panel, echoing the feedback received through the review process from a wide range of individuals, groups and communities, issues this call to action:

***It is time to take real action, together, to develop inclusive, caring schools and thriving, compassionate citizens using a whole-child approach to education. This means changing the way we learn, teach, lead, set priorities, collaborate, communicate, fund and measure. We must pay attention to child and youth well-being. Question our assumptions. Invite all perspectives. Support each other's efforts. Bring in outside resources. And never look away. We call upon all Hamiltonians — students, parents, guardians, caregivers, school staff, unions, board employees, trustees, community members, community groups and researchers — as well as all levels of government to contribute to these changes as part of the village it takes to raise a child.***

The urgency of the issue means there is no time for blame. Everyone has a role to play in addressing bullying and its root causes. Here are some examples.

#### Students

- Be active builders of positive relationships in your school community.
- Treat others as you would wish to be treated yourselves.
- Continue to speak up, ask for choices and co-create solutions.

#### Parents, guardians and caregivers

- Be caring adults, not only for those in your care, but for all the children in the school

#### Community

- Be vigilant and take a restorative justice and developmental approach to nurturing nonbullying behaviours in the children in your care, whether they are the perpetrators or targets of bullying.

#### Educators and other school staff

- Embrace processes and structures that help to ensure every student has an adult advocate to guide them along their developmental continuum and to whom they can go when in need.
- Ensure that every child is known, understood and that decisions made about the child include the child wherever possible.
- Ensure everyone is treated equitably.

## HWDSB

- Create an organizational culture committed to values that include prioritizing the well-being of students.
- Deeply analyze the complex societal issues that underlie bullying in schools and work in partnership with students to transform them in the school context.
- Be open to new ideas from outside the organization and commit to working together for creative solutions.

## Unions

- Contribute to the co-creation of solutions, including addressing the critical issue of supervision.
- Be an ally in the organizational culture change process.

## Hamilton community

- Reach out to school boards with ideas and expertise.
- Promote and nurture engaged citizens and civic communities.
- Deconstruct the communal and societal issues that foster a bullying culture.

## Ontario Ministry of Education/Ontario government

- Review public education in Ontario. As schools respond to changes in society, or at least attempt to mitigate their negative impact, help them evolve their structures and processes to meet the needs of all learners.
- Shift emphasis to social-emotional learning, including empathy and perspective taking, implemented through an anti-racist, culturally responsive and culturally relevant lens. Offer citizenship education and 21st century skills.
- Draw on the resources across ministries to better support the healthy growth, development and well-being of all our children and youth.
- Update pre-service education programs to ensure all teachers receive training in child developmental stages and social-emotional learning that is anti-racist, culturally responsive and relevant; training in how trauma affects behaviour and development; and training on forms of power abuse, whether by students, educators, parents, guardians or caregivers, and the forms of protection needed within classrooms and schools.

## Government of Canada

- Appoint a national child and youth commissioner.
- Create a national strategy that emphasizes a child's social, emotional and mental wellbeing is as important for a fulfilled life as their academic achievement.

*The above segment is extracted from the HWDSB Safe Schools Bullying Prevention and Intervention Review Panel's Final Report [Building Healthy Relationships and an Inclusive, Caring Learning Environment](#). Please see final report appendix for references.*

## Safe Schools Bullying Prevention & Intervention Review Panel

In November 2019, Hamilton-Wentworth District School Board established the Safe Schools Bullying Prevention and Intervention Review Panel. Trustees asked three respected community members with knowledge of equity, mental health, organizational management and board governance to form the review panel. As none of the review panel members are current or former employees of HWDSB, they could, as mandated, act independently to make recommendations for safer, more welcoming schools.

The review panel was created with a focus on bullying prevention, intervention, reporting and responding. Additionally, the review panel members were asked to pay attention to systemic issues and root causes of bullying.

The year-long review process, supported by the KOJO Institute and informed by four expert advisors, resulted in hearing from almost 10,000 students, parents, guardians, caregivers, educators, school administrators, board-affiliated groups, community agencies, union reps, bullying experts and concerned citizens. The work received financial support from the Ministry and Hamilton Community Foundation.

The review panel's final report and recommendations were delivered to the Director of Education and Trustees on January 25, 2021.

### Quick Links:

- Community Report (summary): [Building Healthy Relationships and an Inclusive, Caring Learning Environment](#)
- Final Report: [Building Healthy Relationships and an Inclusive, Caring Learning Environment](#)
- Literature Review: [Bullying in Childhood and Adolescence](#)
- [Safe Schools Review Panel website](#)

## Review Panel Biographies

### *Dr. Jean Clinton, B.Mus., M.D., F.R.C.P.(C)*

Dr. Jean Clinton is a Clinical Professor, Department of Psychiatry and Behavioural Neurosciences at McMaster, division of Child Psychiatry. She is on staff at *McMaster Children's Hospital* with cross appointments in Pediatrics and Family Medicine, and an Associate in the Department of Child Psychiatry at *Sick Children's Hospital*.

She is a Fellow of the *Child Trauma Academy*, as well as a *Zero to Three Academy Fellow* since 2013. She has been a consultant to children and youth mental health programs, child welfare, and primary

care for over 30 years. Dr. Clinton was appointed as an education advisor to the Premier of Ontario and the Minister of Education 2014 - 2018.

Dr. Clinton is renowned nationally and internationally as an advocate for children's issues. Her special interest lies in brain development, and the crucial role relationships and connectedness play. She champions the development of a national, comprehensive child well-being strategy including a system of early learning and care for all young children and their families. She is equally committed to ensuring that children's and youths' needs and voices are heard and respected.

She has been recently nominated for the Lynn Factor Stand Up For Kids National Award (2021) and is the recipient of numerous awards and acknowledgements including the *Boys & Girls Club Niagara – Champion for Children Award* (2019), *Hamilton Gallery of Distinction* (2018), *Ontario Principal's Council Award – Outstanding Contribution to Education* (2018), *McMaster Alumni Hamilton Community Impact Award* (2012), *YWCA Women of Distinction Award Winner (Health and Wellness)* (2010), *Naomi Rae Grant Award, Canadian Academy of Child and Adolescent Psychiatry* (2008) and *2005 Citizen of the Year (Nominee)*, City of Hamilton.

Dr. Clinton has also authored her first book, *Love Builds Brains* which can be ordered online through Tall Pines Press, on Amazon and in book stores everywhere.

She lives in Hamilton with her husband – they have 5 children and 5 grandchildren.

### ***Brenda Flaherty, R.N., B.A., M.P.A., Hon. DSc.***

Brenda Flaherty is a health care leader committed to improving health care systems and is currently providing advisory services to support executive level regional systems leadership for the COVID-19 pandemic. She has served in many senior roles at *Hamilton Health Sciences* and retired as the Executive Vice President Clinical Services and Chief Operating Officer. She is an Assistant Professor at *McMaster University's School of Nursing* and was a part-time instructor in McMaster's MBA program.

She currently serves on the national board of *YMCA Canada* as Past Chair and is past Chair of the Hamilton/ Burlington/ Brantford YMCA. She actively volunteers in a number of capacities including the past Chair of *The Change Foundation* and the *North Hamilton Community Health Centre* boards. Brenda led the development of the *Live Well* partnership between the YMCA, Hamilton Health Sciences and McMaster University, which collaboratively links acute care hospital health services with community health and wellness programs.

She serves on the *Ontario Brain Institute Outreach Advisory Committee* and has been a member of several regional and provincial expert panels to enhance the quality of patient care such as neurosurgery, epilepsy, stroke, orthopedic, emergency and critical care. She was a member of many *Ontario Hospital Peer Review* panels, chaired the *Research and Resource Committee for Council of Academic Hospitals of Ontario* and was a member of the *Canadian Stroke Strategy Steering Committee*.



She is a Registered Nurse, holds a Bachelor of Arts in Sociology from McMaster University and a Masters of Public Administration from Queen's University.

She has been recognized by McMaster University, Faculty of Health Sciences with an Honorary Degree, Doctor of Science (2019). She has been a recipient of awards, including *Hamilton Gallery of Distinction* (2016), *McMaster Alumni Community Impact Award* (2014), *Mohawk College Distinguished Fellowship Award* (2015), *Queen's Diamond Jubilee Medal* (2012), *Mohawk College Alumni Distinction* (2010), *Athena Award* (2006) and *Health is a Community Affair Award*, Ontario Health Centres (2002).

Brenda lives in Hamilton with her husband and three daughters.

### ***Dr. Gary Warner, L. ès L., B.A. (Hons.), D.de l'U., Hon. LL.D.***

Dr. Gary Warner is a Professor Emeritus who taught courses at *McMaster University* on Francophone Literature and on peace and international development and held various administrative roles including Department Chair, Associate Dean, co-Director of the Theme School on International Justice and Human Rights, founding Director of McMaster International (later renamed Office of International Affairs) and Director of the Arts & Science Program.

He served as Director of the *CUSO Program* in Sierra Leone, West Africa, and later as Chair of CUSO's international Board of Directors.

He is a former Vice-Chair of the *Ontario Council on University Affairs*. He has been active in the Hamilton community for over 45 years on issues related to international development, peace, poverty, human rights, antiracism, immigration and social justice, including having served as Chair of the Working Committee of *Strengthening Hamilton Community Initiative*, member of the Governing Council of the *Hamilton Centre for Civic Inclusion*, the Steering Committee of the *Hamilton Roundtable for Poverty Reduction*, the *Hamilton Immigration Partnership Council*, co-Chair of the Advisory Committee of the exhibit, "*and still I Rise: A history of African-Canadian Workers in Ontario, 1900 to present*", Chair of the Board of the *Hamilton Community Foundation*, and currently serves on the Boards of the *Good Shepherd* and the *Catholic Children's Aid Society of Hamilton*.

He is a recipient of several awards, including the *Hamilton Black History Month J.C. Holland Award*, Professional Category (1998), the *2002 World Citizenship Award* from the Hamilton Mundialization Committee jointly with his wife, the *McMaster Student Union Lifetime Achievement Award* (2004), the *Order of Canada* (2005), the *2005 Royal Bank Distinguished Citizen of the Year Award* (2006), *Hamilton Gallery of Distinction* (2006), *St. Mary's College (Trinidad) Hall of Fame* (2007) and *Queen Elizabeth II Diamond Jubilee Medal* (2012). He received an Honorary Degree, Doctor of Laws, from McMaster University on November 19, 2020.

He lives with his wife, Joy, in Hamilton - they have 4 children and 9 grandchildren.



**SUDBURY  
CATHOLIC  
DISTRICT  
SCHOOL BOARD**

165A D'Youville Street  
Sudbury ON P3C 5E7  
705.673.5620  
[sudburycatholicschools.ca](http://sudburycatholicschools.ca)

October 1, 2021

The Honourable Stephen Lecce, MPP  
Ministry of Education  
5th Floor, 438 University Avenue  
Toronto, ON M5G 2K8

Dear Minister Lecce,

On behalf of the Board of Trustees, I am writing to express our grave concerns at the inequities that continue to impact our senior leadership team both internally and provincially.

In 2010, *the Broader Public Sector Accountability Act (BPSAA)* was introduced by the Ontario Government. This was followed by the March 31, 2012 amendment to the BPSAA resulting in the freeze of salary increases for executive employees. The Sudbury Catholic District School Board respected the Ministry directives and froze salaries, as well as all movements on the compensation plan as of March of 2012. In 2017, the Sudbury Catholic District School Board presented an Executive Compensation Framework to the Ministry following all guidelines and the plan was approved as presented. In 2017, the 5% allowable increase resulting from the well-developed compensation plan was equalized to adjust the salary of only some members of the senior team and not to all. The differentiated approach was an attempt by the Board to begin the address the internal inequities that were significant between members of the senior team. The approved compensation framework was once again frozen on August 13, 2018, only two weeks before our senior team members would have received their first increase in a significant period of time. It is important to emphasize that some of our senior team members have not seen any salary adjustments since September of 2011, and the others only a slight adjustment in 2017.

Over the past 10 years, there have been negotiations and discussions with unionized and non-union staff resulting in grid movement, salary increases and improvements to working conditions. Additionally, discussions have taken place with the Principal and Vice-Principal Associations, also resulting in grid movements, salary increases and improvements to their working conditions.

Providing all employees with increases and the ability for movement on the salary grids except for the senior team, has created significant internal inequity. Treating a small number of employees differently also fails to recognize the key and important role that our senior team plays in supporting the achievement and well-being of both students and staff. In addition, not recognizing our senior team by compensating them in a fair and equitable manner impacts effective succession planning and recruitment. In the education sector, the pool of qualified candidates for academic supervisory officer positions is limited. The candidates must first be a teacher, then obtain the principal qualifications and experience prior to obtaining their

supervisory officer qualifications. And even those that obtain their qualifications do not have any incentive to vie for a senior management position because the added level of responsibility and expectations are not recognized due to the compression of compensation envelopes. Business supervisory officers are recruited from a variety of broader public sector organizations, as well as the private sector resulting in significant competition for qualified candidates. To build leadership throughout the organization, and ensure success, we must be able to recruit and retain top talent. We must be able to offer a competitive salary that provides enough of a differential from principal and vice principal salaries to compensate individuals for the added complexity and judgement that comes with a senior administrative position. The SCDSB is facing increased competition from other boards and other organizations to attract and retain top leadership. The longer the freeze continues, the more difficult recruitment and retention become.

In closing, it is important to emphasize that our senior team continues to work above and beyond, especially over the past two-years as we work through the impact of COVID-19 on our system. They have had limited vacation time in order to ensure that all plans were in place to ensure the health, safety and well-being of students and staff. They have done so without complaint and with great professionalism. We do acknowledge the financial limitations currently being experienced provincially and want to work with the Ministry in ensuring fiscal accountability, however continuing to ignore the senior members of our team, while recognizing all other employees is unacceptable and must be corrected.

We thank you for your attention to this matter and trust that you will give our concerns serious consideration.

Sincerely,

A handwritten signature in dark ink, appearing to be 'Michael Bellmore', with a stylized, looped design.

Michael Bellmore  
Chair, Sudbury Catholic District School Board

- c. Sudbury Catholic School Board Trustees  
Ontario Catholic School Trustees' Association  
English Catholic Council of Ontario Directors of Education  
Sudbury Catholic Senior Team  
Jamie West, MPP Sudbury  
France Gelin, MPP Nickel Belt

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Obituary - James Seeley Former OCSTA Director  
**Date:** Thursday, October 14, 2021 5:35:06 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)

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For Oct Board...

*Loretta Notten*

**Director of Education**

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

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

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



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

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**From:** OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>  
**Sent:** Thursday, October 14, 2021 12:35 PM  
**To:** OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>  
**Subject:** OCSTA: Obituary - James Seeley Former OCSTA Director

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

**TO: Chairpersons & Directors of Education  
OCSTA Directors, OCSTA Past Presidents & Staff,**

We are saddened to inform you of the passing of **James Seeley, former Catholic Trustee and OCSTA Board Member** on October 9, 2021.

James was a dedicated Catholic Trustee in the Dryden area and served on the OCSTA Board of Directors from 1987-89.

We ask you to join us in praying for the repose of the soul of Mr. Seeley, and for his family.



James (Jim) Seeley

August 8, 1939 – October 9, 2021

James (Jim) Charles Seeley passed away peacefully at home on October 9, 2021, at 82 years old.

Jim was born in Grassie/Grimsby, Ontario and moved to Dryden in the 1960s. He owned and operated Dryden and Red Lake Funeral Chapels from 1965 until his retirement in 1994.

Jim is survived by his wife Louise, his daughters Joanne Leitch (Tony) of Burlington, Donna Lemoing (Dan) of Calgary, Laurie Hoel (Steve) of Winnipeg, and Karen Seeley of Dryden. He is also survived by his grandchildren Killeen and Ciara Leitch, Nicholas (Lauren), Benjamin, and Jacob Lemoing, James Pihulak-Seeley (Bea), and Brandon Hoel (Shea), and his great-granddaughter Wylder Hoel.

He is survived by brothers Robert (Rachel) of Maramachi, NB, and Joseph (Jane) of London, ON. Jim was predeceased by his first wife Evelyn Vanetti in 1970.

Visitation will take place on Thursday, October 14, 2021

from 6 – 8 p.m. with Prayers at 7 p.m. at the Dryden Community Funeral Home.

A Funeral Mass will take place on Friday, October 15, 2021 at 11 a.m. at the St. Joseph's Catholic Church with Father Alan Campeau officiating.

Interment will follow in the Dryden Cemetery.

In lieu of flowers, donations can be made to the Dryden Regional Health Centre Foundation – Equipment Fund through the Dryden Community Funeral Home, 249 Grand Trunk Avenue, Dryden, ON P8N 2X3

Condolences may be posted at [www.dcfh.ca](http://www.dcfh.ca)

**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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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Letter: Local Government Week (Oct 18-22, 2021)  
**Date:** Thursday, October 14, 2021 5:36:48 PM  
**Attachments:** [Let-All Trustees-Local Government Week \(Oct 2021\).pdf](#)  
[image001.png](#)

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*Loretta Notten*

**Director of Education**

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

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Thursday, October 14, 2021 11:44 AM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Letter: Local Government Week (Oct 18-22, 2021)

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

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

**cc: Board Secretaries and Administrative Assistants**

**The attached letter was sent directly to all Catholic Trustees yesterday and is provided for your information.**

Attached please find a letter from OCSTA President Patrick Daly with respect to Local Government Week and the role of Catholic Trustees.

Following is a link to a customizable PowerPoint presentation about the role of Catholic Trustees that we invite you to share in local presentations: <https://www.ocsta.on.ca/the-role-of-the-catholic-trustee/>

**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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## Ontario Catholic School Trustees' Association

October 13, 2021

Dear Fellow Catholic School Trustees:

As we celebrate “Local Government Week” (October 18-22, 2021) throughout Ontario, I would like to thank you for your dedicated service as a Catholic School Trustee. On behalf of the OCSTA Board of Directors, I commend each of you for fulfilling the responsibilities of school boards and locally elected school trustees as outlined in the Education Act.

Most especially I applaud you for your goodness and for faithfully serving as advocates, stewards, servant and political leaders of your Catholic school systems. In our 1997 document, *“Witness to Faith”*, the OCSTA wrote:

*“Parents (Catholic ratepayers) entrust to duly **elected** trustees the responsibility for governing and implementing policies which assure Christ centred learning environments which support the virtues and values they teach in their homes.”*

We went on to state that the *“Catholic community expects trustees to be persons of faith, with a vision of life that is centred on Christ and who have a sense of being called to Ministry.”*

Local Government Week is an appropriate time to recognize each of you for generously responding to God’s call to serve as one of 237 Catholic School Trustees in the Province of Ontario. Collectively we form 29 Catholic District School Boards which represent 1.2 million Catholic ratepayers and educate approximately 545,000 students. It is as well an appropriate time to acknowledge, promote and celebrate the long and rich tradition of elected School Trustees (boards) in the history of governance structures in Ontario and many other jurisdictions.

In the words of G. Emmett Cardinal Carter:

*“He or she who seeks the office of trustee is seeking an honourable office.”*

I share his words in thanksgiving to God for our vocation as Catholic School Trustees and to pray that Our Lord and Saviour Jesus Christ showers each of you with all of His blessings for all you do to protect and promote the precious gift of publicly funded Catholic education.

Yours very truly,

Patrick Daly, President

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



Simcoe Muskoka Catholic District School Board  
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October 4, 2021

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

Dear Minister Lecce:

Students, education workers and families in the province of Ontario all want schools to remain open for the 2021-2022 school year. They also want to bring a sense of normalcy back to the education sector by slowly reintroducing things like special events, co-curricular activities, and school-based volunteers, to name a few. The best way to return our schools to the vibrant, active and social places that they were pre-pandemic is through the province's COVID-19 vaccination program.

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."*

The COVID-19 vaccine is safe and effective and it is a critical component in helping us provide students and staff with a healthy and safe environment in which to interact, learn and grow. The use and effectiveness of the vaccine has already made a crucial difference in terms of keeping our students in class even in the midst of the fourth wave and yet there is more that can be done. The Simcoe Muskoka Catholic District School Board (SMCDSB) has a responsibility to uphold the safety of all staff, students and families and take all necessary precautions to protect those who are vulnerable. That is why SMCDSB "unanimously" approved a motion at the September 22nd Board Meeting recommending:

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

*Our Mission: Faithfully, inclusively and equitably, we inspire every student to realize their God-given potential.*

The students in the province of Ontario deserve to remain in school this year - not just for their academic success, but also for their mental health and social-emotional wellbeing. We respectfully ask the Government of Ontario to use every tactic at their disposal, including mandatory vaccinations, to safely keep students in class, learning with their peers.

Sincerely,



Joe Zerdin, P. Eng  
Board Chair

cc     Doug Ford, Premier of Ontario  
        Christine Elliott, Minister of Health  
        Dr. Kieran Moore, Chief Medical Officer of Health  
        Dr. Charles Gardner, Simcoe Muskoka District Health Unit  
        MPP Caroline Mulroney  
        MPP Jim Wilson  
        MPP Jill Dunlop  
        MPP Doug Downey  
        MPP Andrea Khanjin  
        MPP Norm Miller  
        Patrick Daly, President of OCSTA  
        SMCDSB CPIC Members  
        SMCDSB SEAC Members

Attachment

# MOTION #BD-01-11-2021

Board Meeting #11  
Wednesday, September 22nd, 2021

Moved by Trustee: Catherine MacDonald

Seconded by Trustee: Janice Hutchison

## Motion:

**Whereas** Students of the Simcoe Muskoka Catholic District School Board (SMCDS) have experienced significant disruption to in-person learning in 2020-2021 school year, and:

**Whereas** as the SMCDSB has a responsibility to uphold the health and safety of all staff, students and families and take all necessary precautions to protect those who are vulnerable, and;

**Whereas** the Delta Variant, currently the dominant Variant of Concern (VOC), is known to be more contagious, more serious and more likely to result in infection, hospitalization and death and:

**Whereas** there is growing evidence that the effectiveness of COVID-19 vaccine prevents serious illness and hospitalization and mounting evidence that the vaccine reduces transmission of the virus, and;

**Whereas** the September 2, 2021 notice from the Premier's Office stated:

*"As of September 22, 2021, Ontarians will need to be fully vaccinated (two doses plus 14 days) and provide their proof of vaccination along with photo ID to access certain public settings and facilities. This approach focuses on higher-risk indoor public settings where face coverings cannot always be worn and includes:*

- *Restaurants and bars (excluding outdoor patios, as well as delivery and takeout);*
- *Meeting and event spaces, such as banquet halls and conference/convention centres;*
- *Facilities used for sports and fitness activities and personal fitness training, such as gyms, fitness and recreational facilities ....and;*

*Our Vision: We are a faith-filled Catholic learning community dedicated to excellence*

**Whereas** the Ontario Catholic School Trustees' Association, on September 8, 2021 strongly recommended that:

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

**Recommendation**

**Therefore**, be it resolved that the Simcoe Muskoka Catholic District School Board of Trustees approve the drafting of a letter requesting that the Province of Ontario mandate COVID-19 vaccinations for all staff, eligible students and school visitors and strongly consider an amendment to the *Immunization of School Pupils Act (ISPA)*, including the COVID-19 vaccine within its mandatory immunization program.

**Carried: Unanimous**

**Defeated:**



## Ontario Catholic School Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

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

October 18, 2021

TO: Trustees & Directors of Education  
- Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **OCSTA Travel Accident Insurance  
December 1, 2021, to November 30, 2022**

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On behalf of the OCSTA Board of Directors, we are pleased to announce that once again, trustees may apply to be included in the OCSTA Travel Accident Insurance Policy.

The (1 year) cost covering the period from December 1, 2021, to November 30, 2022, is as follows:

- Up to age 70 = \$28.25 (\$25 + \$3.25 HST) per person
- 70-74 = \$62.15 (\$55 + \$7.15 HST) per person
- 75-79 = \$101.70 (\$90 + \$11.70 HST) per person
- 80-84 = \$192.10 (\$170 + \$22.10 HST) per person

Please complete the attached registration form that includes name, age, DOB, etc. for those trustees who wish to participate in this plan, and then return it to our office with cheque payable to OCSTA covering the total premium(s) due.

**Deadline for receipt of applications is Monday, November 22, 2021.**

As a reminder, this coverage applies only while the insured person is on OCSTA business. The sum payable to the estate of the insured person in the event of death is \$75,000. The weekly indemnity in the case of disability is \$250.00, payable to the insured person. A more detailed "Summary of Benefits" will be sent to each board along with a recap of their registrations, once both the registration form and full payment are received.

**PLEASE NOTE:**

- OCSTA Directors are automatically covered under this Policy and do not need to be registered through their school board.
- Trustees age 85 or older are not eligible for this coverage.
- Student Trustees are not eligible for this coverage.
- Coverage will automatically end for those enrollees who turn 85 and/or who are no longer active OCSTA Trustees during the insurance coverage period (December 1, 2021, to November 30, 2022), with no refund provided for the unused time.
- Once paid, no refunds will be issued under any circumstances.

If you have any questions, please contact Margaret Binns or Marie Palombi at 416-932-9460.

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| <p style="text-align: center;"><b>Note to Trustees:</b><br/><b>If interested, please contact your local Board to coordinate enrolment.</b></p> |
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# OCSTA TRAVEL ACCIDENT INSURANCE – REGISTRATION FORM

NOTE: The fillable form can be completed directly on your computer.

**PLEASE COMPLETE & RETURN FORM WITH PAYMENT BY MONDAY, NOVEMBER 22, 2021 TO:**

# OCSTA

1804 - 20 Eglinton Avenue West, Box 2064

Toronto, ON M4R 1K8

Attention: Marie Palombi

E-mail: [mpalombi@ocsta.on.ca](mailto:mpalombi@ocsta.on.ca)

Fax: (416) 932-9459

|                        |  |
|------------------------|--|
| <b>SCHOOL BOARD:</b>   |  |
| <b>CONTACT PERSON:</b> |  |
| <b>TELEPHONE:</b>      |  |
| <b>EMAIL:</b>          |  |

**The following Trustees wish to be included in the OCSTA Travel Accident Insurance Policy, effective December 1, 2021, to November 30, 2022.**

***Payment must accompany this form in order to activate this request; therefore, please attach a cheque(s) or proof of Electronic Funds Transfer (EFT) covering the total premium due.***

# Thank you!

| NAME                     | HOME ADDRESS | DATE OF BIRTH<br>MM/DD/YY | AGE (as of<br>Dec 1/2019) | Gender<br>M/F | COST<br>(INCL. HST) |
|--------------------------|--------------|---------------------------|---------------------------|---------------|---------------------|
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| Total Payment Submitted: |              |                           |                           |               |                     |

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Newswire - Local Government Week; Trustee Code of Conduct Consultation  
**Date:** Monday, October 18, 2021 7:10:50 PM  
**Attachments:** [image001.png](#)

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*Loretta Notten*

**Director of Education**

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

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

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



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**From:** OCSTA - Sharon McMillan <[SMcMillan@ocsta.on.ca](mailto:SMcMillan@ocsta.on.ca)>  
**Sent:** Monday, October 18, 2021 3:02 PM  
**To:** OCSTA - Sharon McMillan <[SMcMillan@ocsta.on.ca](mailto:SMcMillan@ocsta.on.ca)>  
**Subject:** OCSTA Newswire - Local Government Week; Trustee Code of Conduct Consultation

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To: All Catholic Trustees



October 18, 2021

In this Issue:

- Local Government Week - Resources for Catholic Trustees
- Call to Serve Leadership Videos
- Trustee Code of Conduct Consultation
- New Date for Justice Lauwers Presentation – Catholic Education Leadership Speaker Series



View issue at the following link:

<https://www.ocsta.on.ca/oct-18-2021-newswire/>

**Sharon McMillan**

DIRECTOR OF COMMUNICATIONS

Ontario Catholic School Trustees' Association [www.ocsta.on.ca](http://www.ocsta.on.ca)

Cell: 416.460.7937 T: 416.932.9460 ext. 232

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## Ontario Catholic School Trustees' Association

October 19, 2021

### MEMORANDUM

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** **2022 AGM Resolutions**

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**PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD**

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

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the final deadline of *12:00 p.m. EST January 28, 2022*.

#### Attachments

- *Guidelines*
- *Sample Resolution & Fillable Form*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2021 Resolutions with AGM Decisions*
- *Related By-Law Section 6.9 (Resolutions)*



Ontario Catholic School  
Trustees' Association

## Guidelines for Preparing Resolutions

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

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

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

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. OCSTA addresses education funding issues in the **Annual Finance Brief to the Minister** and submission to the yearly **Pre-Budget Consultation**. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

B. **Steps in Preparing a Resolution**

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

C. **Writing A Resolution**

Structure

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

## 1. Preamble

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

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

## 2. Resolving Clauses

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

## 3. Submission Statement

Please include the following information in the submission statement.

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

## D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 28, 2022**. We encourage boards to submit their resolutions at any time by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).

## E. Regulations

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

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

# Sample Resolution

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

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

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

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

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

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

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

**Therefore be it Resolved that:**

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

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☐ No ☐

Please briefly outline below how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

## RESOLUTION FORM

**Moved by:**

**Board:**

**Seconded by:**

**Topic:**

**Whereas:**

**Whereas:**

**Whereas:**

**Whereas:**

**Whereas:**

**Therefore be it Resolved that:**

*Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes      No*

*Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.*

*Please submit all resolutions by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca). If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.*

## ***Explanation of Committee Recommendations & Resolution Session Procedures***

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

### ***Explanation of Committee Recommendations***

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

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

### ***Resolution Session Procedures***

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

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

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

Voting will be by a show of hands. Delegates carrying proxies must have and show the proxies they are carrying. Ballots will be provided in the event that a vote by ballot is called for.

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

## ***Grouped Resolutions***

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

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

## ***Resolutions Handled Individually***

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

### **A. Resolutions with committee recommendations**

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

### **B. Resolutions without committee recommendations**

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



### C. Amendments from the Floor

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

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

If the amendment is defeated:

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

### D. **Members’ Discussion Right**

Under Article 6.11 (*Members Discussion Right*), any Member entitled to vote at an Annual Meeting is entitled to raise for discussion at that meeting any matter with respect to which the Member would have been entitled to submit a proposal, subject to the conditions outlined in Sections 6.10.1 to 6.10.5<sup>8</sup>, and provided that:

- 6.11.1 if such Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak to the discussion item, for up to three minutes per member; and
- 6.11.2 no discussion item shall be put to the membership for a vote at the meeting at which it was raised for discussion.

*Revised October 21, 2021*

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<sup>8</sup>S.56(1)(b) of the ONCA



## Ontario Catholic School Trustees' Association

### Our Mission

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

### Our Vision

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

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

#### **1. Enhance Political Advocacy for Catholic Education**

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

#### **2. Engage Trustees in an Enriched Development Program**

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

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

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



## OCSTA 2021 Resolutions with AGM Directives

|     | BOARD  | TOPIC  | AGM DECISION   |
|-----|--|--|--|
| 1.  | Dufferin-Peel  | Parent Reaching Out (PRO) Grants   | Approve  |
| 2.  | Dufferin-Peel  | Funding for Retrofitting/Renovating Schools  | Approve  |
| 3.  | Dufferin-Peel  | Funding for Students with Diverse Learning Needs, including Special Education Needs  | Approve & Refer to Political Advocacy Committee                        |
| 4.  | Dufferin-Peel  | Technology Funding   | Approve & Refer to Political Advocacy Committee                        |
| 5.  | Dufferin-Peel  | COVID-19 Recovery Funding  | Approve & Refer to Political Advocacy Committee                        |
| 6.  | Dufferin-Peel  | Funding to Address Anti-Black Racism   | Approve & Refer to Political Advocacy Committee                        |
| 7.  | Peterborough<br>Victoria<br>Northumberland &<br>Clarington | Ontario Regulation 191/11 Accessibility for Ontarians with Disability Act (AODA)   | Approve & Refer to Political Advocacy Committee                        |
| 8.  | Simcoe Muskoka   | Improving Broadband and High-Speed Internet for Educational Purposes (Home and Schools)  | Receive & Refer to Political Advocacy Committee                        |
| 9.  | Dufferin-Peel  | STEM Funding   | Receive & Refer to Political Advocacy Committee                        |
| 10. | Simcoe Muskoka   | Importance of Ventilations in Schools  | Receive & Refer to Political Advocacy Committee                        |
| 11. | Algonquin &<br>Lakeshore                                   | Inaugural Meetings and the Modernizing Ontario's Municipal Legislation Act, 2017   | Receive & Refer to Political Advocacy Committee                        |
| 12. | Algonquin &<br>Lakeshore                                   | OSAP Access for Certification Program Students   | Receive & Refer to Political Advocacy Committee                        |
| 13. | Algonquin &<br>Lakeshore                                   | Broadband Modernization Program & E-Learning Strategy  | Receive & Refer to Political Advocacy Committee                        |
| 14. | York   | Transportation Funding for French Immersion Students   | Receive & Refer to Political Advocacy Committee                        |
| 15. | Simcoe Muskoka   | Special Education Virtual Mode Support   | Receive & Refer to Political Advocacy Committee                        |
| 16. | Simcoe Muskoka   | Special Education Parent Funding Support for the Involvement of Third-Party Providers in the Home During the Pandemic and Beyond | Receive & Refer to Political Advocacy Committee                        |
| 17. | Simcoe Muskoka   | Carbon Monoxide Sensors/Detectors  | Receive & Refer to Political Advocacy Committee                        |
| 18. | Ottawa   | Racism Module in Trustee Training  | Approve & Refer to Catholic Education and Trustee Enrichment Committee |
| 19. | Ottawa   | History Focus for Catholic Education Week 2022   | Receive & Refer to Catholic Education and Trustee Enrichment Committee |
| 20. | Algonquin &<br>Lakeshore                                   | Executive Compensation   | Receive & Refer to Labour Relations Committee                          |
| 21. | Dufferin-Peel  | Student Transportation Funding   | No Action Required – In Progress                                       |
| 22. | Dufferin-Peel  | Qualified French Teacher Recruitment & Retention   | No Action Required   |
| 23. | London   | Student Representation on the OCSTA Board of Directors   | Withdrawn by submitting board.   |
| 24. | Dufferin-Peel  | Hard Caps in Kindergarten Classes  | Withdrawn by submitting board  |



Ontario Catholic School  
Trustees' Association

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

**6. MEETINGS OF MEMBERS**

**6.9 Resolutions from CDSBs**

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

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

## RESOLUTION FORM

**Moved by:**

**Board:**

**Seconded by:**

**Topic:**

**Whereas:**

**Whereas:**

**Whereas:**

**Whereas:**

**Whereas:**

**Therefore be it Resolved that:**

*Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes      No*

*Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.*

*Please submit all resolutions by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca). If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.*

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Helping Canadian Families to Access Catholic Education Through the Toonies for Tuition Fund Raising Campaign  
**Date:** Tuesday, October 19, 2021 9:11:37 PM  
**Attachments:** [image003.png](#)  
[image004.png](#)

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*Loretta Notten*

**Director of Education**

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

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

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



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

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**From:** OCSTA - Ashlee Cabral <[ACabral@ocsta.on.ca](mailto:ACabral@ocsta.on.ca)>  
**Sent:** Tuesday, October 19, 2021 1:55 PM  
**To:** OCSTA - Ashlee Cabral <[ACabral@ocsta.on.ca](mailto:ACabral@ocsta.on.ca)>  
**Subject:** OCSTA: Helping Canadian Families to Access Catholic Education Through the Toonies for Tuition Fund Raising Campaign

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**Ontario Catholic School  
Trustees' Association**

October 19, 2021

**MEMORANDUM**

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

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

**SUBJECT:        Helping Canadian Families to Access Catholic Education Through the *Toonies for Tuition* Fund Raising Campaign**

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***“In a world you can be anything, be like Jesus.”***

As those entrusted/privileged with the governance of publicly funded Catholic schools in Ontario, we know that more than ever parents need institutions to support them in passing on to their children the virtues they teach in their homes. That is what the *Toonies for Tuition* Annual Fundraising Campaign is all about. The campaign provides financial assistance to parents who hope/wish to send their children to a Catholic school in provinces that provide partial or no public funds in support of Catholic education.

The COVID-19 pandemic has significantly compounded the challenges for parents in provinces that provide limited or no funding for Catholic education. Economic and other realities have only served to increase the need to build on our past contributions to the *Toonies for Tuition* campaign.

Last year as a result of the generosity of participating Catholic school systems in Ontario, we were able to raise and contribute \$65,558. Across Canada \$73,700 was raised to support students attending Catholic schools who otherwise would have been unable to do so. While not diminishing the difference the support of \$73,700 meant to the receiving families, it is important to note that the CCSTA received a total of \$341,249 in tuition assistance requests from parents across Canada. We know that with the active participation of all boards, we can surpass the amount raised last year.

On behalf of the OCSTA Board of Directors, I urge you to harness the generosity of our school communities and in particular the creativity and goodness of your students in support of this extremely important cause.

The 2021-2022 *Toonies for Tuition* campaign concludes in May of 2022. We will be pleased to announce the total amount raised through our Ontario campaign following Catholic Education Week. Thank you for your support of this important fundraising effort and for giving witness to children/students, “*that in a world in which they can be anything, be like Jesus.*” If you have any questions or would like additional information regarding *Toonies for Tuition*, please call Sharon McMillan or me.

### **Collection Process for the Toonies for Tuition Campaign**

1. Please collect donations raised through fundraising activities and submit these funds to the financial officer or bursar at your local school board office.
2. Prepare a report of funds received (listing the donation amount per school) and include one board cheque covering the total amount received. Cheque to be made payable to:

Toonies for Tuition  
c/o Canadian Catholic School Trustees’ Association  
570 West Hunt Club Road  
Nepean, ON K2G 3R4

Please send a copy of board donation information to OCSTA, attention: Ashlee Cabral ([acabral@ocsta.on.ca](mailto:acabral@ocsta.on.ca)).

For more information about *Toonies for Tuition*, please consult CCSTA’s website <http://www.ccsta.ca/en/initiatives-en/toonies>.

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: Bill 13 - Supporting People and Business Act, 2021  
**Date:** Tuesday, October 19, 2021 9:37:25 PM  
**Attachments:** [image004.png](#)  
[image002.jpg](#)

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*Loretta Notten*

**Director of Education**

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

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

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



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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Tuesday, October 19, 2021 10:17 AM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo re: Bill 13 - Supporting People and Business Act, 2021

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October 19, 2021

**MEMORANDUM**

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

**CC:** Board Secretaries and Administrative Assistants

OCSTA Directors and Staff

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

**SUBJECT: Bill 13—Supporting People and Businesses Act, 2021**

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On October 7, 2021 the Associate Minister of Small Business and Red Tape Reduction introduced Bill 13 the *Supporting People and Businesses Act, 2021* for first reading. The Bill covers a wide range of matters but two areas are directly applicable for school boards. This memo briefly outlines those two areas.

**Proposed *Education Act* Changes:**

In Schedule 8, changes are being proposed that intent to amend the *Education Act* (“the Act”) by removing references to ranked ballot elections, change when boards must elect their Chairs and when the Chief Executive Officer of a board must submit a report to the Minister, and eliminate Ministerial approval relating to the appointment of supervisory officers by boards.

In terms of the date for the election of the Chair, subsections 208 (4) and (5) of the Act are repealed and replaced with the following:

- (4) *The members shall elect one of themselves to be Chair,*
- (a) *at the first meeting referred to in subsection (2) or (3)*
- (b) *in each following year, at the first meeting on or after the anniversary of the date the term of office of the board began; and*
- (c) *at the first meeting after a vacancy occurs in the office of Chair.*

Changes to the Ontario *Municipal Elections Act* now have the term of office begin on November 15<sup>th</sup>, starting in 2022. This means that the board Chair shall be elected at the first board meeting after November 15<sup>th</sup>. This amendment makes the *Education Act* requirement for electing a Chair consistent with the changes to the *Municipal Elections Act, 1996*. The General Report by the Chief Executive Officer of the Board likewise is due at the first meeting of the board following the commencement of the term on November 15<sup>th</sup>.

**Proposed Changes to the *Ontario College of Teachers Act*:**

Schedule 17 of Bill 13 proposes to amend the *Ontario College of Teachers Act, 1996* in respect of various matters, including the composition of the Council and of panels of committees (from nine to six members), the appointment of deputy registrars and the use of certain notations in the register. Provisions are also added prohibiting persons who are not members of the College from using certain titles or holding themselves out as members.

If you have any questions or concerns or would like further information, please contact Pat Daly at [pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca) or Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

A handwritten signature in black ink, consisting of a large, stylized 'R' followed by a checkmark-like flourish.

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**Date:** Oct 25, 2021  
**To:** Board of Trustees  
**From:** Governance Committee  
**Subject:** Policy Review and Recommendations

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

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

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

Board Policy I 001 Ends – Board Policy Provision  
Board Policy IV 010 Facilities Accommodations

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

**Alignment to the MYSP:**

Not applicable

**Background/Comments:**

**Board Policy I 001 Ends - Broad Policy Provision**

**1 Ends Statement Review**

It was discussed in the spring that the Ends policy should be reviewed in full, requiring stakeholder engagement and perhaps an additional sub-committee to complete the task. Given the current stresses on the system and our stakeholders it was decided that at this point in time is not ideal for a full review with outside engagement. However, the board will do an indepth review ourselves as the focus of the next Governance meeting (January 17, 2022). The Full Board is encouraged to attend to provide input.



A review of the Ends statement with stakeholder engagement still remains a priority within the next few years.

## By-law Review

According to the Governance Committee Terms of Reference, we are to *Review Board by-laws bi-annually* for currency and applicability.

Our By-laws were last reviewed April 2020. Having several new faces around the board table, a full review of the by-laws was determined to be appropriate. It was decided by the committee that our By-laws will be reviewed at the two Governance meetings this spring (March 21, 2022 and May 16, 2022) with several Articles being reviewed each meeting. Any Articles not reviewed will be deferred until next school year. The Full Board is encouraged to attend these reviews.

There was also a recommendation to the board to update the Terms of Reference.

## Recommendations:

That the Terms of Reference for Governance be updated to reflect the 2021-2022 school year.

**Prepared/Reviewed By:** Jeanne Gravelle, Governance Committee Chair

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





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**Number: II 003**  
**Subject: Board Job Description**

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** April 26, 2010; January 30, 2012; February 26, 2018, June 15, 2020

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**ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

**POLICY STATEMENT:**

The responsibility of the Board is to serve as trustees for the Catholic ratepayers of Waterloo Region in determining and ensuring appropriate organizational performance within the legal requirements of the Province of Ontario. The Board will plan and establish its priorities and the work to be completed at the first Committee of the Whole Board meeting of the new school year in September, concentrating its efforts on:

1. The link between the organization and the Catholic ratepayers of Waterloo Region.
2. Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address:
  - a. *Aims/Ends:* Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost)
  - b. *Governance Process:* Description of how the board conceives, carries out and monitors its own work
  - c. *Board-Director of Education Relationship:* Delegation of power and its proper use monitored; the Director of Education role, authority and accountability
  - d. *Executive Limitations:* Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
3. The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
4. Advocacy for positive change to legislation and government policy that impact the organization.
5. Orientation of all new board members.



6. The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each school year.
7. Continuous improvement including a self-evaluation every year, to be presented at the May board meeting.





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**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)**

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- 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

**Topic:** Use of Respirators for School Staff

**Whereas:** There is an ongoing concern by teachers and families about the risk of COVID-19 and outbreaks in our schools;

**Whereas:** COVID-19 is transmitted through aerosols and a crucial implication of airborne spread is that the quality of the mask matters for effective protection against inhaled aerosols;

**Whereas:** As airborne transmission is fully recognized, our understanding of activities that generate aerosols require further definition. Aerosol scientists have shown that even talking and breathing are aerosol generating procedures;

**Whereas:** The Ministry supplies surgical masks that provide moderate protection against droplet transmission and do not meet the highest standard of prevention and protection;

**Whereas:** Respirators (e.g. N95, KN95, CAN99) provide a higher level of protection for the wearer and those around them from airborne and droplet transmission;

**Whereas:** Superior masks can provide an additional layer of health and safety protection for staff, students, and members of our school communities;

**Therefore, be it resolved:**

- A.** That education staff be permitted to obtain their own superior respirator (greater than level 2, e.g. N95, KN95, CAN99) selected from a pre-approved list informed by Health Canada. If this option is taken by staff and a respirator requires fitting, they must follow application and removal guidelines stipulated by the Canadian Centre for Occupational Health and Safety (CCOHS). Education staff who elect to wear the Ministry-provided medical masks will continue to have masks provided to them.
- B.** That the WCDSB of Trustees directs the Chair of the Board to write a letter to the Ministry of Education and the Ministry of Labour requesting that the Minister provide and fund Health Canada approved respirators for COVID protection for daily PPE use to all education staff.

**Submitted by Trustee Shannon Nash**  
**Seconded by Trustee Hans Roach**