



Committee of the Whole Meeting

Date: Monday, November 8, 2021

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

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

Attendees:

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

Student Representatives:
Sarah Simoes, Sarah Wilson

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

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

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

| ITEM | Who | Agenda Section | Method & Outcome |
|--|--|---------------------|----------------------------|
| 2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) | | | |
| 3. Consent Agenda: Board (Minutes of meetings) | | | |
| 3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 COW Minutes of Monday, October 4, 2021 | Board of Trustees | pp.4-6 | Approval |
| 4. Delegations | | | |
| 5. Advice from the CEO | | | |
| 5.1 Community Planning & Partnerships Guideline 5.2 Pastoral Plan Update | S. Maharaj/J. Passy J. Klein/Fr. de Viveiros/ J. Murphy | pp.7-10 pp.11-17 | Information Information |
| 6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication) | | | |
| 6.1 Linkages Activity 6.2 Pastoral Care Activity | Trustees Trustees | -- -- | Discussion Discussion |
| 7. Reports from Board Committees/Task Forces | | | |
| 8. Board Education (at the request of the Board) | | | |
| 8.1 OCSTA Communications | Chair | pp. 18-95 | Information |
| 9. Policy Discussion (Based on Annual Plan of Board Work) | | | |
| 9.1 Work of the Board – Monitoring Reports/Policy Statements | Chair | pp.96-99 | Information |
| 10. Assurance of Successful Board Performance (monitoring) | | | |
| 11. Assurance of Successful Director of Education Performance (monitoring) | | | |
| 11.1 Monitoring Reports & Vote on Compliance | | | |
| 12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries | | | |
| 12.1 Professional Development Discussion | Chair | -- | Discussion |
| 13. Announcements | | | |
| 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Nov 22 – Board of Trustees' Meeting Dec 6 – Inaugural\ Election of Chair/Vice-chair Dec 13 – Board of Trustees' Meeting Dec 16 - Board Office Annual Mass (10 am) | Chair | -- | Information |
| 14. Items for the Next Meeting Agenda | Trustees | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|--|-----------------------|----------------|------------------|
| Board of Trustees Meeting (November 22 nd) <ul style="list-style-type: none"> • Spec Ed Update • Well Being – Mental Health Update • ESL • Audit Committee Annual Report (Consent) • Financial Statements/Year End Report (Consent) • SRO Update • Broadcasting Board Meeting | Chair | -- | Information |
| 15. Adjournment/ Confirm decisions made tonight | Director of Education | | |
| 15.1 Confirm Decisions | Recording Secretary | -- | Information |
| 16. Closing Prayer | | | |
| | | | |
| 17. Motion to Adjourn | Board of Trustees | Motion | Approval |
| | | | |

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, October 4, 2021, at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

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

Student Trustees Present:

Sarah Wilson & Sarah Simoes

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

John Shewchuk, Chief Managing Officer

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials/Para-liturgy

The opening prayer was led by Trustee Price.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Van Alphen.

1.3 Approval of Agenda

2021-27 -- It was moved by Trustee Schmalz and seconded by Trustee Conway:

THAT the agenda for Monday, October 4th, 2021 (as amended) be now approved. --- Carried by consensus.

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting

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

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 COW Minutes of Monday, September 13, 2021

2021-28 -- It was moved by Trustee Weiler and seconded by Trustee Price:

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

4. Delegations

5. Advice From the CEO

5.1 IT Services Update Summer 2021

Chief Information Officer Demers presented the summer update. The update included a summary of current and completed large IT projects, 13 items in total. The report begins on pg. 8 of the meeting agenda package.

Trustees asked clarifying questions.

5.2 Summer Transition Programs

Superintendent Foran presented an overview of the 2021 Summer Transition Programs. The update included an overview of how the programs addressed MYSP goals and provided some key performance indicators.

The report begins on pg. 22 of the meeting agenda package.

Trustees asked clarifying questions.

5.3 Student Re-Engagement 2020-2021

Superintendent Varano reviewed the Student Re-Engagement Report and outlined program goals and key statistics and accomplishments – including a year over year analysis.

The report begins on pg. 29 of the meeting agenda package.

Trustees asked clarifying questions.

5.4 Re-engagement Strategy Plan 2021-2022

Superintendent Varano introduced Rolland Chidiac, Aislinn Clancy and Graciamaria Roque, who presented the plan, including the goals of the re-engagement team and an update on activities and accomplishments to date.

The report begins on pg. 32 of the meeting agenda package.

Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkages Committee. Highlights include:

- Appreciation letter (for CCFWR) and letters of congratulations for new Administrators have been finalized. Plans for virtual Commissioning event in process of being finalized. Trustee welcome back message will address World Teachers Day.

6.2 Pastoral Care Activity

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

- Planning underway for a special event featuring Fr. Joseph focusing on mental health and wellbeing. Chaplains have been approached to engage students to provide recorded prayers for Board Meetings. Consideration being given to have WCDSB specific land acknowledgement created.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Van Alphen briefly discussed OCSTA communications. Trustees discussed potential opportunities for advocacy.

8.2 Code of Conduct consultation

9. Policy Discussion

9.1 Work of the Board – Monitoring Reports/Policy Statements

The Chair of the Board reviewed the report beginning on page 61 of the agenda package. Trustees asked clarifying questions. Trustees accepted the report.

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

12.1 Notice of Motion Re: Broadcasting Board Meeting be added and discussed at the October 25, 2021 Board Meeting

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

Trustees discussed upcoming items.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2021--29 It was *moved* by Trustee Weiler and *seconded* by Trustee Conway:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:48 p.m.

Chair of the Board

Secretary



Date: November 8, 2021
To: Board of Trustees
From: Director of Education
Subject: 2021 Community Planning and Partnership Report

Type of Report:

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

Type of Information:

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

Origin:

[The Community Planning and Partnerships Guideline](#) (CPPG) (Ontario Ministry of Education, March 2015) requires that boards hold at least one meeting per year to discuss potential planning and partnership opportunities with the public and community organizations.

The guideline focuses on opportunities to share facilities with community partners when:

- Building new schools
- Undertaking significant renovations
- Considering the use of unoccupied space in schools
- Considering properties associated with schools that may close
- Sites that may be considered for future disposition.

Further to the provincial guideline, [APF012 Community Planning and Facility Partnerships](#) provides a framework to work with community organizations to benefit the Board, students, and the community. The Board must hold at least one meeting per year to discuss potential partnership opportunities. The presentation of this report at a public board meeting fulfils all CPPG requirements.

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

[IV 010: Facilities/Accommodations](#)

"...The CEO shall not...

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

Alignment to the MYSP:

Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Nurture a Culture of Innovation

Goal: Continue to seek and support reciprocal partnerships with community/educational partners and leverage the mutual learning



Background/Comments:

It is the role of management to determine which facilities are suitable for partnerships and which entities are suitable as partners. These decisions are made in a way that is well-informed, well-coordinated, transparent, and consistent with the goals and priorities of Waterloo Catholic District School Board (WCDSB)'s Multi-Year Strategic Plan, WCDSB's Catholic values and social teachings, as well as student achievement, well-being, and safety.

APF012 identifies parameters for the determination of suitable space for partnerships together with criteria for the selection of partners. The Board's [2021 Abridged Long Term Accommodation Plan](#) identified enrolment and facility utilization information and strategic priorities.

PARTNERSHIP OPPORTUNITIES

Suitable space for sharing with a partner, is defined by APF012 as:

- 200 surplus pupil places, or a school utilization at or below 70% and this trend is expected to continue
- No accommodation review within the next 3 years
- Space not required for school resources or other board programming
- Size and configuration of the available space
- Ability to separate the partnership space from student areas
- Availability of separate exterior entrance
- Adequate parking for both the school and partner needs
- Site use restrictions
- Facility condition including the adequacy of utilities
- Municipal zoning bylaw restrictions
- Other criteria as appropriate

In accordance with the determination of suitable space, only four facilities are deemed to meet the criteria based on available pupil places and utilization during the period from 2020/21 to 2030/31, as shown in Table 1.

- St. Gregory met the utilization criteria in October 2020 but is not projected to meet the criteria during the forecast period.
- St. Luke met both the pupil place and utilization criteria in October 2020, and is forecasted to meet both criteria in 2025/26, but not 2030/31.
- St. Peter is only projected to meet the utilization criteria in 2025/26.
- St. Teresa (E) met the criteria in October 2020 but is not projected to meet either the surplus space or utilization criteria during the forecast period.

Enrolment at both St. Luke and St. Peter is projected to increase based on the introduction of French Immersion programming in 2019/20 and 2020/21, respectively.

Surplus space at St. Luke is currently accommodating St. Isidore administration, literacy/numeracy consultant office space, and central operations' needs for storage and a meeting/training room.

St. Peter had accommodated an EarlyON drop in for families with young children in available classroom space. This program did not operate during 2020/21 due to Covid-19 restrictions. St. Peter's projected enrolment does not make it a suitable location for partnerships based on forecasted growth.

St. Teresa (E) was added to the prospective partnership list this year based on low utilization recorded in 2020/21, however, forecasted enrolment and utilization of this facility do not meet the criteria for partnerships.



Table 1 - Evaluation of Partnership Space

| | Actual October 2020 | | Projected 2025/26 | | Projected 2030/31 | |
|----------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| School | Surplus Pupil Places | Utilization | Surplus Pupil Places | Utilization | Surplus Pupil Places | Utilization |
| St. Gregory | 82 | 66% | 64 | 73% | 32 | 87% |
| St. Luke | 246 | 63% | 201 | 70% | 162 | 76% |
| St. Peter | 107 | 72% | 112 | 68% | 65 | 83% |
| St. Teresa (E) | 85 | 69% | 60 | 78% | 31 | 89% |

| | |
|------------------------|--|
| Meets Criteria | |
| Does Not Meet Criteria | |

CO-BUILD OPPORTUNITIES

Proposed new schools, additions, and significant renovations are identified in the Long Term Accommodation Plan. Ideally, the Board would identify partnership opportunities one to three years in advance of any potential construction start date.

In May 2021, capital priorities requests were filed with the Ministry of Education to fund the following building projects:

1. New Rosenberg CES (Kitchener)
2. St. Boniface CES addition (Breslau)
3. St. Gregory CES addition (Cambridge)
4. New St. Patrick CES (Kitchener)

The New Rosenberg CES has for many years been envisioned as a co-build with the City of Kitchener, as such no further partnership opportunities are contemplated.

St. Boniface CES opened in September 2021 with an on-site child care and EarlyON centre. The addition would not facilitate additional opportunities.

The St. Gregory CES addition would not allow for co-building based on site size limitations.

The New St. Patrick CES capital priorities request was filed with a proposed child care centre co-build, and no further partnership opportunities are feasible based on site size.

Possible future co-build opportunities may arise, as the board pursues future capital priorities associated with new school construction in the following areas:

1. West Rosenberg Catholic Elementary School (Kitchener)
2. Doon South Catholic Elementary School (Kitchener)
3. Baden Catholic Elementary School (Baden)

Staff advised agencies on the Approved Partner List of the public meeting and directed them to information provided herein. Interested agencies are invited to submit a proposal or initiate discussions with staff to determine suitability and fit of projects.

WCDSB continues to embrace its role as the heart of our community. Developing complementary partnerships is an important way to serve the needs of our students and families and to support our role as effective stewards of public resources.



Recommendation:

This report is provided as information.

Prepared/Reviewed By:

Loretta R. Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services
Chief Financial Officer

Jennifer Passy
Manager of Planning





Date: November 8, 2021
To: Board of Trustees
From: Director of Education
Subject: Pastoral 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)

Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Administrative Policy (APA001): Elementary Admissions
Administrative Policy (APA002): Secondary Admissions

Alignment to the MYSP:

Priority Area: Nurturing our Catholic Community

- Strategic Direction: Bear witness to our faith through joyful discipleship and our relationships with and in Christ
 - ✓ Goal: Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, *Renewing the Promise*

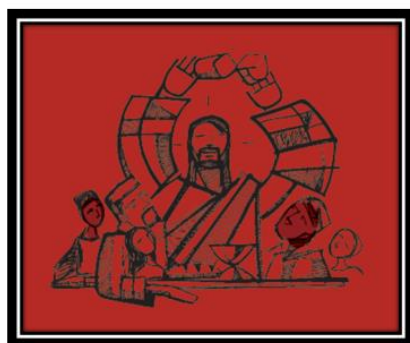
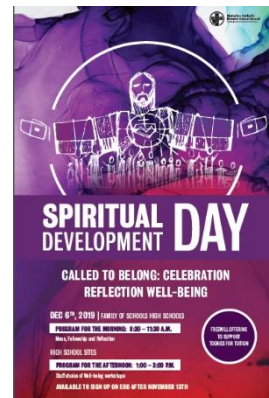
Background/Comments:

Catholic schools exist to support the evangelizing mission of the Church. Catholic parents send their children to Catholic schools with certain expectations. The overriding expectation is that their daughter/son will experience education permeated with religious values, religious instruction and be invited to participate in the sacramental life of the church. They also expect that Catholic values will be held, modeled, expressed, and taught within the Catholic educational community. Our three-year pastoral plan supports and animates the faith life of students and staff in the WCDSB.



Additionally, our Multi-Year Strategic Plan indicates that nurturing our Catholic community will be a priority area with opportunities to bear witness to our faith through joyful discipleship and our relationships with and in Christ as an essential strategic direction. To this end, we endeavor to provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which is informed by the Ontario Bishops' pastoral letter, *Renewing the Promise*.

During our 2019 **Spiritual Development Day**, we celebrated and reflected upon our Year 1 theme, *Called to Belong*. In the morning we gathered in our secondary schools as Families of Schools for the celebration of the Eucharist. Following the liturgy, we continued our reflections on the profound human need for belonging by exploring the international model of the L'Arche Communities. To conclude the morning, we launched our *Called to Belong Workforce Census*. In the afternoon all staff had the opportunity to participate in workshops related to our pastoral theme with a focus on overall wellbeing.



Gathered to Become

"I am the bread of life." John 6:35

While we continued to be unable to gather for larger events last year due to public health protocols, we used a video launch in early October to transition from *Called to Belong* to *Gathered to Become*, Year 2 of our Pastoral Plan. The animating scripture passage for the previous pastoral year comes from the



Gospel of John. In John 6: 35 Jesus proclaims to the crowd that has gathered around him that **"I am the bread of life."** Jesus had just fed the five thousand with fishes and loaves but now offers the crowd a source of nourishment which will never end, and which gives life to the world. As the Bishops remind us in *Renewing the Promise*, 'The Eucharist has the power to heal, to unify, and to inspire our diverse school communities.' On our spiritual development day (November 23, 2020), we were encouraged and challenged by David Wells to reflect on ways we in Catholic schools are both gathered to become nourished and gathered to become challenged



Year III: Sent to Build

Having been gathered, blessed, and fed in the first two years of our three-year Pastoral Plan, the focus of year three is to *intentionally look outward*. We take our direction, once again, from Christ. In the Gospel of Mark, Jesus gives the Great Commission – telling his disciples to **Go into the world and proclaim Good News to all of creation.** (Mark 16:15)

Our Pastoral Plan will culminate in a mission of outreach and service. Joyful Discipleship is found in giving – not having – a message sometimes not heard in our culture. With a renewed sense of belonging and having been nourished by the Bread and Word of Life, we go into the world – as **Renewing the Promise** expresses – like a **flame of faith in action**. When we come to know and experience Christ, we feel compelled to be of service to our neighbour. Pope Francis likens our mission to the world like being in love when he says that “people in love never stand still...they give themselves to others and build relationships that are life-giving.” This is reflected in our Mission Statement for the WCDSB: “As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to **transform God’s world.**”



Highlights of *Sent to Build* activities include the following:

- ✓ Pastoral Plan banners placed in the entranceways of all WCDSB schools

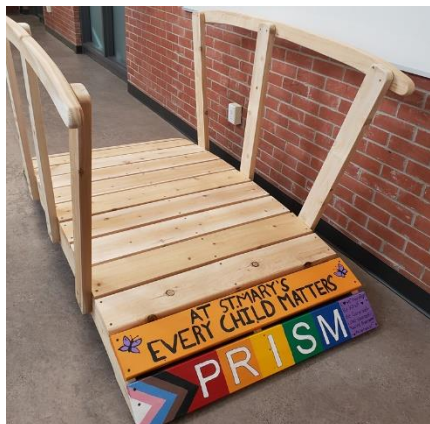


- ✓ Commissioning of *Sent to Build* song to be used throughout the pastoral year and included in our launch video.

Sent to Build Video launch:

[Sent to Build: Introduction from Fr. Joseph and Song - YouTube](#)

- ✓ *Building Bridges* – FOS Unity Bridges will visit each school site (by family of schools)



for two weeks

throughout the 2021-2022 school year with accompanying support activities. These Unity Bridges will be constructed by each secondary school where they will begin the process of being animated, artistically and spiritually.

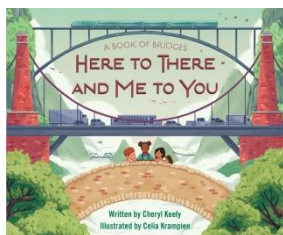
- ✓ Each school will decorate the bridge with their school name along with identifying the communities they are reaching out to, in order to 'build bridges' this year.

✓ *Sent to Build* – *Building Bridges to Unite Communities*

intentionally tied to the Catholic Education Week theme:

Rebuild, Restore, Renew Together.

- ✓ *Sent to Build* Divisional Videos (Prepared by our Elementary Chaplains, Heejung Cho and Lei Ann Oullette-Wade.



- ✓ Video Read-Alouds of Pastoral Support Books - by our Learning Commons staff for primary students.

- ✓ Partnership with One Child to prevent human

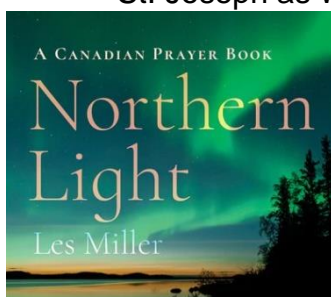
trafficking by building bridges of awareness through two, one-hour presentations to each school community.





- ✓ Continue and build upon Google meet experience with Saint John's Bible to explore Building Bridges to Unite Communities through the Word of God.

- ✓ Develop connections and programming around the Year of St. Joseph, and specifically **Patris Corde: With A Father's Heart** <https://hamiltondiocese.com/year-of-st-joseph/>
- ✓ Gr. 8 Retreats developing theme of Sent to Build and incorporating meaningful activities to support and connect with pastoral theme
- ✓ Virtual tours of parish churches continue with new and enhanced software providing safe opportunities for schools and parishes to partner.
- ✓ Adult faith formation activities: Father Joseph on Saint Joseph – Celebrating the Year of St. Joseph! Join Fr. Joseph de Viveiros for two November evening discussions on the life and impact of St. Joseph as we conclude our Year of St. Joseph in Canada.



- ✓ Join Les Miller for an evening of reflection and song as he takes us through his new book Northern Light: A Canadian Prayer Book. Enjoy the beautifully written prayers that capture the peace and awe you only experience in nature.



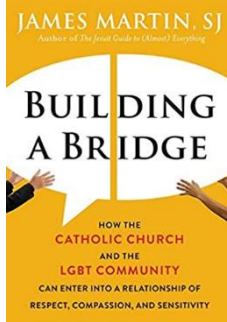
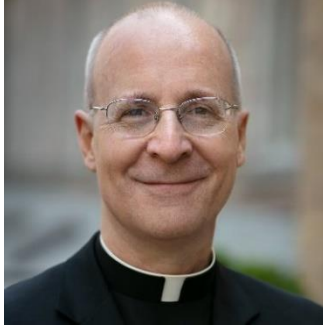
- ✓ Family of School Pastoral Team workshop/meetings to support the ongoing work of animating our pastoral year led by Religion and Family Life Consultant.
- ✓ Videos highlighting the pastoral theme and Tweets celebrating #SentToBuild can be found at <https://www.wcdsb.ca/sent-to-build>
- ✓ Promotion and affirmation of activities pastoral teams and communities lead as bridges of understanding creatively and



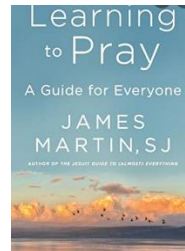
school
they build
authentically



- ✓ 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, consultant 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 informed by Fr. Martin's reflections and advocacy on behalf of LGBTQ staff and students, as we unpack the specific



ways we can proclaim the good news of equity, diversity, and inclusion to all our school communities. Staff will dig deeply – and in a fun way facets of our faith tradition.

together – to re-discover the everyday

Furthermore, this PD Day will also provide schools the opportunity to learn about the recently commenced ([Synod 2021 - 2023](#)) church synod which some have compared to Vatican II in its significance. The Vatican tells us that, *the objective of this Synodal Process is not to provide a temporary or one-time experience of synodality, but rather to provide an opportunity for the entire People of God to discern together how to move forward on the path towards being a more synodal Church in the long-term.* Staff, as such, will be given opportunities to reflect upon questions and prompts (from the Diocese of Hamilton) relative to the synod and contribute to our pilgrim church's process of continuous discernment and renewal.



Summary:

As we transition to the pastoral theme of *Sent to Build*, we recognize the ongoing amplification of our 3-year pastoral plan. We have been brought together in Christ (Called to Belong, transformed in the Eucharist and by the Word (Gathered to Become) and this year, in a special way, participate in the building of the “*here and not yet*” reign of God (Sent to Build). Have been gathered and transformed, we are now sent back out into the world to make manifest Jesus’ vision of the reign of God. With joy and conviction, we now turn our attention to *Go Out into the World and Proclaim the Good News to all of Creation*.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
Superintendent of Learning

*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: Grants for Student Needs Consultation for 2022-2023
Date: Friday, October 22, 2021 4:24:22 PM
Attachments: [2022-23 Education Funding Guide - FINAL AODA_EN.pdf](#)
[image001.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Friday, October 22, 2021 11:55 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: Grants for Student Needs Consultation for 2022-2023

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



**Ontario Catholic School
Trustees' Association**

October 22, 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: Grants for Student Needs Consultation for 2022-2023

On October 22, 2021, the Ministry of Education announced its annual Grants for Student Needs (GSN) consultation. We have attached the GSN Guide that provides boards with background information and specific questions the Ministry is seeking feedback on. The focus of this consultation is:

- Mental Health Supports
- Reducing Administrative Burden and Red Tape
- The Learning Opportunities Grant (LOG)
- Urban and Priority High Schools
- The New Teacher Induction Program (NTIP)

Next Steps

OCSTA will be developing a submission to reflect the needs and concerns of Catholic boards over the next month. This will then be used to guide our advocacy on the financial needs of boards. In order to assist us in this work, please provide me (pdaly@ocsta.on.ca) or Steve Andrews (sandrews@ocsta.on.ca) any feedback you may have on the issues raised in the Guide by **November 15th, 2021**.

Boards may also make direct submissions to the Ministry at: EDULABFINANCE@ontario.ca by **November 21, 2021**.

If you have any questions please do not hesitate to contact me.



MARIE PALOMBI

Ontario Catholic School Trustees' Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

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



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2022-23 Education Funding Guide

INTRODUCTION

All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. Schools should be safe and welcoming places where all students are provided the opportunity to gain the knowledge and skills they need to achieve success and follow their chosen pathways after graduation including work, college, apprenticeship or university. Educators and school/system leaders need to have the knowledge and skills to create conditions that better support and serve all students. Together with our renewed focus on achievement, equity and mental health and well-being, Ontario's publicly funded education system commits to addressing systemic barriers and combating racism and all forms of discrimination to foster an inclusive learning environment for all students and staff.

Since COVID-19 has emerged as an unprecedented public health issue, the government has been diligently monitoring the situation, including ongoing risks related to variants of concern and alignment with broader provincial guidance and direction. The ministry will continue to work with the Chief Medical Officer of Health and local public health units (PHUs) to assess key measures to inform and update provincial guidance and direction, as necessary.

While there is important progress being made in the delivery of vaccines, the health and safety of students and staff remains a top priority. In advance of the 2021-22 school year, the Ontario government announced more than \$1.6 billion in resources to protect schools against COVID-19 with a continued focus this school year on supporting the health, safety and well-being of students, families and staff.

As you are aware, this year's Grants for Student Needs (GSN) is projected to be \$25.6 billion – representing an increase in funding of \$561 million over the 2020-21 school year. This historic level of support reflects the third straight year it has increased under the current government. In addition, funding through the Priorities and Partnerships Fund (PPF) will include over \$288 million to fund approximately 150 initiatives that include a focus on strengthening math skills, access to mental health supports, anti-racism and support for children with disabilities.

For more information about the current education funding model, please see the [2021-22 Education Funding](#) page of the Ministry of Education's website.

ABOUT THIS CONSULTATION

As in previous years, the government remains committed to discussing education funding reform in Ontario, with education stakeholders through a consultation process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This year's guide focuses on:

- Mental Health Supports
- Reducing Administrative Burden and Red Tape
- The Learning Opportunities Grant (LOG)
- Urban and Priority High Schools
- The New Teacher Induction Program (NTIP)

You may also submit feedback on education funding topics not outlined in this guide.

To ensure your feedback is considered, please forward your electronic submission by **Friday November 26, 2021** to: EDULABFINANCE@ontario.ca. If your organization would benefit from a virtual meeting to provide feedback on this year's consultation, please submit a request to the ministry at this same email address, and the ministry would be pleased to arrange one. If you have questions about this consultation, please send them to the email address noted above.

MENTAL HEALTH SUPPORTS

The mental health and well-being of students continues to be an important priority for the Ministry of Education. The ministry has been working with school boards, community organizations, and across government to put in place a range of resources to support the mental health of all students, including access to service at all tiers of intervention across the system of care.

In addition, the ministry has made unprecedented investments to support student mental health and well-being since the beginning of the COVID-19 pandemic. To support student mental health priorities, including learning recovery and renewal, for the 2021-22 school year the ministry will be investing over \$80M in student mental health funding directly to school boards. This includes more than \$45M directed to student mental health in the GSN.

As the government continues to transform the way in which mental health services and supports are delivered provincially, schools are an important part of this comprehensive provincial integrated mental health and addictions system. Schools provide mental health promotion and prevention programming to help equip students with the knowledge and skills to care for their own mental health and make available early intervention high quality mental health and addiction services when students need them.

Considerations:

1. How are ministry supports helping school boards meet the mental health needs of their students?
2. What can the Ministry of Education, other ministries, school boards and other partner agencies do to better support the mental health needs of students?

REDUCING ADMINISTRATIVE BURDEN AND RED TAPE

The government continues on its path to eliminating burdensome, outdated and unnecessary regulation to help restore Ontario's competitiveness, retain high-quality jobs and attract investment.

To further support the ministry's efforts to streamline reporting while also reducing administrative burden for transfer payment recipients, for 2021-22 the ministry has transferred three PPF allocations into the GSN.

The ministry continues to look for ways of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money.

Considerations:

1. What initiatives could support the reduction of red tape and administrative burden for the education sector?
2. Are there areas of overlap or duplication within the GSN (e.g., funding or reporting)? If so, what are they?

LEARNING OPPORTUNITIES GRANT

The LOG provides funding for a range of programs to help students who are at greater risk of poor academic achievement, including providing supports for de-streaming as well as learning recovery programming and supports that are responsive to the challenges that students are experiencing as a result of the COVID-19 pandemic.

The largest portion of LOG funding is flowed through the Demographic Allocation, which provides funding based on social and economic indicators derived from 2006 Statistics Canada's census data that are associated with students having a higher risk of academic difficulty. Indicators include low household income, low parental education, a one-parent household and recent arrival in Canada. This allocation supports school boards in offering a wide range of programs tailored to the local needs of their students.

While the LOG and several other allocations within the GSN still rely on 2006 Census data and socio-economic indicators, the ministry continues to review the impacts of updating the census information for the upcoming school year and beyond. Any updates to the census data would require a redistribution of funding between school boards in recognition of increasing needs.

Considerations:

1. Given that the 2021 census is nearing completion, what is the best way to integrate updated census information into the GSN?
2. Should the Demographic Component of the LOG be focused on a specific outcome(s)? If so, what are they?

URBAN AND PRIORITY HIGH SCHOOLS

The ministry recognizes the personal and academic challenges that hinder students learning, achievement and full participation in school. The Urban and Priority High Schools Allocation within the GSN provides funding to 12 school boards with schools in urban areas that face challenges such as students experiencing poverty, conflict with the law, academic achievement

issues, and lack of access to community resources. School boards are required to spend these funds on programs and initiatives that support at-risk students in ministry-approved secondary schools.

Schools work with community partners to develop annual action plans to create supportive conditions necessary for learning, including socio-emotional and academic supports, a safe environment, and opportunities aimed at increasing engagement, student well-being and academic achievement.

Considerations:

1. **Should the school board list be updated to respond to changing demographics and growth within school boards? If so, what factors should be considered in updating the school board list?**
2. **How can the ministry ensure that the funding allocation is spent on supports for the most academically challenged at-risk students?**

NEW TEACHER INDUCTION PROGRAM

The NTIP Allocation is designed to support the growth and professional development of new teachers in the publicly funded education system. The NTIP provides professional support to help new teachers develop the requisite skills and knowledge to be effective as teachers in Ontario.

In addition to the NTIP induction elements, new permanent hires are evaluated twice within their first 12 months of employment through the Teacher Performance Appraisal process.

School boards will receive funding for the NTIP Allocation that is the lesser of the following:

- \$50,000 per school board plus \$1,058.52 multiplied by the number of teachers on Rows 0, 1, and 2 of a school board's previous year's Teacher Qualifications and Experience Grid

OR

- a school board's eligible current year's expenditure for NTIP

Considerations:

1. Given that there is no fixed benchmark for the NTIP, are school boards facing challenges due to funding varying every year with the fluctuation in the number of teachers?
2. What would be the benefits and/or challenges to having a fixed benchmark?

Conclusion

The ministry would like to acknowledge the ongoing efforts of school board teams to support students, staff, families, and the broader community. We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We continue to see our education system rise to the challenge and provide innovative, flexible solutions in the best interest of students.

Thank you for taking the time to read this guide, and we look forward to your feedback.

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: Bill 13 - Supporting People and Businesses Act, 2021 - Update
Date: Tuesday, October 26, 2021 10:17:56 PM
Attachments: [image001.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, October 26, 2021 9:03 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: Bill 13 - Supporting People and Businesses Act, 2021 - Update

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**Ontario Catholic School
Trustees' Association**

October 26, 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: Update

Further to our memorandum of October 19, 2021 regarding changes to the *Education Act* being proposed in Bill 13, Nick Milanetti, myself and Steve Andrews had further discussions with Ministry staff in respect of the timing of the election of board Chairs, to share feedback from our boards and obtain clarification of the impact of the Bill on Catholic boards. Ministry staff also made it clear that the amendments to the *Education Act* in Bill 13 apply only to district school boards and not district school area boards. The *Education Act* defines a district school area board as follows:

59 (1) Every school section that is in a territorial district but is not in the area of jurisdiction of a public district school board or designated as a school section under section 68 is a district school area, and the board of each such school section is a public board and shall be known as a district school area board. R.S.O. 1990, c. E.2, s. 59 (1); 1997, c. 31, s. 34 (1).

District school area boards' term of office currently starts on the 1st day of December in an election year and will remain unchanged. Please note there are no Catholic area school boards. As you are aware, Bill 13 has not yet been proclaimed into law. OCSTA will provide additional information once the Bill passes, as it will likely be necessary for a number of boards to amend current bylaws prior to the start of the next term of office with regard to the election of Chairs and Vice-Chairs.

If you have any questions or concerns or would like further information, please contact Pat Daly at pdaly@ocsta.on.ca or Nick Milanetti at nmilanetti@ocsta.on.ca or Steve Andrews at sandrews@ocsta.on.ca.



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: Innovative CDSB Promotion re: National Catholic Health Care Week
Date: Tuesday, October 26, 2021 10:18:47 PM
Attachments: [image001.png](#)
Importance: High

For Nov COWB – with thanks...

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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From: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Sent: Tuesday, October 26, 2021 9:20 AM
To: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Subject: Innovative CDSB Promotion re: National Catholic Health Care Week
Importance: High

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To: All Catholic Trustees and Directors of Education, Ontario CDSBs
Re: Kenora Catholic DSB - Innovative Promotion for National Catholic Health Care Week (Oct. 3 – 9, 2021)

Earlier in the fall, President Daly encouraged CDSBs to participate in the annual National Catholic Health Care Week promotion (Oct. 3 – 9) and those promotions certainly helped to build awareness of the integral role and service provided by Catholic health care organizations.

We are pleased to share with all boards the very innovative promotion created and launched by the Kenora Catholic DSB. The Board developed a campaign that highlighted graduates of their system who have chosen to dedicate their lives to the health care profession. Please click on the links below to view:

KCDSB Website:

https://www.kcdsb.on.ca/news/central_news/k_c_d_s_b_celebrates_grads_in_health_care

KCDSB Facebook Page:

<https://www.facebook.com/hashtag/nationcatholichealthcareweek>

Sharon McMillan

DIRECTOR OF COMMUNICATIONS

Ontario Catholic School Trustees' Association www.ocsta.on.ca

Cell: 416.460.7937 T: 416.932.9460 ext. 232

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: New Obligations for Ontario Employers Announced by Government in Bill 27
Date: Wednesday, October 27, 2021 1:06:17 PM
Attachments: [New obligations for Ontario employers announced by government in Bill 27 - BLG.pdf](#)
[image001.png](#)
[image004.jpg](#)
[image006.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Wednesday, October 27, 2021 9:41 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: New Obligations for Ontario Employers Announced by Government in Bill 27

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October 27, 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: New Obligations for Ontario Employers Announced by Government in Bill 27

You will find attached an article outlining the new obligations for Ontario employers announced earlier this week by the Provincial Government. The obligations are included in Bill 27 (the *Working for Workers Act, 2021*) introduced by the Minister of Labour on October 25, 2021.

I would like to thank Eric Roher of BLG Law Firm for his permission to share the article with our member boards.

Attachment

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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October 26, 2021

ARTICLE

New obligations for Ontario employers announced by government

Mandatory “disconnecting from work” policies, prohibitions on non-competition agreements, and licensing requirements for temporary help agencies and recruiters, are only some of the changes in the Ontario Government’s Bill 27. Ontario employers should consider the potential impacts of this new legislation now, before it becomes law.

On October 25, 2021, Ontario’s Minister of Labour introduced omnibus legislation that will change the Ontario employment law landscape in a number of areas. Bill 27, also known as the *Working for Workers Act, 2021*, will, if passed into law, make a number of changes for Ontario employers, including the following.

1. Disconnecting from Work (DFW) policy.

- Employers employing 25 or more employees are required to have a written policy in place for all employees with respect to disconnecting from work that includes the date the policy was prepared and the date any changes were made to the policy. “Disconnecting from work” means not engaging in work-related communications, including emails, telephone calls, video calls or the sending or reviewing of other messages, so as to be free from the performance of work. The DFW policy must contain such information as may be prescribed.
- Employers who have 25 or more employees (as of January 1, immediately preceding the royal assent date) have six months after the

immediately preceding the royal assent date, have six months after the day Bill 27 receives royal assent to have the DFW in place. Employers who do not have 25 or more employees (as of the January 1 immediately preceding the royal assent date) will need to have the DFW policy in place in the year when they have 25 or more employees as of January 1, and, specifically, before March 1 of such year.

- Employers must also provide a copy of the DFW policy, and any revisions of the policy, to each current employee and new employee within certain timeframes. DFW policies must be retained for three years after they cease to be in effect.

2. Prohibiting non-competition agreements.

- Employers are prohibited from entering into employment contracts or other agreements with an employee that are, or include, a non-competition agreement, subject to certain exceptions.
- The exception that is in the current version of the proposed legislation is a “sale of business”-type exception.
- The legislation provides that, for greater certainty, subsection 5(1) of Ontario’s employment standards legislation applies, and if an employer contravenes the (new) non-competition prohibition, the non-competition agreement is void.
- Interestingly, the prohibition on non-competition covenants is deemed to have come into force on October 25, 2021 (assuming the legislation becomes law as currently drafted).

3. Licensing framework for temporary help agencies (THA) and recruiters.

- THAs and recruiters are subject to a new licensing framework. A “recruiter” will be defined in the regulations.
- THAs and recruiters are required to hold a license for being a THA or a recruiter, respectively.

- No client of a THA and/or recruiter can knowingly engage or use the services of a temporary help agency and/or recruiter, as applicable, unless the person who operates the THA and/or the recruiter, as applicable, holds the applicable license. Clients of a temporary help agency will also have additional obligations to record and retain certain information as set out in the legislation.
- The legislation also sets out other rules, including application and renewal rules, and revocation and suspension powers of the Director of Employment Standards.

4. Changes to the *Employment Protection for Foreign Nationals Act, 2009*

- This legislation will make the corporate directors of a recruiter that use the services of another recruiter in connection with the recruitment or employment of a foreign national *jointly and severally liable* to repay fees charged to the foreign national by the other recruiter in contravention of subsection 7(1) of the *Employment Protection for Foreign Nationals Act, 2009*. Where the recruiter is not a corporation or engaged by a corporation, the recruiter will be jointly and severally liable for such impermissible fees charged to the foreign national by the other recruiter.

The legislation will also prohibit certain regulated professions from including Canadian experience requirements as qualifications subject to certain exemptions, require owners of workplaces to provide access to a washroom to persons making deliveries to or from the workplace subject to certain exceptions, and will permit or require, depending on the circumstances, the Workplace Safety and Insurance Board (WSIB) to distribute amounts in the insurance fund in excess of prescribed amounts among Schedule 1 employers.

Bill 27 is currently in the first reading stage. There are a number of legislative steps before it will become law, the legislation may be amended as it progresses through those steps, and parts of the legislation may

become law on different days. This is a Government Bill, and the Government has a majority in the provincial legislature, therefore it is expected that this legislation, or a substantially similar version, will become law in the near future.

The proposed legislative changes will impact employers across Ontario, while others are very specific to a particular industry. Employers are advised to start planning for these changes, including a DFW policy, how to deal with non-competition agreements, and the applicability of the new framework to “recruiters” and THAs.

Contact your BLG lawyer or any of the key BLG contacts listed below to discuss ways to proactively plan for and address these changes.

By: James Fu, Jeffrey Mitchell

Services: Labour & Employment


Key Contacts

James Fu

Partner

 Toronto

 JFu@blg.com

 [416.367.6513](tel:416.367.6513)

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: CCCB News Release: Canadian Bishops to Welcome Pope Francis to Canada on Historic Pilgrimage of Healing and Reconciliation
Date: Wednesday, October 27, 2021 3:12:14 PM
Attachments: [image002.png](#)
[image006.jpg](#)
[image007.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Wednesday, October 27, 2021 2:13 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA: CCCB News Release: Canadian Bishops to Welcome Pope Francis to Canada on Historic Pilgrimage of Healing and Reconciliation

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October 27, 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: CCCB News Release: Canadian Bishops to Welcome Pope Francis to Canada on Historic Pilgrimage of Healing and Reconciliation

The Canadian Conference of Catholic Bishops has announced that Pope Francis has accepted their invitation to visit Canada on a pilgrimage of healing and reconciliation. Please click on the following link to access the news release <https://www.cccb.ca/media-release/canadian-bishops-to-welcome-pope-francis-to-canada-on-historic-pilgrimage-of-healing-and-reconciliation/>.

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 re: Joint Letter with Trustee Associations, Ontario Council of Universities - AODA Compliance Reporting
Date: Wednesday, October 27, 2021 8:15:27 PM
Attachments: [Joint Letter to Minister Cho re AODA Compliance Report October 22 2021.pdf](#)
[image002.png](#)
[image004.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Wednesday, October 27, 2021 11:33 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: Joint Letter with Trustee Associations, Ontario Council of Universities - AODA Compliance Reporting

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October 27, 2021

MEMORANDUM

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

CC: Board Secretaries and Administrative Assistants
OCSTA Directors and Staff

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Joint Letter with Trustee Associations, Ontario Council of Universities Re: AODA Compliance Reporting

We and other Trustee Associations have been in discussions regarding an issue with compliance reporting under the *Accessibility for Ontarians with Disabilities Act* (AODA). The OSBA had been in discussions with the Ontario Council of Universities and Colleges Ontario on these matters and suggested a joint communication to the Ontario Minister of Seniors and Accessibility outlining the compliance concern.

To provide some context, the *Accessibility for Ontarians with Disabilities Act* (AODA) Compliance Report is a self-assessment of an organization's compliance status with the accessibility requirements under the AODA. Universities, Colleges and School Boards are required to complete this report by December 31, 2021. The issue relates to a specific question (14) in the Compliance Report which asks whether an organization's internet websites conform to accessibility requirements. The problem is that School Boards, Colleges and Universities have many external websites embedded in their digital environments which cannot be monitored for compliance purposes.

After review and internal discussions, OCSTA agreed to support the communication on this compliance matter. The attached letter addresses this compliance reporting concern.

If you have any questions or concerns, please contact me at sandrews@ocsta.on.ca.

MARIE PALOMBI

Ontario Catholic School Trustees' Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

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



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October 22, 2021

Hon. Raymond Cho
Minister for Seniors and Accessibility
777 Bay St, 5th Floor
Toronto, ON M7A 1S5

Dear Minister Cho,

On behalf of Ontario's public universities, colleges and K-12 English public, French public and English Catholic school boards, we would like to express our appreciation to you and the Ontario government for all you are doing to make the province's physical and digital infrastructure more accessible and inclusive for all Ontarians. The December 31, 2021 deadline for the Ministry's Accessibility Compliance Report for public sector organizations is fast approaching and we would like to provide additional information and proposed considerations for your review.

Ontario universities, colleges and school boards have been working hard to help ensure the province's educational campuses are accessible, inclusive, and promote equity and diversity through a systemic and wholistic approach. All universities, colleges and schools are committed to ensuring institutions meet accessibility requirements under the Accessibility for Ontarians with Disabilities Act (AODA).

It is in our collective commitment to AODA implementation and ensuring the best possible outcomes for all Ontarians, that we have undertaken a careful review of the Compliance Report and share concerns, specifically in regards to question 14 which states as follows:

As of January 1, 2021, do all your organization's internet websites conform to [WCAG] 2.0 Level AA (except for live captions and pre-recorded audio descriptions)? Please indicate in the comment box provided the complete names and addresses of your publicly available web content, including websites, social media pages, and apps.

Given the complex digital environment universities, colleges and school boards exist within, we have noted that question 14 poses great difficulty in terms of accurate and feasible reporting. Universities, colleges and school boards offer various services through department, project-based and individual school websites in order to deliver quality education to all students, create inclusive and accessible learning spaces, and support faculty/teacher-led initiatives.

For these reasons, our universities, colleges and schools maintain extensive and complex web-based infrastructure to adequately support the critical academic and administrative responsibilities required in learning environments. As a result, question 14 does not adequately capture the complexity of institutional web domain systems given the thousands of Uniform Resource Locators (URLs) that currently exist within an institution's digital environment.

We propose that all Ontario universities, colleges and publicly funded schools report compliance for the websites and digital areas we are responsible for, and additionally help educate and support others for websites which we are not directly responsible over. We propose that Ontario universities, colleges and schools submit the following information to the Ministry in response to

the AODA compliance report, question 14, which would allow institutions to report their web and digital assets effectively and efficiently:

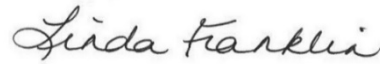
1. Main URL (i.e., www.university/college/school.ca) and top-level subpages managed by the central web/communications departments, as well as any separate microsites managed by those staff
2. Main social media accounts (LinkedIn, Twitter, Facebook, Instagram) – i.e., the accounts embedded in main websites or used as primary sources of information (with no web-based accessible alternative)

Ontario's universities, colleges and school boards remain committed to providing accessible education and services for Ontarians to ensure a fully inclusive education system, as well as supporting the Ministry to achieve its goal of providing province-wide accessibility for Ontarians with disabilities by January 2025. We look forward to continuing to work with your government and stakeholders to advance this important work.

Yours sincerely,



Denis M. Chartrand
Chair
Association des conseils scolaires
des écoles publiques de l'Ontario



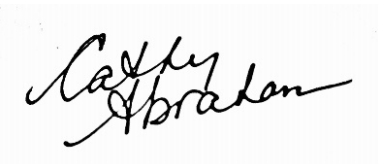
Linda Franklin
President and CEO
Colleges Ontario



Steve Orsini
President and CEO
Council of Ontario Universities



Patrick J. Daly
President
Ontario Catholic School Trustees'
Association



Cathy Abraham
President
Ontario Public School Boards' Association

- cc. Jay Jung, Chief of Staff, Minister's Office, Ministry for Seniors and Accessibility
Deputy Minister Carlene Alexander, Ministry for Seniors and Accessibility
Matthew Varsava, Director of Policy, Ministry for Seniors and Accessibility
(A) Assistant Deputy Minister Alison Drummond, Accessibility for Ontarians with Disabilities
Division, Ministry for Seniors and Accessibility

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo - ON News Release - Government Takes Further Action to Protect Schools with Expanded Testing Options
Date: Thursday, October 28, 2021 5:11:46 PM
Attachments: [image004.png](#)
[image006.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, October 28, 2021 2:24 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo - ON News Release - Government Takes Further Action to Protect Schools with Expanded Testing Options

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October 28, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education

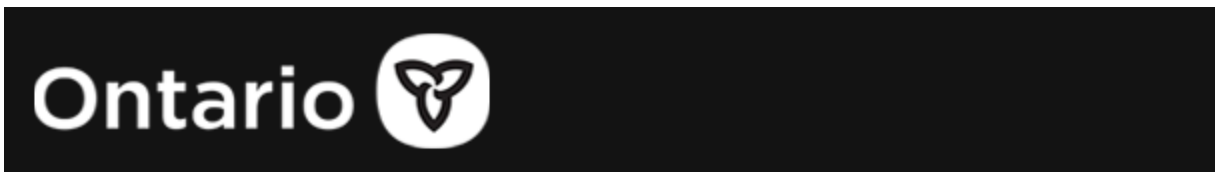
- All Catholic District School Boards

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: ON News Release – Government Takes Further Action to Protect Schools with Expanded Testing Options

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



NEWS RELEASE

Government Takes Further Action to Protect Schools

Expanded Testing Options Will Reduce Disruption and Absenteeism

October 28, 2021
[Ministry of Education](#)

TORONTO — To support safer schools and reduce barriers to testing for all school-aged children, Ontario's Minister of Education, Stephen Lecce, announced increased access to low-barrier testing options to support in-person student attendance at school and reduce disruptions to families.

Ontario schools remain safe, according to the province's Chief Medical Officer of Health and the Children's Health Coalition, supported by high levels of immunization and strong public health measures, including ventilation

improvements across all publicly funded schools in the province. Currently, more than 83 per cent of youth aged 12 and up have received their first dose of the COVID-19 vaccine, and more than 77 per cent have received two doses. With approximately 3,300 cumulative cases per 100,000 amongst individuals aged 0 to 19, Ontario has one of the lowest case rates for youth under 20 in the country. Transmission continues to remain low in schools, and since September 2021 more than 99 per cent of students have not reported a case of COVID-19.

With the support of Ontario's Chief Medical Officer of Health, the government announced new measures, to build upon this work and to ensure schools remain open and safe, including:

- offering take-home polymerase chain reaction (PCR) self-collection kits to all publicly funded schools across the province, with a phased rollout starting in mid-November.
- the launch of a new "test-to-stay" approach for asymptomatic, unvaccinated students using the deployment of rapid antigen screening tests at the direction of public health units to support in-person learning and avoid whole school dismissals.
- elevating the requirement for unvaccinated staff to undergo rapid antigen screening from two to three times per week.

Ontario is leading the way in offering take-home PCR self-collection kits for all students and staff. The PCR self-collection initiative builds on the existing COVID-19 take-home PCR self-collection pilot that was launched in 160 schools in September, which focuses on secondary school students who are contacts of confirmed cases and are asymptomatic and fully vaccinated.

"While Ontario schools are safer places to learn supported by enhanced ventilation and high vaccination rates, we are taking nothing for granted," said Stephen Lecce. "By expanding access to testing and helping to better screen for COVID-19, we are protecting the progress we have made so far in keeping our schools safer for students and helping to limit disruption to the school year. These additional efforts build on the extensive safety protocols and investments we have made to protect schools, including the more than \$600 million our government has provided to support ventilation improvements."

Students with COVID-19 symptoms and students who have been identified as close contacts of a confirmed COVID-19 case will be able to pick up PCR self-collection kits at school, complete the specimen self-collection at home and drop the specimen off at convenient locations in the community.

In addition, the newly introduced "test-to-stay" approach, intended to support continued in-person school attendance in schools with multiple cases of COVID-19, involves frequent rapid antigen screening over a 10-day period for asymptomatic, unvaccinated students in a school that might otherwise require whole school dismissal. While people who are confirmed cases or high-risk contacts in the school will still need to self-isolate and access PCR testing

according to public health guidance, other students in the school will be able to continue attending school in person. The frequent rapid antigen screening in the “test-to-stay” approach will identify any additional COVID-19 cases in a timely manner.

Ontario’s plan for safer schools is focused on minimizing disruption and maximizing safe, in-class learning. It is supported by \$1.6 million in resources for the 2020-21 school year and major improvements in mechanical ventilation and 70,000 HEPA and other ventilation devices in learning spaces, in addition to various other strategies to support infection prevention and control.

Quick Facts

- High-risk contacts are individuals who are identified by Public Health Units as a close contact of a confirmed COVID-19 case.
- Roughly, an additional 3,700 schools in the publicly funded system, beyond those currently covered by hospital-led programs in Toronto and Ottawa, will have access to take-home PCR self-collection kits.
- PCR tests detect the presence of a virus at the time the test is taken, as well as fragments of the virus even after the person is no longer infected.
- As of October 28, more than 83 per cent of youth aged 12 to 17 have received a first dose of the COVID-19 vaccine and 77 per cent have received a second dose.
- Ontario [issued a preferential recommendation](#) on 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.
- Currently, PCR testing is available at 218 assessment centres or community labs, mobile sites and other locations across the province. Ontario can process more than 100,000 lab-based PCR tests per day, if needed. Asymptomatic PCR testing for eligible individuals, as per provincial testing guidance, is currently available at 211 pharmacies.
- Parents and caregivers who have questions about COVID-19 vaccines for children and youth can visit [COVID-19 Vaccine Consult Service \(sickkids.ca\)](#) to book a confidential phone appointment with a SickKids clinician.
- The Ontario government is allocating significant investments in Ontario schools, including \$600 million in net new investments for school ventilation, \$1.4 billion to

renew and maintain existing schools and \$14 billion over ten years for new schools, additions, and major renovations.

- 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.

Quotes

"Providing take-home PCR self-collection kits for more students across the province will strengthen our ability to protect our kids and keep schools open and safe by limiting the spread of COVID-19. Together with the test-to-stay rapid antigen screening program being implemented, these tools will help identify cases that may otherwise be missed and reduce school closures. While we are reassured that COVID-19 transmission in schools remains low, we must remain vigilant and ready to respond to outbreaks driven by the Delta variant."

- Dr. Kieran Moore

Chief Medical Officer of Health for the province of Ontario

"Since the onset of the pandemic, our government's top priority has been protecting the health and wellbeing of all Ontarians, including children and youth. Expanding access to PCR testing in schools will strengthen our toolkit and ensure that we detect cases sooner, adding an additional layer of protection for students and their families."

- Christine Elliott

Deputy Premier and Minister of Health

"Accessible and efficient COVID-19 testing is crucial for supporting the health and safety of students, teachers, school staff and their families for the remainder of the pandemic. We must do all that we can to ensure there are as few disruptions to the school year as possible for the well-being of children and youth across the province."

- Dr. Ronald Cohn

President and CEO, The Hospital for Sick Children (SickKids)

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](#)

Media Contacts

Caitlin Clark

Minister's Office

caitlin.clark@ontario.ca

Ingrid Anderson

Communications Branch

ingrid.e.anderson@ontario.ca

[437-225-0321](tel:437-225-0321)

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MARIE PALOMBI

Ontario Catholic School Trustees' Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

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



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Linda Jamieson, Trustee, Nipissing-Parry Sound CDSB
Date: Friday, October 29, 2021 12:53:11 PM
Attachments: [image001.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Friday, October 29, 2021 12:36 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA: Linda Jamieson, Trustee, Nipissing-Parry Sound CDSB

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TO: Chairpersons and Directors of Education
• All Catholic District School Boards
CC: OCSTA Directors & Staff
Board Secretaries & Administrative Assistants

We are saddened to inform you of the passing of **Linda Jamieson, Trustee, Nipissing-Parry Sound CDSB**, on October 28, 2021.

Linda was a dedicated Catholic Trustee serving on the Board of Directors from 2000-2006 and from 2010-2021.

We ask you to join us in praying for the repose of the soul of Linda, for her family and the Nipissing-Parry Sound Catholic Board and School community.

Following is the message posted on the Nipissing-Parry Sound CDSB website

NPSC Mourns Passing of Trustee Jamieson

NPSC Mourns the Passing of Trustee Linda Jamieson

Posted on 10/29/2021



The Nipissing-Parry Sound Catholic District School Board is profoundly saddened by the passing of Trustee Linda Jamieson, on October 28, 2021. Linda represented the municipality of North Bay.

Motivated by her commitment to her faith and her passion for Catholic education, Linda served as Trustee of the Nipissing-Parry Sound Catholic District School Board from 2000 to 2006 and from 2010 to 2021. She was an exemplary representative of NPSC who had a genuine interest in connecting with board stakeholders at every opportunity and sharing the board's priorities with them.

During her 17 years as a Trustee, Linda served on various board committees, including the First Nations Advisory Committee, Supervised Alternative Learning Committee, Board Education, Special Education Advisory Committee, Audit Committee and the Policy Review working group. Linda joyfully embraced her role as a Catholic Trustee, illuminating her vision of a Catholic education that is Christ-centred, and keeping the achievement and well-being of our students at the core of her work and decisions.

"The Trustees are saddened by the passing of their colleague and close friend, Linda Jamieson. Linda's contribution to the Nipissing-Parry Sound Catholic District School Board over many years has been significant and her sound judgement and input on board decisions were always appreciated. As Board Chair and on behalf of all of the trustees, I extend our condolences to Linda's family. She will be missed." - Leo de Jourdan, Chair

"Linda Jamieson was a dedicated board member and a devoted supporter of all our Catholic schools. A champion for Catholic education, Linda's warm, inviting and caring approach was truly a gift to all those in our board community who were most fortunate to have worked with her. She will be greatly missed." - Anna Marie Bitonti, Director of Education

Together we will keep Linda and her family close to our hearts, and we kindly request your thoughts and prayers for the Jamieson family.

Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226



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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 www.ocsta.on.ca

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

October 29, 2021

Honourable Stephen Lecce
Minister of Education
5th Flr, 438 University Ave,
Toronto, ON M7A 2A5

Dear Minister Lecce,

Re: Modified Semester Requirements, Vaccination Requirements

Further to my comments at our meeting on October 21, 2021 regarding the challenges our Catholic boards are facing with Hybrid learning and modified semester models at the secondary level, I am writing to you today to comment further on this important matter.

I want to begin, however, by thanking you for your continued effort to promote the well-being of students and staff. The announcement on October 28, 2021 regarding take-home testing kits for students and their cohorts, as well as increased testing requirements for unvaccinated staff, will continue to assist in protecting the health and safety of those in our Catholic school communities. I would as well like to recognize the strong leadership of Catholic School Trustees and most especially the system and school leaders, teachers and support staff for their selfless service and heroic work during this challenging time.

As we have stated to you, the reopening of schools in September has been a positive experience on the whole. In class learning, with the attendant socialization and faith formation opportunities for our students, cannot be consistently achieved through a digital environment for the vast majority of our students.

As you are well aware, secondary schools throughout the province are currently operating with a modified semester model to align with both the Ministry of Education and Public Health COVID-19-related guidelines. This learning model has had a negative impact on student and staff mental health and well-being. On behalf of our 29 Catholic member boards, we strongly encourage the Ministry of Education to permit school boards to make local decisions regarding a return to a normal semestered calendar, with regular cohorts and more normal timetabling.

In order to move to a normal semestered model, Catholic boards require as much time as possible to plan for and implement any changes to COVID-19-related protocols. Accordingly, our member boards would appreciate a timely decision on this matter. We recognize that any decision in this regard would need to be supported by the Chief Medical Officer of Health and local public health units, but it is vital to student and staff well-being that we move in this direction as soon as possible.

On the issue of vaccines, we are aware that Health Canada is reviewing the Pfizer vaccine's suitability for five to 11-year-olds. We want to assure you that OCSTA and Catholic school boards will work with the Ministry of Education, Public Health officials, and our school communities to ensure that the implementation of any vaccination process for children occurs in an efficient and timely manner. In a previous letter, we strongly encourage the government to amend *The Immunization of Schools Pupil Act* to include COVID-19 as one of the mandatory vaccinations for eligible students. We recognize that a decision in support of our recommendation has not yet been made. In the meantime, we will continue to strongly encourage that all eligible staff and students be fully vaccinated.

Thank you Minister for your consideration of our request with regard to this urgent matter and I would be pleased to discuss it with you.

Yours Very Truly,

A handwritten signature in black ink, appearing to read 'P. J. Daly', with a stylized flourish at the end.

Patrick J. Daly
President

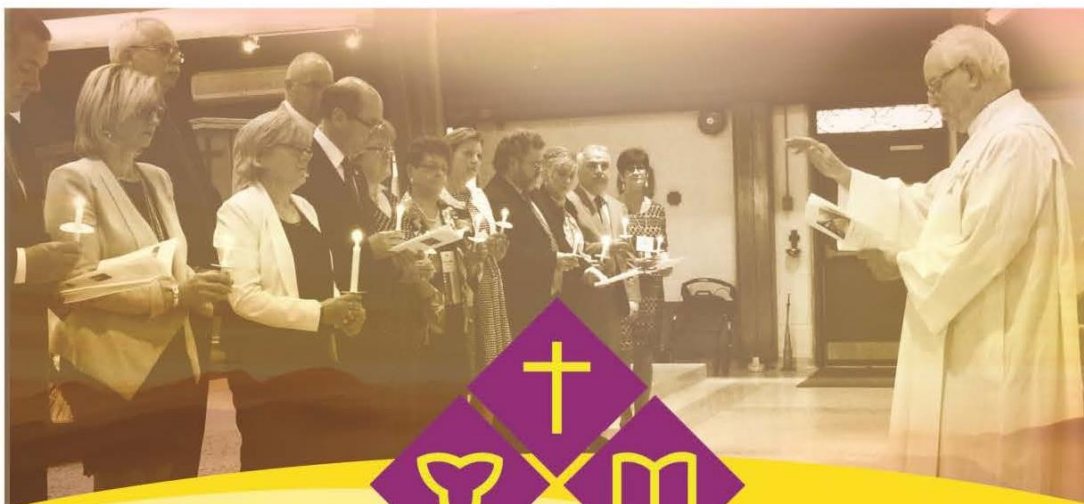
Submission to

Ministry of Education
Consultation on
Trustee Codes of Conduct:
Establishing Minimum Standards

October 29, 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.

Ontario Catholic School Trustees' Association's Submission to the
Ministry of Education Consultation on
Trustee Codes of Conduct: Establishing Minimum Standards

“He or she who seeks the office of Catholic Trustee is seeking an honourable office.”

Introduction

On behalf of OCSTA, we want to thank the Ministry of Education for inviting us to provide our comments on the consultation regarding “Strengthening Accountability for School Board Trustees” and the proposed amendments to Ontario Regulation 246/18 Code of Conduct regarding minimum standards for a Trustee Code of Conduct.

OCSTA believes Codes of Conduct are a valuable tool to assist all Catholic school board trustees to act in the best interests of their schools, students, staff and the Catholic ratepayers they represent. It is also critically important that a clear, transparent and fair set of procedures are developed regarding Codes of Conduct. We welcome this policy development process in an effort to improve and provide consistent standards for Trustee Codes of Conduct.

In developing this submission, OCSTA consulted with our 29 Catholic school board members. Our boards' Codes of Conduct are unique in that they affirm the distinct Catholic identity of publicly funded Catholic education and the particular role of the Elected Catholic school trustee.

In this submission OCSTA, will address the following issues and make recommendations for policy changes to:

- The role of the elected Catholic school trustee;
- The content of Trustee Codes of Conduct;
- Strengthening the integrity of the Trustee Code of Conduct complaint and investigation process;
- Measures and sanctions available to boards when a Code of Conduct breach occurs;
- Proposed minimum standards for a Trustee Code of Conduct.

The Distinct Role of the Catholic School Trustee:

“The Catholic community expects trustees to be persons of faith, with a vision of life that is centered on Jesus Christ and who have a sense of being called to Ministry.”

Elected Catholic school trustees occupy positions of public trust and confidence. They promise to and are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel values and the teachings of the Catholic Church. Similar to those of other Catholic school boards, one Trustee Code of Conduct policy states:

The Catholic school board trustee shall, within the duties prescribed in the *Education Act*, its Regulations and other applicable legislation and reflecting a Ministry within the Church:

- Acknowledge that Catholic schools are an expression of the teaching mission of the Church;
- Provide an example to the Catholic community that reflects the teachings of the Church;
- Provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the Minister of Education;
- Recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- Respect the confidentiality of the Board;
- Ensure the affairs of the Board are conducted with openness, justice and compassion;
- Work to improve personal knowledge of current Catholic educational research and practices;
- Affirm a strong sense of Christian Catholic community; and
- Provide support, encouragement and prayer for the efforts of all persons engaged in the Ministry of Catholic Education in Canada.¹

OCSTA Recommendations:

- **That the Ministry of Education continue to recognize and support the distinct role of the Catholic school trustee by providing boards and OCSTA with resources for professional development, human rights and equity training and opportunities for faith formation;**
- **That the Ministry of Education consider making professional development mandatory for newly elected trustees.**

The Content of Trustee Codes of Conduct

Along with the specific requirements distinct to the role of the Catholic school trustee, our Boards' Codes of Conduct include rules relating to civil behaviour, the use of board resources, avoidance of personal advantage and rules around acceptable gifts. Catholic boards also have other policies, rules and procedures that govern the professional and ethical conduct of trustees, including addressing issues such as workplace harassment and treatment of confidential information.

Governing Legislation

Trustee conduct is also governed by several provincial and federal statutes, including the:

¹ See Niagara District Catholic School Board Statement of Policy Trustee Code of Conduct 100.12

- Municipal Elections Act, 1996
- Municipal Conflict of Interest Act
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario's Human Rights Code
- Criminal Code of Canada

One feature of Catholic board Codes of Conduct is provisions related to fulfilling obligations outlined in the *Education Act*. For example, one board states the following in this context:

All Trustees are expected to comply with the following duties of Board members as set out in section 218.1 of the Education Act:

A member of a board shall,

- a. carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the Board's duties under section 169.1;*
- b. attend and participate in meetings of the Board, including meetings of board committees of which he or she is a member;*
- c. consult with parents, students and supporters of the board on the Board's multi-year plan under clause 169.1 (1) (f);*
- d. bring concerns of parents, students and supporters of the board to the attention of board staff through Policies determined by the Board;*
- e. uphold the implementation of any board resolution after it is passed by the Board;*
- f. entrust the day-to-day operations and management of the Board to its staff through the Board's director of education;*
- g. maintain focus on student achievement and well-being; and*
- h. comply with the Board's Code of Conduct.*

OCSTA Recommendations:

- **That the Ministry of Education requires the inclusion of the duties of trustees as outlined in the *Education Act*, in Trustee Codes of Conduct.**

Strengthening the Integrity of Trustee Code of Conduct Complaint and Investigation Processes

Current Compliant Processes

In most policies, trustees are the only individuals that can initiate a complaint about an alleged breach of a board's Trustee Code of Conduct. The Board is required to investigate the complaint and determine whether a breach has taken place. Currently, the process for investigation is determined by each board. Boards **may** hire third-party investigators to investigate alleged breaches and provide recommendations for a board's review. These investigators are often

referred to as Integrity Commissioners. Currently, the *Education Act* does not address the use of Integrity Commissioners in boards.

OCSTA Recommendations:

- **That the use of an Integrity Commissioner remain optional;**
- **That the Ministry of Education provide boards, that so chose to use the services of an Integrity Commissioner (or legal counsel), the necessary funding/resources to do so;**
- **That the Ministry of Education continue to support professional development for trustees regarding best practices in school board governance, including human rights/equity training;**
- **Investigation of complaints. A clear process and fair process must be included in the Code procedures to ensure that particular complaints actually break the Code.**

Measures and Sanctions Available to Boards Regarding a Code of Conduct Breach

If a board determines that a breach of the Code of Conduct has taken place, it may impose one or more (or none) of the following sanctions:

- Censure or publicly reprimand the trustee;
- Bar the trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board;
- Bar the trustee from sitting on one or more committees of the Board for a period specified by the Board.

Currently, the Minister of Education does not have authority to impose sanctions or remove a trustee from office.

OCSTA believes the current measures and sanctions for boards are generally sufficient. However, in cases of consistent disregard of the Code of Conduct after numerous attempts to educate a trustee regarding their responsibilities, there should be additional sanctions including mandatory professional development or human rights and equity training.

We believe the enforcement of Codes of Conduct are best achieved at the local level. Similar to how a board would consider a staff personnel matter, meetings with regard to code of conduct matters should be discussed/considered in-camera. However, additional training and support for trustees regarding governance practices and the best use of existing sanctions and measures would be beneficial.

OCSTA Recommendations:

- **Investigations into the breach of a Code of Conduct requirement should be discussed in closed sessions of the Board to protect the privacy of those involved;**
- **That the Ministry of Education expand existing measures so as to enable school boards to require trustees to participate in mandatory professional development and human rights and equity training.**

Minimum Standards for a Trustee Code of Conduct

According to the posting on the Regulatory Registry, the Ministry of Education is **proposing to implement minimum standards for** Trustee Codes of Conduct to ensure consistent standards of behaviour for trustees across Ontario's school boards. The proposed regulatory amendments would establish baseline standards of conduct relating to the following:

- Integrity and dignity of office - a standard reflecting an expectation for trustees to fulfill their role in a way that inspires public confidence in publicly funded education;
- Civil and respectful behaviour - a standard requiring professional and respectful conduct in all interactions and forms of communication including social media;
- Uphold and respect human rights - a standard prohibiting discriminatory conduct against any person or group based on the protected grounds under the Ontario Human Rights Code;
- Respect for the role of school board staff - a standard for trustees to respect the role of board staff to advise the whole board and to prohibit trustees from treating board staff disrespectfully;
- Responsible use of communication - a standard requiring trustees to adhere to their board's communications policies and procedures;
- Avoidance of personal advantage, improper use of influence and conflict of interest - a standard prohibiting improper use of the trustee office in situations that are not already covered by the *Municipal Conflict of Interest Act*;
- Fiscal accountability and transparency - a standard ensuring effective stewardship of the board's resources;
- Respect for confidentiality - a standard requiring trustees to keep information that they obtain through their role as trustees confidential (unless they are otherwise authorized);
- Upholding decisions - a standard requiring trustees to comply with board by-laws, policies, procedures etc., and uphold implementation of board decisions regardless of personal opinions;
- Use of board assets and services - a standard prohibiting the use of board assets or services for personal matters or for election purposes.

OCSTA supports these general recommendations for establishing minimum standards of conduct in the design of a Trustee Code of Conduct. In fact, most Catholic boards include these standards

in their existing Trustee Codes of Conduct. Any minimum standards would necessarily be required to respect/uphold the denominational and constitutional rights of Catholic school trustees/boards.

OCSTA Recommendations:

- **That the Ministry of Education ensure that any minimum standards for Trustee Codes of Conduct respect the constitutional and denominational rights of Catholic school boards and the distinct role of the Catholic school trustee in protecting and promoting Christ-centered learning environments;**
- **That the Ministry of Education continue to consult with Catholic boards and OCSTA on the development of these minimum standards.**

Summary of Recommendations

The Distinct Role of the Catholic School Trustee

- That the Ministry of Education continue to recognize and support the distinct role of the Catholic school trustee by providing boards and OCSTA with resources for professional development, human rights and equity training and opportunities for faith formation;
- That the Ministry of Education consider making professional development mandatory for newly elected trustees.

The Content of Trustee Codes of Conduct

- That the Ministry of Education requires the inclusion of the duties of trustees as outlined in the *Education Act*, in Trustee Codes of Conduct.

Strengthening the Integrity of Trustee Code of Conduct Complaint and Investigation Processes

- That the use of an Integrity Commissioner remain optional;
- That the Ministry of Education provide boards, that so chose to use the services of an Integrity Commissioner (or legal counsel), the necessary funding/resources to do so;
- That the Ministry of Education continue to support professional development for trustees regarding best practices in school board governance, including human rights/equity training;
- Investigation of complaints. A clear and fair process must be included in the Code procedures to ensure that particular complaints actually break the Code.

Measures and Sanctions Available to Boards Regarding a Code of Conduct Breach

- Investigations into the breach of a Code of Conduct requirement should be discussed in closed sessions of the board to protect the privacy of those involved;
- That the Ministry of Education expand existing measures so as to enable school boards to require trustees to participate in mandatory professional development and human rights and equity training.

Minimum Standards for a Trustee Code of Conduct

- That the Ministry of Education ensure that any minimum standards for Trustee Codes of Conduct respect the constitutional and denominational rights of Catholic school boards and the distinct role of the Catholic school trustee in protecting and promoting Christ-centered learning environments;
- That the Ministry of Education continue to consult with Catholic boards and OCSTA on the development of these minimum standards.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2021-2022

| | |
|---------------------------------------|--|
| Patrick J. Daly, President | Hamilton Wentworth Catholic District School Board |
| Michael Bellmore, Vice President | Sudbury Catholic District School Board |
| Beverley Eckensweiler, Past President | Bruce-Grey Catholic District School Board |
| Linda Ainsworth | Peterborough Victoria Northumberland & Clarington Catholic District School Board |
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| Nancy Crawford | Toronto Catholic District School Board |
| Luz del Rosario | Dufferin-Peel Catholic District School Board |
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| Bishop John Boissonneau | ACBO Liaison to OCSTA |
| Fr. Patrick Fitzpatrick | Chaplain |
| Nick Milanetti | Executive Director |



Ontario Catholic School
Trustees' Association

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

October 29, 2021

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

Sent via email

Dear Minister Lecce,

On behalf of the Dufferin-Peel Catholic District School Board of Trustees, I am writing to express our serious concerns as they relate to the inequitable treatment of Dufferin-Peel Catholic District School Board (DPCDSB) executives.

The Broader Public Sector Accountability Act (BPSAA) was introduced by the Ontario Government in 2010, followed by the March 31, 2012, amendment to the BPSAA resulting in the freeze of salary increases for executive employees.

In the fall of 2017 the Ministry initiated the Executive Compensation Program.

The DPCDSB of Trustees complied with Ministry directives and froze executive salaries, as well as all movements on annual compensation grids effective March 2012 until the Executive Compensation Framework for DPCDSB was approved by the Ministry in 2017.

That same approved Executive Compensation Framework was unexpectedly frozen on August 13, 2018, two weeks before DPCDSB executives would have received their increase as per the approved Executive Compensation Framework.

The annual salary increases identified in the DPCDSB Executive Compensation Plan are reflected in DPCDSB executive employment contracts.

Over the past 10 years, negotiations and discussions with every occupational group in the DPCDSB (unionized and non-unionized staff) with the exception of executives, has resulted in grid movement, salary increases and improvements to working conditions creating significant inequity between these employee groups and the executives of the DPCDSB.

The Board of Trustees is requesting the Minister of Education to address the historical inequities experienced by our executives including retro-active compensation to honour the year-over-year salaries articulated in their contracts. Our executives consistently fulfill the requirements of the contracts they entered into with the Board of Trustees and have executed these responsibilities with professionalism

Extraordinary lives start with a great Catholic education

and commitment to the children and families whom we serve. We wish to honour these contracts. The Board of Trustees are prepared to work with the Ministry to ensure the unfair treatment of our executives is rectified.

We look forward to working with you to resolve this issue.

Sincerely,



Sharon Hobin, BA, BEd
Chair of the Board of Trustees
Dufferin-Peel Catholic District School Board

cc: Luz del Rosario, Vice Chair, Trustee, Mississauga Wards 6 & 11
Brea Corbet, Trustee, Mississauga Wards 9 & 10
Darryl D'Souza, Trustee, Brampton Wards 2, 5 & 6
Anna da Silva, Trustee, Brampton Wards 1, 3 & 4
Frank Di Cosola, Trustee, Caledon/Dufferin
Bruno Iannicca, Trustee, Mississauga Ward 7
Mario Pascucci, Trustee, Mississauga Wards 1 & 3
Stefano Pascucci, Trustee, Mississauga Ward 4
Thomas Thomas, Trustee, Mississauga Ward 5
Shawn Xaviour, Trustee, Brampton Wards 7-10
Hon. Doug Ford, Premier of Ontario
Hon. Prabmeet Singh Sarkaria, President of the Treasury Board
Sara Singh, MPP, Brampton Centre
Gurratan Singh, MPP, Brampton East
Kevin Yarde, MPP, Brampton North
Amarjot Sandhu, MPP, Brampton West
Hon. Sylvia Jones, MPP, Dufferin-Caledon
Natalia Kusendova, MPP, Mississauga Centre
Hon. Kaleed Rasheed, MPP, Mississauga East-Cooksville
Sheref Sabawy, MPP, Mississauga-Erin Mills
Rudy Cuzzetto, MPP, Mississauga-Lakeshore
Deepak Anand, MPP, Mississauga-Malton
Hon. Nina Tangri, MPP, Mississauga-Streetsville
Patrick Daly, President, Ontario Catholic School Trustees' Association



1325 California Avenue
Windsor, ON N9B 3Y6
Chairperson: Fulvio Valentinis
Director of Education: Emelda Byrne
Telephone: (519) 253-2481 FAX: (519) 253-4819

October 27, 2021

Honourable Stephen Lecce
Ministry of Education
5th Floor, 438 University Avenue
Toronto, ON M5G 2K8
Minister.edu@ontario.ca

Sent via email

Honourable Prabmeet Sarkaria
President of the Treasury Board
Room 4320, 99 Wellesley St. W.
Toronto, ON M7A 1W3
Minister.tbs@ontario.ca

Dear Minister Lecce and Minister Sarkaria;

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 at the Windsor-Essex Catholic District School Board and provincially.

Let me begin by stating, this inequity cannot continue. The letter sent to you from Michael Bellmore, Chair of the Sudbury Catholic District School Board provided an extensive and thorough background on the *Broader Public Sector Accountability Act* and the *Executive Compensation Framework*, of which we are sure you and your team are well aware.

Over the past 10 years, compensation for senior administrators has been ignored. Negotiations with unionized and non-unionized staff, and ongoing discussions with principals and vice principals have resulted or will result in significant salary increases and yet senior leaders have not been provided the same common decency to those entrusted to provide quality education for our future leaders. Not providing compensation to senior leaders has resulted in salary compression, in particular between maximum principal/senior manager and minimum superintendent salaries.

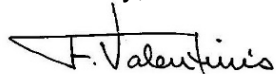
Many Chairs have repeatedly expressed their concern and fears on how Boards will attract qualified, experienced superintendents when they can remain as principals or senior managers and make the same and in some cases a higher annual salary. We strongly agree with Sudbury CDSB, we must be able to offer a competitive salary that provides enough of a differential from principal/vice principal salaries to compensate individuals for the added complexity and judgement that comes with a senior administrative position. The longer the freeze continues, the more difficult recruitment and retention become.

We applaud the provincial government for enacting and mandating fairness and equity for all. It has been one of the government's top priorities: supporting, combating and of course learning to ensure all students and staff are treated equally. We are baffled how this forward thinking on the intolerance of inequity does not apply to a certain sector of the population - Ontario's senior leaders.

We respectfully ask that the Ontario's Provincial Government recognize and value our senior leaders through executive compensation. Continuing to ignore this sector while recognizing all other employees is unacceptable and must be corrected.

Thank you for your attention to this matter and trust that you will give our concerns serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "F. Valentinis". The signature is stylized with a large, sweeping initial "F" and a cursive-style name.

Fulvio Valentinis
Chair, Windsor-Essex Catholic District School Board

c.c. Windsor-Essex Catholic District School Board of Trustees
WECDSB Director of Education
Ontario Catholic School Trustees' Association
Council of Ontario Directors of Education

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo - ON Ombudsman Submission to the MOE Consultation re: School Board Governance
Date: Monday, November 1, 2021 12:56:59 PM
Attachments: [MOE-School-Board-Governance-Discussion-Proposals-October2021-accessible.pdf](#)
[image005.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, November 1, 2021 9:42 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo - ON Ombudsman Submission to the MOE Consultation re: School Board Governance

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

November 1, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education

- All Catholic District School Boards

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

**SUBJECT: Ontario Ombudsman Submission to the Ministry of Education's consultation
re: School Board Governance**

Please see attached submission by the Ontario Ombudsman to the Ministry of Education's consultation regarding school board governance, sent to you for your reference.



MARIE PALOMBI
Ontario Catholic School Trustees' Association
1804 – 20 Eglinton Avenue West
Toronto, ON M4R 1K8
416-932-9460 Ext. 234 | Website: www.ocsta.on.ca



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**Submission to the
Ministry of Education's consultation
regarding school board governance**

**Paul Dubé
Ombudsman of Ontario**

October 2021

Introduction: The Ombudsman's role in improving school board governance

The Ontario Ombudsman oversees the administrative conduct of more than 1,000 public sector organizations, including the province's 72 school boards and 10 school authorities, as well as provincial and demonstration schools.

Complaints are confidential and the Ombudsman's reviews and formal investigations are conducted in private. Through our review and investigation of complaints, we often identify best practices and suggestions to improve processes and strengthen local governance and accountability. Most school boards appreciate the information that we provide, and are happy to implement improvements locally.

Since gaining jurisdiction over school boards on September 1, 2015, my Office has received **4,601** complaints about school boards as of August 25, 2021, including **198** complaints related to boards of trustees. In addition to resolving individual complaints, my Office makes recommendations to systematically improve the administration of Ontario's school boards.

In 2017, my Office investigated complaints about school busing in Toronto's largest school boards and made 42 recommendations for improvements.¹ In 2019, my investigation into a board's pupil accommodation review process resulted in 14 recommendations for improvement.² Regarding trustee code of conduct matters, in December 2017, my Office made submissions to the Ministry regarding proposals to strengthen school board governance and accountability as part of a previous consultation. These submissions called for mandatory codes of conduct and integrity commissioners, improved procedures for the handling and investigation of code of conduct complaints, and improved practices for holding closed meetings.

The province implemented some of these changes, including mandatory codes of conduct, but my Office continues to receive many complaints related to boards of trustees. Since December 2017, we have received a further 126 complaints, most of which related specifically to the conduct of trustees and concerns about how school boards investigated and imposed sanctions regarding alleged breaches of codes of conduct.

¹ *The Route of the Problem*, <https://www.ombudsman.on.ca/resources/reports-and-case-summaries/reports-on-investigations/2017/the-route-of-the-problem>

² *Lessons Not Learned*, <https://www.ombudsman.on.ca/resources/reports-and-case-summaries/reports-on-investigations/2019/lessons-not-learned>

For example:

- A trustee complained that the board's appointed integrity commissioner launched an investigation into her conduct without first attempting to resolve the matter informally, as set out in the board's code of conduct.
- Candidates running in trustee elections complained about incumbents' use of board resources in their re-election campaigns and that there was no effective mechanism to enforce rules against such conduct.
- A trustee complained that some members of the board of trustees failed to declare a pecuniary conflict of interest and continued to participate in discussions held *in camera*. The complainant noted that this was not within the scope of the appointed integrity commissioner's mandate and would require a costly court application to be initiated by an elector under the *Municipal Conflict of Interest Act*.
- Community members complained about trustees not disclosing conflicts of interest and voting on matters that affect them financially. For instance, this could include budgeting and labour relations matters where a family member is a teacher employed by the board, or voting on school boundary adjustments affecting the trustee's real estate holdings.
- Trustees from three different boards complained about being banned from attending board meetings. One complained that the school board had not complied with the *Education Act* when it barred him from board meetings indefinitely. The two others were barred from meetings for a six-month period.
- A trustee complained that a board's investigation of a code of conduct complaint was conducted by a subcommittee rather than by a neutral third party, which is at the board's discretion. Another trustee complained that the third-party investigator appointed by the board did not share adequate details of the code of conduct complaint against him or give him the opportunity to participate meaningfully in the investigation.
- Parents and community members complained about public comments made by a trustee that were widely perceived to be discriminatory. The complainants told my Office their concerns were inadequately investigated by the school board and that the process lacked clarity and transparency. We suggested that the board appoint an integrity commissioner and publicize the complaints process, which it did.

- Community members complained that members of the public were unable to make complaints about violations of the board's trustee code of conduct.

In light of these issues, I wish to highlight the following areas where the Ministry may wish to provide further guidance to school boards through legislation or regulation.

Mandatory integrity commissioners

Ethical conduct in decision-making is important for all governance bodies. Given the specialized role of school boards and the direct impact of their decisions on public education, ensuring trustees are accountable for their conduct is a matter of good governance and in the public interest.

Under the *Education Act*, school boards must adopt a trustee code of conduct. The Act also sets out certain code of conduct enforcement provisions.

As noted in the Ministry's consultation document, recent amendments to the *Municipal Act, 2001* that came into force on March 1, 2019 require municipalities to develop codes of conduct for members of councils and local boards. They are also required to appoint integrity commissioners or make arrangements with another municipality to access the services of an integrity commissioner.

Mandatory codes of conduct and integrity commissioners were introduced at the municipal level in recognition of the importance of holding local officials accountable for their conduct in the course of their public duties. They create a dispute resolution system that encourages impartial review of councillor conduct and conflict of interest concerns. Having an integrity commissioner available also enables elected officials to seek confidential advice proactively and avoid breaching applicable ethical rules.

I believe that a similar framework for school boards would be beneficial as a matter of good governance. Indeed, in my 2020-2021 Annual Report, I noted that my Office has suggested to several school boards that they retain an independent third party to act as an integrity commissioner for trustees. This prevents the perception of bias that can arise when an investigation is conducted by trustees into the conduct of one of their peers.

Proposal 1: School boards should be subject to code of conduct and integrity commissioner obligations similar to those set out for municipalities in Part V.1 of the *Municipal Act, 2001*, adapted as appropriate to Ontario's public education context.

Independence and qualifications of integrity commissioners

Independence is fundamental to the role of an integrity commissioner and encourages public confidence in the process.

Accordingly, integrity commissioners should not be current or former employees or members of the school board. School boards should avoid selecting individuals who are currently or have previously provided consulting, legal or other services to the school board. They may be perceived as too closely connected with the interests of trustees.

To reinforce their independence, integrity commissioners should be appointed for a set term and during that term should only be removable by their board of trustees for cause. This responds to expressions of concerns my Office received after a school board dismissed its integrity commissioner before an investigation had been concluded.

Proposal 2: The independence of integrity commissioners should be enshrined in law. The legislation or regulation should set out clear rules with respect to the appointment of school board integrity commissioners, including restrictions on who may fill the role, the limits of their term, and the ability of school boards to terminate them.

In the municipal sector, my Office has observed a wide range of skill and knowledge levels among individuals acting as municipal integrity commissioners. In some cases, appointed integrity commissioners lack familiarity with applicable legislation and case law, including with respect to procedural fairness. Mandated training and professional standards or accreditation for integrity commissioners could address this inconsistency and ensure that Ontarians have access to a fair and high-quality review of their complaints, regardless of where they happen to live and which school board they support.

Integrity commissioners and the school boards they serve would benefit from the establishment of core competencies for this role. Professional standards would also increase the public's confidence in the accountability framework, and would be helpful in my Office's reviews of complaints about integrity commissioners.

Proposal 3: The Ministry should establish professional standards and/or an accreditation process for integrity commissioners, including core competencies and a system of peer review.

Prescribing topics for codes of conduct

Each of Ontario's 72 school boards is required to establish a code of conduct for trustees. However, codes of conduct created by school boards vary in content and form across the province. As a result, the ethical standards that apply to elected trustees are unequal and inconsistent. Behaviour covered in one board's code of conduct might not be covered by the code of conduct in a neighbouring board. This inconsistency erodes public confidence in the ability to hold elected officials accountable.

The content of codes of conduct should be standardized to address this concern. Regulations under the *Municipal Act* require that municipalities address four subjects in their codes of conduct:

- Gifts, benefits and hospitality
- Respectful conduct, including conduct towards officers and employees of the municipality or local board, as the case may be
- Confidential information
- Use of property of the municipality or the local board, as the case may be.

School boards should also be required to address these topics in their codes of conduct. They should also be required to address such topics as conduct during meetings, conduct towards members of the public or on social media, and any remedial measures that may be recommended to address a breach of the code.

Proposal 4: School boards should be required to address prescribed topics within their codes of conduct.

Conflicts of interest

My Office has received several complaints about apprehensions of conflicts of interest in trustee decision-making, most often around pupil accommodation reviews, school boundary adjustments and where trustees' family members are employed by the board.

Under the recent amendments to the *Municipal Act*, municipal integrity commissioners are now able to consider alleged violations of the *Municipal Conflict of Interest Act*, i.e., where there is a pecuniary interest. This same power should be extended to school board integrity commissioners. However, conflicts of interest may also arise that do not relate to financial interests. For example, a conflict may arise where a decision-maker uses their status to influence someone else for private advantage. This can be addressed as an ethical conduct issue subject to the enforcement process set out in the

code of conduct, which should be accessible and encourage informal resolution wherever possible.

Proposal 5: Integrity commissioners should be empowered to consider alleged violations of the *Municipal Conflict of Interest Act*.

Proposal 6: Trustee codes of conduct should include provisions with respect to pecuniary and non-pecuniary conflicts of interest, as well as improper use of influence.

Adoption of a complaint protocol

In my Office's recent submission to the Ministry of Municipal Affairs and Housing, we observed that codes of conduct created by municipalities vary greatly in both content and form across the province, as do the processes and standards for integrity commissioners interpreting and applying those codes.³ We recommended that the Ministry assist municipalities by mandating the adoption of a complaint protocol and prescribing topics that the protocol should address.

Many of the complaints we receive about local accountability officers relate to the adequacy of their processes and could be addressed through the adoption of a robust complaint protocol. This would clarify how complaints can be submitted and how they will be reviewed, and provide detailed guidance to those tasked with investigating complaints, to ensure their processes are fair and consistent.

For example, a complaint protocol might specify that trustees who are the subject of a code of conduct complaint are entitled to be interviewed, and to review and comment on a preliminary version of a report that makes adverse findings under the code of conduct. It could also specify the timelines for reviewing and investigating complaints.

Proposal 7: School boards should be required to adopt a complaint protocol setting out details regarding how complaints made under the code of conduct will be reviewed and investigated.

³ Submission to the Ministry of Municipal Affairs and Housing's consultation on strengthening accountability for municipal council members, <https://www.ombudsman.on.ca/resources/speeches-and-articles/speeches/2021/submission-to-the-ministry-of-municipal-affairs-and-housing>

Sanctions and remedial measures

My Office has received complaints from trustees who received sanctions that appeared to exceed what is permitted by s. 218.3(3) of the *Education Act*. Under this section, a board can impose one or more of the following sanctions if one of its members is found to have breached the applicable code of conduct:

1. Censure of the member.
2. Barring the member from attending all or part of **a meeting** of the board or a meeting of a committee of the board [emphasis added].
3. Barring the member from sitting on one or more committees of the board, for the period of time specified by the board.

Although the Act refers to barring the member from “a meeting,” we have heard of a case where a trustee was barred from board meetings indefinitely, and of other trustees barred from board meetings for six months. If the intention is to permit boards to bar trustees from multiple board meetings, this should be clarified and subject to reasonable limits, given the potential impact on trustees’ abilities to fulfill responsibilities to their constituents as elected representatives.

Proposal 8: The Ministry should consider amending the Act to ensure consistency in sanctions applied for breaches of codes of conduct.

Accessibility of complaints process

Under the *Education Act*, only trustees may make complaints under a school board’s trustee code of conduct. This limitation is reflected in the trustee codes of conduct that have been adopted by most school boards across the province.

Given the legitimate interest that the public has in accountable and ethical local governance of the province’s education system, school boards should be required to set out a process whereby education stakeholders other than trustees may raise concerns about trustee conduct. Broader access to a trustee conduct complaints procedure would provide a meaningful mechanism for staff and the public to raise concerns about their elected officials.

Proposal 9: School boards should be required to have a process whereby stakeholders other than trustees may make complaints under a trustee code of conduct, and should be required to publicize this process.

My Office is aware of cases in the municipal sector where a fee is charged for the public to access the services of an integrity commissioner. Access to the conduct complaints process and integrity commissioner should be without charge. Fees can serve as a significant barrier to effective enforcement of a code of conduct, and integrity should not come at a cost to individual members of the public.

Proposal 10: School boards should be prohibited from charging fees for the public to make trustee conduct complaints.

Protection from reprisal

Those who make complaints about the conduct of trustees should be able to do so freely. Fears of reprisal for making complaints or for co-operating in a code of conduct enforcement process can undermine the effectiveness of the complaints process and negatively impact trust in the governance of the public education system.

Proposal 11: Trustee codes of conduct should specify that school board members should not engage in any reprisal or threat of reprisal against anyone for filing a complaint under the code of conduct, or co-operating with an integrity commissioner during a review or investigation. Members should also be prohibited from obstructing or attempting to obstruct investigations.

Informal complaints resolution

While it is important to have a formal code of conduct enforcement procedure, it is equally important to provide for the possibility of informal resolution of trustee conduct complaints even after a formal enforcement process has been initiated.

In one case that my Office reviewed, a school board had made unsuccessful attempts to informally resolve a conduct complaint. As the code of conduct did not specifically provide for the possibility of informal resolution once the formal process had been initiated, concerns were raised about the appropriateness of the informal resolution attempts. In that case, my Office suggested that the school board revise its code of

conduct to include the possibility of informal resolution at any point in the process, on the consent of the parties.

In other cases, my Office has received complaints about situations where a code of conduct contemplates informal resolution but complainants and respondents were unclear on whether it was a mandatory step in the process or would only be used on a discretionary basis. Boards should ensure their codes of conduct clearly set out the process that will be followed in resolving complaints and that this be communicated to all parties so they know what to expect.

Informal resolution of complaints should be encouraged wherever possible.

Proposal 12: Trustee codes of conduct should contain specific provisions with respect to informal resolution of complaints at any point in the enforcement process.

Alternative complaint mechanisms

Some complaints about trustee conduct may engage other available complaints and investigation mechanisms. For example, an allegation of harassment or discrimination may be made under both a trustee code of conduct and under relevant workplace health and safety policies.

My Office has received complaints about comments made by trustees during board meetings and on social media that were perceived to be discriminatory. We were also contacted regarding code of conduct complaints that were brought forward by a trustee on behalf of staff who had expressed concern about their work environment. Complainants were at times confused about which process was the appropriate way to address their concerns and how these processes intersected. School boards should revise their codes of conduct to account for the possibility of alternative or parallel processes, depending on the circumstances of the complaint.

Proposal 13: Trustee codes of conduct should contain specific provisions with respect to the manner in which other potential complaint mechanisms may affect the code of conduct complaint process.

Discretion to decline to investigate

As part of their role as independent and impartial officers, integrity commissioners need to have the discretion to decline to investigate a complaint in specified circumstances, such as if it is considered frivolous, vexatious, not made in good faith, or brought a significant time after the fact situation that gave rise to the complaint. This protects the complaint process from abuse and ensures a judicious use of resources. This discretionary authority should be set out in the code of conduct, along with any related procedural requirements, such as providing written reasons for declining to investigate a complaint.

In a recent case my Office reviewed, a former trustee raised a concern that a complaint under the code of conduct had been made in bad faith, in reprisal for his having raised concerns about governance. Our review of this complaint is ongoing. However, a mechanism for handling potential abuse of a trustee code of conduct is important to ensure the integrity of the code of conduct process.

Proposal 14: Trustee codes of conduct should provide for discretionary authority to decline to investigate a complaint in specified circumstances, and require that written reasons be given when this discretion is exercised.

Conclusion

I am encouraged by the Ministry's commitment to further consultation on these issues of school board governance. My staff would be pleased to provide further information and answer questions regarding these proposals.

For reference, all of the proposals made throughout this submission are compiled here as a list.

Proposals

- 1: School boards should be subject to code of conduct and integrity commissioner obligations similar to those set out for municipalities in Part V.1 of the *Municipal Act, 2001*, adapted as appropriate to Ontario's public education context.**

- 2: The independence of integrity commissioners should be enshrined in law. The legislation or regulation should set out clear rules with respect to the appointment of school board integrity commissioners, including restrictions on who may fill the role, the limits of their term, and the ability of school boards to terminate them.
- 3: The Ministry should establish professional standards and/or an accreditation process for integrity commissioners, including core competencies and a system of peer review.
- 4: School boards should be required to address prescribed topics within their codes of conduct.
- 5: Integrity commissioners should be empowered to consider alleged violations of the *Municipal Conflict of Interest Act*.
- 6: Trustee codes of conduct should include provisions with respect to pecuniary and non-pecuniary conflicts of interest, as well as improper use of influence.
- 7: School boards should be required to adopt a complaint protocol setting out details regarding how complaints made under the code of conduct will be reviewed and investigated.
- 8: The Ministry should consider amending the Act to ensure consistency in sanctions applied for breaches of codes of conduct.
- 9: School boards should be required to have a process whereby stakeholders other than trustees may make complaints under a trustee code of conduct, and should be required to publicize this process.
- 10: School boards should be prohibited from charging fees for the public to make trustee conduct complaints.
- 11: Trustee codes of conduct should specify that school board members should not engage in any reprisal or threat of reprisal against anyone for filing a complaint under the code of conduct, or co-operating with an integrity commissioner during a review or investigation. Members should also be prohibited from obstructing or attempting to obstruct investigations.

- 12: Trustee codes of conduct should contain specific provisions with respect to informal resolution of complaints at any point in the enforcement process.**
- 13: Trustee codes of conduct should contain specific provisions with respect to the manner in which other potential complaint mechanisms may affect the code of conduct complaint process.**
- 14: Trustee codes of conduct should provide for discretionary authority to decline to investigate a complaint in specified circumstances, and require that written reasons be given when this discretion is exercised.**



Paul Dubé
Ombudsman of Ontario



Simcoe Muskoka Catholic District School Board
46 Alliance Boulevard
Barrie, Ontario, Canada L4M 5K3
Tel 705.722.3555
Fax 705.722.6534
www.smcdsb.on.ca

October 28, 2021

Dear Minister Lecce,

On behalf of the Board of Trustees for the Simcoe Muskoka Catholic District School Board, I am writing to request an immediate change to compensation packages for the senior staff in school boards across the province. On the surface the Broader Public Sector Accountability Act (BPSAA) appears to be a good policy and the decision to freeze executive salaries for almost a decade provides a desirable sound bite for the voting public. However, this approach has proven pennywise and pound foolish.

Over the past decade all education sector employee groups, with the exception of the senior team, have received modest salary increases. From teachers and custodians to principals, managers and office staff, education workers have continued to receive equitable compensation. At the same time, the senior managers who are charged with making the most crucial and impactful decisions, often under very trying and stressful circumstances, have been left unfairly compensated due to lengthy salary freezes and inequitable compensation practices.

For more than a decade this issue has been ignored by the provincial government and now the education sector finds itself in dire state. We are no longer dealing with a leadership gap, but rather a chasm. Recruitment and retention for senior level positions has become an almost impossible task. This isn't a surprising outcome considering principals and managers are earning a comparable (if not larger) salary than the person they are reporting to. The compensation does not adequately take into account the added financial and human responsibility, increased liability, years of experience and advanced qualifications (including Masters degrees and Supervisory Officer courses) required of senior executives.

Year after year the senior team has graciously handed out compensation increases to their staff whilst they remained frozen. In the past three years, they have managed sector-wide labour negotiations followed by a global pandemic. They have gone above and beyond to keep our schools operating under the most challenging of circumstances and have made countless professional and personal sacrifices in the process. As a result, many executives have either retired or resigned and there are very few willing to step up to the plate to take their place. There is no doubt that taking on an executive position in this day and age is a daunting task at the best of times and because of the province's ill-conceived plan and inaction on this matter, there is also now very little, if any, monetary incentive to do so.

The Ministry of Education has created a grossly inequitable system, which has resulted in a leadership gap that has and will continue to have a direct impact on the quality of education in this province. If you want a well run, progressive, responsive, fiscally sound and equitable education system, then you need to hire the best possible

leaders to run that system. We respectfully request that after years of inattention to this matter, the Ministry of Education promptly review and correct the inequity that has been created so that we are positioned to lead the teaching and learning agenda for this province now and well into the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Zerdin". The signature is fluid and cursive, with a horizontal line extending from the end.

Joe Zerdin P. Eng.
Board Chair

Mission: Our inclusive Catholic learning community is dedicated to excellence. We give witness to the teachings of Jesus Christ, as we journey in faith and learning, to develop the God-given abilities of each person.



November 1, 2021

The Honourable Stephen Lecce, MPP
Ministry of Education
5th Floor, 438 University Avenue
Toronto, ON M5G 2K8
Dear Minister Lecce,

Board of Trustees

Melanie Van Alphen
(Chair)

Jeanne Gravelle
(Vice-Chair)

Bill Conway

Manuel da Silva

Shannon Nash

Wendy Price

Hans Roach

Brian Schmalz

Tracey Weiler

Sarah Simoes

Sarah Wilson

On behalf of the Board of Trustees, I am writing to you today to express our concerns and disappointment with the compensation inequities impacting our senior leadership team.

As you are aware, in 2010 the Government introduced the Broader Public Sector Accountability Act (BPSAA) followed by the amendment made in 2012 to freeze salary increases for executive employees. In 2017, staff and trustees worked diligently to present a comprehensive Executive Compensation Framework which was approved by Ministry at that time. This approved and well thought out 3-year plan was a starting point, and we were hopeful this plan would address and restore the pay inequities for Senior staff. To our disappointment, the executive compensation framework was again frozen in August of 2018, just shy of implementing the September increase towards a fair and equitable adjustment for staff. The Waterloo Catholic District School Board has respected and followed all the appropriate guidelines and directions provided by the Government over the years and would like to see this freeze on executive compensation lifted.

Over the past 10 years there have been negotiations with union and non-union groups around grid movements and salary increases, whereas some of our senior staff have received zero or very little adjustment. This is unacceptable and has clearly created significant internal inequities across Waterloo Catholic and school boards throughout Ontario.

In addition to the inequities caused, this also has a significant impact on succession planning and recruitment. Supervisory officers undergo an extensive qualification process and deserve to be properly compensated for the added responsibilities and expectations that come with the role. This is simply not recognized due to the compression compensation envelope. 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.

We would like to recognize the work the senior team have put in, especially over the last two years during the pandemic. They have worked above and beyond their



expected responsibilities with little vacation time and zero adjustment to their salary. On Monday October 25, 2021, the Board of Trustees passed the following motion.

That the board of trustees direct the chair to write a letter to the Ministry of Education to have them end the freeze on Executive Compensation, so School Boards are able to negotiate with their senior teams.

--- Carried by consensus

We respectfully request that your office work with the Treasury Board to release the freeze on executive compensation and allow school boards the ability to negotiate with their senior executive team.

We fully recognize and appreciate the financial limitations the province is currently experiencing and welcome the opportunity to work together on this issue and address the compensation inequities impacting the senior team.

Thank you for your consideration and attention to this matter and would be happy to discuss this further at your convenience.

Sincerely and with appreciation,



Melanie Van Alphen
Chair of the Board
Melanie.vanalphen@wcdsb.ca



Jeanne Gravelle
Vice Chair of the Board
Jeanne.gravelle@wcdsb.ca

Cc: WCDSB Board of Trustees
Loretta Notten, WCDSB Director of Education
WCDSB Senior Staff
Patrick Daly, OCSTA President
Amy Fee, MPP
Mike Harris, MPP
Belinda Karahalios, MPP
Catherine Fife, MPP
Laura Mae Lindo, MPP

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November 1, 2021

The Honourable Stephen Lecce, MPP
Ministry of Education
5th Floor, 438 University Avenue
Toronto, ON M5G 2K8

Dear Minister Lecce,

We are grateful for the return to sports in schools and recognize the significant positive impact this has on student mental health and well-being. In drafting the policy and plan for this return to sports at Waterloo Catholic, staff had support from our local CMOH and Waterloo Region Public Health Unit to allow unvaccinated students access to rapid antigen testing kits. This allowed all students the opportunity to participate in sports if interested. With the Government's recent announcement regarding the use of rapid antigen testing, and the action that was taken to prevent our local partner from providing the tests, we no longer have the capability as a school board to support this additional health and safety measure.

On behalf of the Board of Trustees and as per the following motion, we ask that you reconsider your position regarding the ability of boards to use rapid antigen testing kits for unvaccinated athletes to allow equitable access to sports.

That the Board of Trustees direct the Chair of the Board to write the Ministry of Education to support the use of Antigen testing for Athletes of WCDSB born after 2009.

--- Carried by consensus

In developing the return to sports policy, Senior Staff consulted with legal and our local public health unit and decided it would be best to include all students with specific health and safety protocols in place. Communication to our board and provincially indicates that the OCMOH stance is that sports are high risk for transmission. Having the ability to implement the use of rapid antigen testing for unvaccinated students has been supported because the usual protection of masking and physical distancing cannot be enforced. The Waterloo Catholic District School Board has reached out to the Ministry in hopes to work together on this matter with the request being declined.

The Board of Trustees are respectfully asking that you reconsider your position on this and hope to work together to implement a process that is equitable and safe for all student athletes. We share a common goal to see our students happy and healthy and engaged in their learning. Supporting safe and healthy athletics is an integral part of fulfilling that goal.

Sincerely and with appreciation,

Melanie Van Alphen
Chair of the Board
Melanie.vanalphen@wcdsb.ca

Jeanne Gravelle
Vice Chair of the Board
Jeanne.gravelle@wcdsb.ca

Board of Trustees

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Date: November 8, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Work of the Board – Monitoring Reports/Policy Statements

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

Type of Information: ☒ Information for Board of Trustees
Monitoring Information of Board Policy
Information only of day-to-day operational matters delegated to the CEO

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

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

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

Alignment to the MYSP:

Not applicable

Background/Comments:

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

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

Tonight's report summarizes the policy statements and the CEO interpretations for Board policies, Hiring and Promotions, Legal Responsibilities, and Leadership.



Board Policy IV 005 – Hiring and Promotions

- 1) The CEO shall not cause or allow hiring/promotions to occur without procedures in place to recruit, hire and promote the best possible candidates and to be fully compliant with all related legislation.**

CEO Interpretation Recruitment, hiring and promotion policies and procedures must be in place to ensure the selection of the best possible candidates while remaining compliant with all relevant legislation.

- 2) The CEO shall not hire anyone who is not willing to support the values of Catholic education in the performance of their duties.**

CEO Interpretation New hires into ECE, teaching, school administration and supervisory officer positions must be assessed on their understanding of the need to integrate Gospel values into the delivery of curriculum. New hires into student support positions must be assessed on their willingness to support faith activities in schools. New hires into Board administration positions must be assessed on their willingness to work in a faith-based organization.

- 3) The CEO shall not hire teachers who have not completed a Pastoral Declaration Form and who do not have Religious Education Part 1, or equivalent, or a commitment to undertake the course within two years and shall not hire Early Childhood Educators who have not completed a Pastoral Declaration Form.**

CEO Interpretation All teaching staff and ECEs must provide a pastoral declaration form to be considered for hire to long-term and/or permanent positions. Exceptions may apply in situations where there is a scarcity of teachers and/or ECEs. All permanent teachers must complete Religious Education Part 1 within two years of their hire date or two years from the following September if hired mid-year.

- 4) Promote to an academic position of responsibility including that of Principal, Vice-Principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education without a Pastoral Declaration from a Catholic priest and their commitment to mandatory participation in ongoing leadership and faith formation programs of the school system.**

CEO Interpretation All applicants considered for the positions of principal, vice-principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education must have an acceptable pastoral declaration from a Catholic Priest. All newly appointed administrators are provided opportunities for leadership development and faith formation.



- 5) The CEO shall not Hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.**

CEO Interpretation The Chaplaincy guidelines must be used in hiring chaplains and the Bishop is consulted prior to confirming a hiring decision

- 6) The CEO shall not provide for the hiring/promotion of a supervisory officer without Board approval to proceed and without consultation with the Board of Trustees as to their possible representation on the selection team.**

CEO Interpretation The Board approves the posting of supervisory officer positions and must be consulted on Trustee representation on the selection team

Board Policy IV 006 – Legal Responsibilities

Policy Statement: With respect to legal issues that affect trustees and school boards, the CEO shall not cause or allow conditions to arise whereby the board does not meet its obligations and responsibilities arising from both legislation and common law.

Definition: This policy statement is defined to mean that the Director of Education must create and maintain conditions and procedures that support compliance with all applicable laws.

***Board Policy IV 013 – Leadership (first time seeing the CEO Interpretations)**

The CEO shall not cause or allow leadership at the top levels of the organization that is unskilled, unethical, uninspiring and that is inconsistent with our Catholic values.

CEO Interpretation: This signals that the CEO will ensure that our school and system leaders will be well prepared and qualified for the positions for which they hold responsibility. Further it suggests that the CEO will ensure that all practices of WCDSB leaders will be actions of integrity, and aligned with our legal responsibilities, our Catholic values and our social teaching. Finally, it suggests that the authenticity and actions taken by our leaders will inspire those they presume to lead.

Further, without limiting the scope of the foregoing, the CEO shall not fail to:

- 1. Lead by example;**

CEO Interpretation: That the CEO and other system and school leaders will model those behaviours and work habits that would engender confidence and that nothing would be asked of employees that is not being modelled in the dedication and efforts of our WCDSB leaders.

- 2. Address the future needs of the system with a succession plan for formal leaders in the organization;**



CEO Interpretation: That the CEO would have systemic ways to ensure that the leadership needs of the system are being proactively considered and that new and aspiring leaders are being nurtured, with opportunities to foster their skills and leadership attributes.

3. Positively manage change;

CEO Interpretation: That the CEO will ensure practices the develop leaders who are flexible and adaptable to their evolving circumstances, with a focus on personal leadership resources which assist in this regard.

4. Foster innovation and creativity;

CEO Interpretation: That the CEO will have systemic processes and forums that allow our leaders to foster their aptitude and strength in transferable skills, and in leading edge thinking that will serve our staff and students as future citizens and learners;

5. Enlist others in creating and implementing a shared vision

CEO Interpretation: That the CEO will ensure that through his or her own actions, as well as those of system and school leaders that there is a common understanding of the direction and purpose of the organization; rooted in common aspirational principles

6. Apply the guiding principles of holism, lifelong learning, equity, collaboration, excellence and accountability, reflection and reconciliation.

CEO Interpretation: That the leadership of the system will reflect the characteristics of a Catholic Graduate and the Catholic Leadership Framework in their word and lived example.

Recommendation:

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

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

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

