



Board of Trustees' Board Meeting

Date: Monday, November 22nd, 2021

Time: 6:00 p.m.

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

Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

Board of Trustees:

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

Student Representatives:

Sarah Simoes, Sarah Wilson

Senior Administration:

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

Special Resource:

Recording Secretary:

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement	Chair		
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.			
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
Approval of Motion from November 8 th , 2021 Committee of the Whole:	Board of Trustees		Approval
2021-32 -- It was moved by Trustee da Silva and seconded by Trustee Nash:			
That Chair and Director investigate a professional development session on governance for the Board of Trustees. --- Carried by consensus			
2. Consent Agenda: Director of Education (e.g.: day –to – day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 October 25, 2021, Board of Trustee's Minutes 3.2 SEAC Minutes – October 6, 2021 3.3 Audit Committee Minutes – September 29, 2021 3.4 Approval of 2020-2021 Financial Statements	Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.4-8 pp.9-12 pp.13-14 pp.15-47	Approval Information Information Approval
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Report 5.2 ESL 5.3 Special Education Update 5.4 Well Being – Mental Health Update 5.5 SRO Update 5.6 Broadcasting Board Meeting 5.7 Update on WCDSB Pandemic Management	L. Notten J. Klein/C. Mage/B. McCourt G. Foran/E. Lemak/T. Battistella J. Merkel J. Merkel L. Notten L. Notten	pp.48-50 pp.51-55 pp.56-62 pp.63-67 pp.68-70 pp.71-73 pp.74-78	Information Information Information Information Information Decision Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	S. Simoes, S. Wilson	pp.79-81	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	Chair Chair	pp. 82 pp. 83-92	Information Information
9. Policy Discussion			
			Approval
10. Assurance of Successful Board Performance			
10.1 Board Policy II 004 Advocacy and Advertising Is there a need to review the Policy?	B. Schmalz	pp. 93	Approval
11. Assurance of Successful Director of Education Performance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Request the Ministry of Education to amend the Education Act to give Student Trustees the right to Move and Second Motions	B. Conway/T. Weiler	pp. 94-95	Information

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • Dec 6 – Inaugural\ Election of Chair & Vice-chair • Dec 9 – Christmas Social (5:30 pm) • Dec 13 – Board of Trustees' Meeting • Dec 16 - Board Office Annual Mass (9 am & 1 pm) • Jan 10 – Committee of the Whole • Jan 11 – Governance Workshop w/ Miller Thompson • Jan 14-15 – OCSTA Seminar • Jan 17 – Governance • Jan 24 – Board of Trustees' Meeting 	Chair	--	Information
13.3 Pending Items: 13.4 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
Inaugural\ Election of Chair & Vice-chair – Dec 6, 2021	Chair	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Confirm Decision made tonight	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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, October 25, 2021, at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

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

Student Trustees Present:

Sarah Simoes, Sarah Wilson

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:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair of the Board called the meeting to order at 6:20 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee da Silva.

1.2 Territorial Acknowledgment

The Territorial Acknowledgement was declared by Chair Van Alphen.

1.3 Approval of Agenda

Trustee Conway asked for clarification on whether 12.2 was for discussion or information. Chair Van Alphen confirmed it was for information and possible discussion.

2021-132-- It was moved by Trustee da Silva seconded by Trustee Price:

THAT the agenda for Monday, October 25, 2021, be now approved. --- Carried by *consensus*.

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

1.5 Items for Action:

2021-133-- It was moved by Trustee Conway and seconded by Trustee Gravelle:

That the In-camera meeting of October 25, 2021, regarding Human Resource Matters be now approved.

--- Carried by consensus

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

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

Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings:

3.1.1 Sept. 27, 2021, Board of Trustee's Minutes

3.2 Sept. 8, 2021, SEAC Minutes

3.3 May 25, 2021, CPIC Minutes

3.4 June 16, 2021, Audit Minutes

3.5 Update on Trustee Budget

3.6 October 18, 2021, Governance Minutes

Chair Van Alphen requested approval of Governance Minutes from the Governance Committee.

2021-134- It was moved by Trustee Weiler and seconded by Trustee Schmalz:

THAT the Governance Minutes of October 18, 2021, be now approved.

--- Carried by consensus

Chair Van Alphen requested approval of the Consent Agenda.

2021-135- It was moved by Trustee Price and seconded by Trustee Weiler:

THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved.

--- Carried by consensus

4 Delegations

5 Advice from the CEO

5.1 Director's Report

Director Notten provided an update on events and meetings attending both locally and provincially for the month of October.

5.2 Learning Commons Update

Superintendent Maharaj introduced Shelley Wood, Library Support Services Supervisor. Ms. Wood shared a presentation on the Learning Commons Renovation Update throughout the Board. Trustees provide feedback and thanked Ms. Wood for a good news story.

5.3 Secondary French Immersion Site Selection

Superintendent Klein introduced the Secondary French Immersion Site Selection report and welcomed Jennifer Passy, Manager of Planning who presented to Trustees. Presentation included background and site selection data. Trustees asked clarifying questions and provided feedback.

5.4 Update on Major Construction Projects

Superintendent Maharaj provided Trustees with construction updates to Huron Brigadoon and St. Agnes. Trustees asked clarifying questions and provided feedback.

5.5 Well-Being Plan

Superintendent Merkel presented on the Mental Health Strategy and goals for each strategy including Healthy Schools, Safe & Inclusive Schools, Equity & Inclusive Education, Positive Mental Health and Spiritual Wellness. Trustee asked clarifying questions and provided feedback.

5.6 Student Equity Advisory Committee Update

Director Notten introduced Lynn Garrioch, Equity Officer who presented on the Student Equity Advisory Committee. Presentation included data, student engagement model and recommendations. Trustees asked clarifying questions and provided feedback.

5.7 Update on School Re-Opening and WCDSB Pandemic Management Education Models

Director Notten provided a summary of the School Re-Opening and WCDSB Pandemic Management Education Models. Trustees asked clarifying questions on Rapid Antigen Tests and expressed concerns with the Ministry's lack of support. Trustees discussed advocating to the Ministry on the importance of this tool and motioned for a letter.

2021-136- It was moved by Trustee Price and seconded by Trustee Schmalz:

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

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees' Simoes and Wilson provided an update on events in the school community along with Student Trustee Role update for the month of October.

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

8.1 Chair's Update

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

8.2 OCSTA/CCSTA Communications

Trustees discussed OCSTA communications. Trustee Price commented on the excellent letter from Sudbury Catholic in support of unfreezing Executive Compensation and motioned for Trustees to write a letter to the Minister of Education advocating same.

2021-137- It was moved by Trustee Price and seconded by Trustee da Silva:

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

9 Policy Discussion

9.1 Policy Review and Recommendations (Governance)

Trustee Gravelle presented the report and recommendations from Governance. Trustees were also invited to review terms of reference and bylaws at upcoming Governance Committee meetings.

2021-138- It was moved by Trustee Weiler and seconded by Trustee Conway:

That the Terms of Reference for Governance be updated to reflect the 2021-2022 school year.

--- Carried by consensus

10 Assurance of Successful Board Performance

10.1 Board Policy II 003 Board Job Description

Trustee Weiler confirmed review of Board Policy II 003 Board Job Description and moved that the Board was complying.

2021-139 -- It was moved by Trustee Weiler and seconded by Trustee da Silva:

THAT the Board of Trustees reviewed Board Policy II 003 Board Job Description and find that the Board is in compliance. --- Carried by consensus

It was confirmed that there was no need to review the above policy.

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

12.1 Broadcasting Board Meeting

Trustee Conway brought forth a motion to discuss broadcasting of board meeting and presented recommendations. Trustee Weiler seconded the motion and the motion was opened for discussion. Trustees discussed concerns of privacy, retention policy and a pros and cons list of broadcasting live.

2021-140 -- It was moved by Trustee Conway and seconded by Trustee Weiler:

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

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

--- Carried by consensus

12.2 Use of Respirators for School Staff

Chair Van Alphen confirmed the motion being sought by Trustee Nash and Trustee Roach. Trustees to motion whether there is consensus to discuss the motion.

Trustee Conway noted that a motion to extend time was required.

2021-141 -- It was moved by Trustee Conway and seconded by Trustee Schmalz:

That the meeting be extended by 9:00 p.m.

--- Carried by consensus

Chair Van Alphen asked for a motion to open discussion with respect to the use of respirators for school staff.

2021-142 -- It was moved by Trustee Nash and seconded by Trustee Roach (via email):

To open the discussion with respect to Use of Respirators for School Staff.

--- Carried by consensus

Trustees requested Director Notten to comment on the Board's view. Director Notten confirmed that the Board relies on and takes direction from experts, evidence and mandates from the Ministry of Education and Ministry of Health. Noted that if superior respirators were to be provided by the Board, it would be an additional cost which is not currently funded. Also, it would be an additional burden on school administrators to ensure that the PPE is appropriate and worn correctly. PPE requires training when being provided to staff and if worn incorrectly could be ineffective. Director Notten confirmed that there is an accommodation process in place for such requests and that current data, as well as current trends suggest that health measures in place are keeping staff and students safe.

Trustees noted that staff have not approached them with this issue but noted activity on social media. Teachers have come forward to Trustees to discuss concerns with quad-mester in secondary. Trustees discussed option to allow staff to provide superior masks at their own cost. Trustees agreed that this was a board operational issue and not a Board decision. Chair Van Alphen read the first motion being sought, which was moved by Trustee Nash and seconded by Trustee Roach.

2021-143 -- It was moved by Trustee Nash and seconded by Trustee Roach:

A. That education staff be permitted to obtain their own superior respirator (greater than level 2, e.g. N95, KN95, CAN99) selected from a pre-approved list informed by Health Canada. If this option is taken by staff and a respirator requires fitting, they must follow application and removal guidelines stipulated by the Canadian Centre for Occupational Health and Safety (CCOHS). Education staff who elect to wear the Ministry-provided medical masks will continue to have masks provided to them.

Trustees did not reach consensus; motion went to vote, and 6 Trustees were in favour and 3 trustees opposed. Motion was carried.

Chair Van Alphen read the second motion being sought:

That the WCDSB of Trustees directs the Chair of the Board to write a letter to the Ministry of Education and the Ministry of Labour requesting that the Minister provide and fund Health Canada approved respirators for COVID protection for daily PPE use to all education staff.

Trustee Nash in favour, Trustee Roach was not able to respond, and the remaining Trustees opposed the motion. The motion was defeated.

13 Announcements

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

Trustees discussed upcoming items.

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed the meeting decisions.

16 Closing Prayer

17 Motion to Adjourn

**2021-144-- It was moved by Trustee da Silva and seconded by Trustee Gravelle:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:45 p.m.**

Chair of the Board

Secretary



SEAC Committee Meeting Minutes

Date& Time:	October 6, 2021, at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	November 3, 2021
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
Administrative Officials: Gerald Foran, Erin Lemak Regrets: Jeanne Gravel	

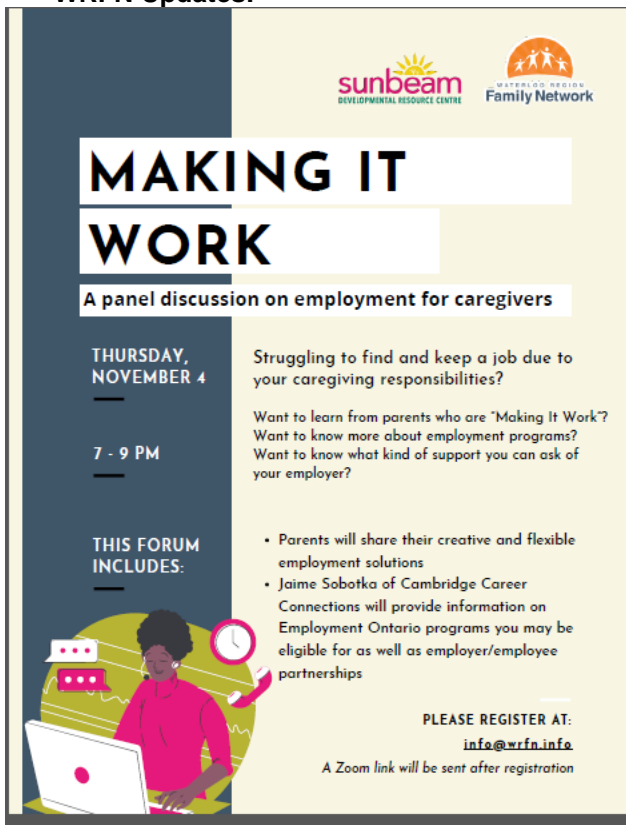
1. Opening Prayer Welcome to the new Family and Children’s Services of Waterloo Region representative, Cindy Benedetti.		G. Foran		
2. Approval of Agenda Motion by: Kim Murphy Seconded: Karen Kovats				
3. Declared Pecuniary Interest N/A				
4. Approval of the September 8th Minutes Motion by: Tracey Weiler Seconded: Kim Murphy				
5. School System Operational Business 5.1. Michael Jacques – Author of the “Here’s my Book” Q&A		M. Jacques		
6. Ministry Updates (10 min) <ul style="list-style-type: none">Q&A		G. Foran		
7. SEAC Committee Functions 7.1. Review of the Sections 5-8 of the Special Education Plan Section 5 – IPRC Process and Appeals <table><tr><td>1. Please highlight any information you feel is unclear or needs to be clarified in this section.</td><td>Better explanation as to why we do not have a lot of IPRCs</td></tr></table>		1. Please highlight any information you feel is unclear or needs to be clarified in this section.	Better explanation as to why we do not have a lot of IPRCs	All
1. Please highlight any information you feel is unclear or needs to be clarified in this section.	Better explanation as to why we do not have a lot of IPRCs			

2. Please highlight any information you feel has been left out or should be added in this section.	Declining trend across the province in formal IPRC What additional supports or rights does a designation of "exceptional" afford a student? Can a child be deemed exceptional with a diagnosis of Autism Spectrum Disorder and without going through the IPRC process?	
3. Overall General Comments for this section.	Thorough and easily followed, like chart format, Easy read	
4. Does this section adequately address the section topic (Yes/No)	Yes	
<p>Section 6 – Educational and Other Assessments Page 29-35 The Ministry's 2013 Book "Learning for All K-12" is referenced on: Page 32 x twice Page 33 x once</p> <ul style="list-style-type: none"> • If it truly is "Learning for All" the Ministry's Book should be revised to JK-to age 21 • Is there an effective way to request that the Ministry revise their resource material to include all students, not just K-12? • Can we consider adding the heading Exemption to clarify if there can be an exemption, who qualifies for it, whose decision is it, what is the process, what do students with exemptions do that day? <p>Section 7 - Specialized Health Support Services In School Settings Page 36-64</p> <p>➤ Appendix 7.1 Administration of Oral Medication to Students under the Age of 18</p> <ul style="list-style-type: none"> • Pg. 41 Can the title be updated to Age of 21 to include all students? • Pg. 42 Point 5 References an Oral Medication Log (Form APH004-03F). Has a Log and a Signing Sheet but it does not include a place to monitor symptoms and side effects. A minor dose change or new medication can have a big impact on a person's physical or mental state and should be monitored at home and at school. Does the policy clearly state whose responsibility is it to complete the Medication Log Daily? Does the policy clearly state how many times a year a verification/quality check takes place to ensure the Oral Medication Logs are completed? Page 42 Point 6 says temporary, or supply staff are not delegated the task of administering oral medication. Does the policy clearly state if there is a supply Teacher and EA, whose role is it to ensure the child receives their medication? <p>➤ Appendix 7.2 Anaphylaxis Policy Page 43</p> <ul style="list-style-type: none"> • Does the policy clearly state the recommendation is that the student always carry an EpiPen on them and keeps one in the office for emergencies? • Does the policy clearly state the recommend location and access to an EpiPen stored in the office? <p>➤ Appendix 7.3 Asthma Page 45</p> <ul style="list-style-type: none"> • Point 2. States Ensure access to necessary asthma medications. Does this need to expand or clarified? Can students keep them on their person, or they are in the classroom or office in a designated place. Can it be in a locker? • Point 3. States Ensure that school personnel are aware of which students within the school population have been diagnosed with this condition. Does the policy clearly state: How do we ensure school personnel are aware of which student have this condition? Where are Plans of care kept? How would a Supply Teacher and EA know about a student's plan of care? 		

- Appendix 7.4 Diabetes Management Guidelines Page 46
 - Is it accurate to say “The ultimate responsibility for Diabetes Management rests with the family and the child” if this is managed at school, does someone at the school need to be knowledgeable and oversee the management of it?
 - Does the policy state that needles must be disposed of in a Sharps container that is easily accessible to the student? (FYI: Some of these Policies have links that require a Board log in to view.)
- Appendix 7.5 Concussion Page 47
 - Does the policy clearly state procedures for Field Trips? Is it policy that a teacher takes their vehicle and travels with the bus? If a class is skiing at Blue Mountain and a child takes a hard fall at the end of the day, who decides if that child should go to emergency or if they should be monitored on the 2-hr. bus drive home? Teachers and students left behind is inconvenient, but ought to be addressed so staff know what is clearly expected of them.
- Appendix 7.6 Home/Hospital Instruction Page 48
 - States Home/Hospital instruction is intended for a limited duration and will not exceed one reporting period (three months) in elementary and one semester in secondary schools. What is the policy for a family to request an extension?
- Appendix 7.7 School Health Support Services: Waterloo Wellington Home and Community Care Support Services (HCCSS) Page 50
 - Page 51 Once completed, please FAX the referral, using the fax number on the referral and consent form. Is this done using FAX or is this outdated? (There are 16 references to FAX throughout the Spec Ed Plan)
- Appendix 7.8 School Based Rehabilitation Services: Kidsability School Based Rehabilitation Services (SBRS) Page 54 - No feedback
- Appendix 7.9 Catheterization and Suctioning Procedures Page 59
 - Page 60 - Point 3 States A conference will be held during April or May, prior to the September registration of a student who requires clean intermittent catheterization and/or shallow suctioning.
Does the Policy clearly state what role physically performs this procedure for the student?
Does the policy clearly state who provides the training and when the training takes place?
- Appendix 7.10 Service Dogs Page 62
 - Does the Policy clearly state what staff member title also receives training and takes the dog outside for a break?
 - Does the Policy clearly state how to manage a situation when another student is terrified of dogs?
- Appendix 7.11 Access to Students in Crisis Page 63 - No feedback
- Appendix 7.12 Suicide, Depression and Self-Harm Page 64 - No feedback
- Should there be an Appendix for: Epilepsy Seizure Disorder?
There is an 8-page memo with 20+ links. Should it have its own Appendix?
- Blind Low Vision - Orientation and mobility training for the student to teach how to navigate the school property with a cane. The Board accesses that service from CNIB. Would it be listed in this area?

Section 8: Categories and Definitions of Exceptionalities

- Ministry defined categories and definitions cannot be adjusted.
- Gerald to confirm if wording can be changed and if not, examples would be beneficial.

8. Policy Advice to the Board N/A	
9. Updates (20 minutes) 9.1. Association Updates: <ul style="list-style-type: none"> WWDSS Association Updates: <ul style="list-style-type: none"> ➤ October is Down Syndrome Awareness Month ➤ WWDSS held their Any Which Way You Can A-Thon on Sept 26th and raised \$47,571.01. ➤ WWDSS continues to offer social groups, dance classes, cooking classes, Mother's Connection, baskets for new families and so much more to our members. ➤ Annual photo series campaign is happening on social media for the month of October. WRFN Updates:  	
9.2. Trustee Updates <ul style="list-style-type: none"> Board of Trustees 	
10. Pending Items N/A	
11. Adjournment Motion by: Tracey Weiler Seconded: Kim Murphy	
12. Action Items Place Holder	



Audit Committee Open Meeting

Date: **September 29, 2021**

Time: 6:00 p.m.

Location: Teams Meeting

Next Meeting: November 17, 2021

Attendees: **Committee Members:**
Wendy Price, Bill Conway, Manuel Da Silva

Community Members:
Jennifer Gruber, Zeynep Dania

Administrative Officials:
Loretta Notten, Laura Isaac, Shane Durham

Guests:
Andrea Eltherington (RIAT)

Regrets:
Shesh Maharaj

1. Welcome and Opening Prayer

2. Approval of Agenda
Motion: Bill Conway
Seconded: Jennifer Gruber
Carried by consensus

3. Declared Pecuniary Interest *None*

4. Approval of the Minutes
• Meeting of June 16, 2021
Motion: Jennifer Gruber
Seconded: Bill Conway
Carried by consensus

5. Discussion Items

5.1 Audit Committee Administration

- Introductions
 - The committee members welcomed the newest community member, Zeynep and briefly introduced themselves and their roles
- Election of the Chair
 - Shane called for nominations for the chair of the audit committee
 - Wendy nominated Jennifer Gruber; Manuel agreed with the nomination
 - Jennifer accepted the nomination

Motion: To elect Jennifer Gruber as Chair of the Audit Committee for 2021-2022.

Motion: Wendy Price

Seconded: Manuel Da Silva

Carried by consensus

- 2021-22 AC Terms of Reference
 - Shane briefly reviewed the Terms of Reference indicating that there is a requirement to review annually. No changes have been made except to revise dates where required

Motion: That the Audit Committee approve the Terms of Reference as presented.

Motion: Wendy Price

Seconded: Jennifer Gruber

Carried by consensus

- Annual Conflict of Interest Declaration
 - Shane will distribute the forms to the committee which are required to be declared by all members annually
 - Shane noted that he keeps the forms locked in his office
- Future Meeting Format; Virtual/In-person
 - The group discussed whether in-person meetings should resume
 - PWC has requested to continue with Teams Meetings for the year
 - The group decided that both in-person and virtual will be available as options, for flexibility
 - Loretta outlined that employees and volunteers have a vaccination attestation to complete, which applies to volunteers, such as community members, as well. If a volunteer is fully vaccinated, no further action; if not fully vaccinated, tests will be provided to complete the day of the meeting.

5.2 Regional Internal Audit Team (RIAT) Update

- September update
 - Andrea provided an update about professional development that RIAT staff have undertake and indicated that RIAT staff have met the PD required for designation purposes
 - Andria indicated that the RIAT mandate is signed where there is a change in Chair and Regional Internal Audit Manager (RIAM). Due to the change in the Chair to Jennifer, and Jenny Baker's (RIAM) retirement, a new mandate will be brought forward to the November meeting

5.3 Audit Committee Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:32pm

Motion: Bill Conway

Seconded: Wendy Price

Carried by consensus

6 Pending Items

7 Adjournment at 7:40pm

Motion: Manuel Da Silva

Seconded: Bill Conway

Carried by consensus

Jennifer Gruber Oct 15, 2021



Date: November 22, 2021
To: Board of Trustees
From: Director of Education
Subject: Approval of 2020-2021 Financial Statements

Type of Report:

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

Type of Information:

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

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

The Board of Trustees is required to approve the annual financial statements. The task of reviewing the financial statements is carried out by the Audit Committee pursuant to O. Reg 361/10. After discharging their responsibilities related to this matter, the Audit Committee passed the following motion on November 17, 2021:

"That the audited Consolidated Financial Statements and 4th Quarter dashboard report for the year ended August 31, 2021 be sent to the Board of Trustees for approval."

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

Education Act Section 252 "Financial Statements"

"252. (1) Every year, the treasurer of every board shall prepare the financial statements for the board by the date prescribed under subsection (3) and, on receiving the auditor's report on the financial statements, shall promptly give the Ministry two copies of the financial statements and the auditor's report. 1997, c. 31, s. 113 (1)."

"252 (2) Within one month after receiving the auditor's report on the board's financial statements, the treasurer shall do one of the following:

- 1. Publish the financial statements and the auditor's report on the board's website or, if the board does not have a website, make the financial statements and the auditor's report available to those affected by them in another manner that the treasurer considers appropriate.*
- 2. Mail or deliver a copy of the financial statements and auditor's report to each of the board's supporters. 2016, c. 5, Sched. 8, s. 3"*

O. Reg 361/10 s.9 (4) "Duties of an audit committee"

"To recommend, if the audit committee considers it appropriate to do so, that the board approve the annual audited financial statements."



Alignment to the MYSP:

Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all

Background/Comments:

The audited Consolidated Financial Statements and year ending position of the Board for August 31, 2021 were presented to the Audit Committee on November 17, 2021. Chirag Shah, Partner and Mudassar Iqbal, Senior Accountant from the Board's external audit firm PricewaterhouseCoopers LLP, were in attendance to present their findings during the audit.

Management was pleased to report to the Audit Committee that there was a planned and moderate surplus for the fiscal year ending August 31, 2021. The surplus was attributed to cost savings due to programming changes, staff vacancies, utilities, and unanticipated funding from the Ministry to support pressures. These favourable variances were partially offset by reduced enrolment, additional staff required to support class size decisions and declining enrolment in the Extended Day program.

After reviewing the audited Consolidated Financial Statements, asking questions of management and the external auditor, the Audit Committee passed a motion to recommend that the Board of Trustees approve the audited Consolidated Financial Statements.

If the Board of Trustees approve the Consolidated Financial Statements, management will publish the Consolidated Financial Statements as required by s. 252(2) of the Education Act to the Board's website.

Recommendation:

That the Board of Trustees approve the 2020-21 audited Consolidated Financial Statements as attached.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Chief Financial Officer

Laura Isaac
Senior Manager, Financial Services

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



Waterloo Catholic District School Board
2020-2021 Fourth Quarter Financial Report
For the Period Ended August 31, 2021

Summary of Financial Results				
	Budget	Actual	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	274,842,359	275,098,483	256,124	0.1%
Grants for Capital Purposes	6,612,050	6,648,409	36,359	0.5%
Other Grants	3,792,650	14,863,427	11,070,777	291.9%
Other Revenues	12,018,359	9,343,523	(2,674,836)	(22.3%)
Amortization of DCC	17,479,456	18,266,501	787,045	4.5%
Total Revenue	314,744,874	324,220,343	9,475,469	3.0%
Expenses				
Classroom	219,102,242	225,908,306	6,806,064	3.1%
Non-Classroom	40,766,402	39,706,496	(1,059,906)	(2.6%)
Transportation	7,234,404	7,327,578	93,174	1.3%
Pupil Accommodation	27,162,150	26,577,286	(584,864)	(2.2%)
Capital and In-Kind Expenditures	2,890,823	5,348,682	2,457,859	85.0%
Amortization/Writedowns	17,588,853	18,378,165	789,312	4.5%
Total Expenses	314,744,874	323,246,513	8,501,639	2.7%
Balance before Accum Surplus	-	973,830	973,830	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	973,830	973,830	-

Note: GSN - Grants for Student Needs
Note: DCC - Deferred Capital Contribution

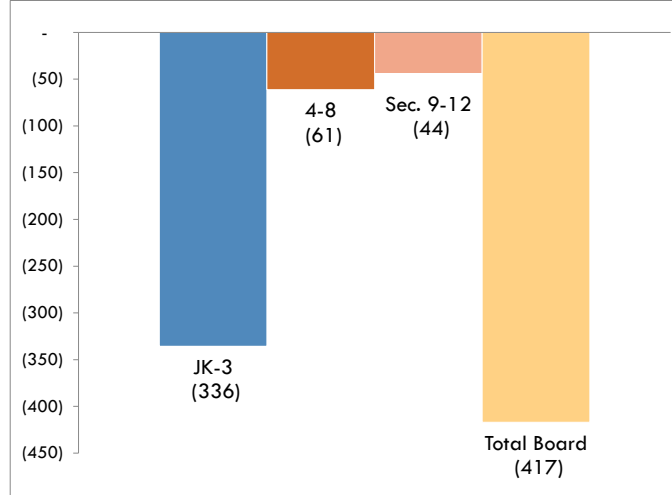
- Changes in Revenue**
- GSN:** Increase mainly due to GSN Enrolment Stabilization funding which has been partially offset by labour experience grants received
 - Other Grants:** Increase due to School Re-Opening PPFs and in-kind grant recorded since budget announced
 - Other Revenues:** Decrease due to elimination of Short-term International programs and reduced enrolment in Extended Day programs
 - Amortization:** Decrease due to the timing of the completion of construction projects

- Changes in Expenses**
- Classroom:** Increase due to decision to lower class sizes, increased staff leaves, contracts and PPFs received since budget announced offset with reduced professional development
 - Non-Classroom:** Decrease due to programming changes within International Education and Continuing Education offset by staffing and contract increases
 - Capital:** Increase due to in-kind grant recorded which was not known at budget

Summary of Enrolment				
ADE	Budget	Actual	In-Year Change	
			#	%
Elementary				
JK-3	8,552	8,216	(336)	-3.9%
4-8	8,555	8,494	(61)	-0.7%
VISA Students	10	13	3	30.0%
Total Elementary	17,117	16,723	(394)	-2.3%
Secondary <21				
Pupils of the Board	7,026	6,982	(44)	-0.6%
VISA Students	100	121	21	21.0%
Total Secondary	7,126	7,103	(23)	-0.3%
Total	24,243	23,826	(417)	-1.7%

Note: ADE is comprised of actual enrolment reported at October 31, 2020 and March 31, 2021
Note: VISA students pay tuition & their enrolment does not affect our GSNs

Changes in Enrolment: Budget vs. Actual

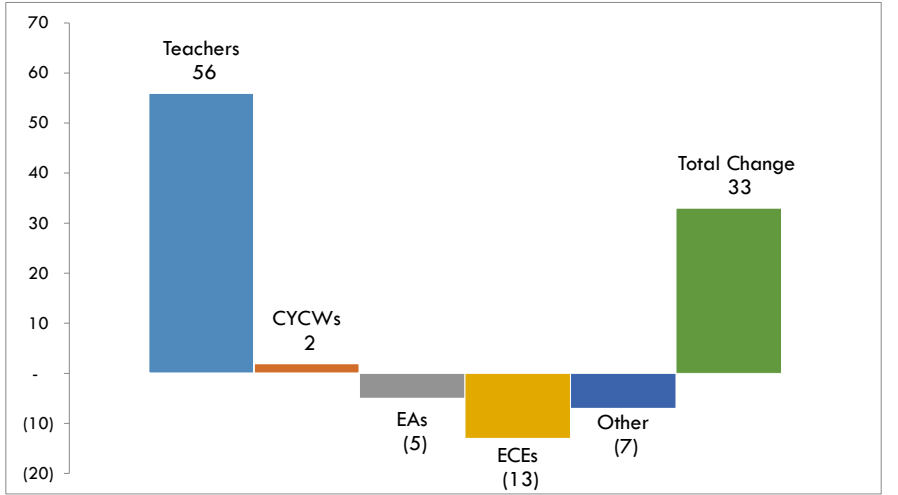


- Highlights of Changes in Enrolment:**
- Elementary and Secondary:** Decrease is due to families delaying their childrens' entry into year 1, families choosing to homeschool their children, and a hold on immigration due to border closure.

Summary of Staffing				
FTE	Budget	Actual	In-Year Change	
			#	%
Classroom				
Teachers	1,463	1,519	56	3.8%
Child & Youth Care Workers (CYCWs)	52	54	2	3.8%
Educational Assistants (EAs)	372	367	(5)	-1.3%
Early Childhood Educators (ECEs)	184	171	(13)	-7.1%
Total Classroom	2,071	2,111	40	1.9%
Other Support Staff				
School Administration	165	164	(1)	-0.6%
Board Administration	77	77	-	0.0%
Facility Services	203	200	(3)	-1.5%
Consultants/Co-ordinators	27	24	(3)	-11.1%
Paraprofessionals	98	98	-	0.0%
Library & Guidance	63	63	-	0.0%
Total Other Support Staff	633	626	(7)	-1.1%
Total Staffing	2,704	2,737	33	1.2%

Note: FTE is calculated as the average of October 31, 2020 and March 31, 2021

Changes in Staffing: Budget vs. Actual



- Highlights of Changes in Staffing:**
- Classroom Teachers:** Increase due to St. Isidore virtual school and lower PTR decisions
 - Classroom Support Staff:** Decrease due to CUPE Support for Student Funds (SSF) PPF and reduced Extended Day program
 - Other Support Staff - Facilities:** Decrease due to late/unfilled vacancies and custodial positions not staffed offset by increase in temporary custodial staff
 - Other Support Staff - Consultants/Co-ordinators:** Decrease for consultants redistributed to St. Isidore for first quadmester and third quadmester

Waterloo Catholic District School Board

2020-2021 Fourth Quarter Financial Report

Revenues

For the Period Ended August 31, 2021

	Budget Assessment				Material Variance Note
	2020-2021				
	Budget	Actual	\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	134,801,380	132,011,639	(2,789,742)	(2.1%)	
School Foundation	16,940,981	16,711,055	(229,926)	(1.4%)	
Special Education	34,567,598	34,397,797	(169,801)	(0.5%)	
Language Allocation	8,516,349	7,714,252	(802,097)	(9.4%)	
Learning Opportunities	6,004,424	6,010,413	5,989	0.1%	
Adult Education, Continuing Education	4,136,688	3,161,111	(975,577)	(23.6%)	
Teacher and DECE Q&E	28,542,701	24,887,244	(3,655,457)	(12.8%)	
Transportation	7,339,260	7,093,105	(246,155)	(3.4%)	
Administration and Governance	7,660,893	7,617,772	(43,121)	(0.6%)	
School Operations	24,091,734	23,781,536	(310,198)	(1.3%)	
Community Use of Schools Grant	321,196	321,196	-	0.0%	
Declining Enrolment Adjustment	-	158,940	158,940	100.0%	
Indigenous Education	511,964	363,189	(148,775)	(29.1%)	
Safe Schools Supplement	705,152	697,696	(7,456)	(1.1%)	
New Teacher Induction program	223,886	223,886	-	0.0%	
Rural and Northern	80,178	80,395	217	0.3%	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
GSN Enrolment Stabilization	-	9,169,322	9,169,322	100.0%	
Support for COVID-19 Outbreak	-	299,960	299,960	100.0%	
Regular Operating On-going Grants	274,842,359	275,098,483	256,123	0.1%	a.
Grants for Capital Purposes					
School Renewal	378,583	437,879	59,296	15.7%	
Temporary Accommodation	3,566,574	3,566,574	-	0.0%	
Short-term Interest	90,499	67,562	(22,937)	(25.3%)	
Debt Funding for Capital	2,576,394	2,576,394	-	0.0%	
Total Capital Grants	6,612,050	6,648,409	36,359	0.5%	b.
Other Grants					
Continuing Education	2,432,775	2,390,722	(42,053)	(1.7%)	
Partnership and Priorities Fund (PPF)	1,359,875	10,218,964	8,859,089	651.5%	c.
In-Kind Grant	-	2,253,741	2,253,741	100.0%	d.
Total Other Grants	3,792,650	14,863,427	11,070,777	291.9%	
Other Revenues					
Continuing Education Fees	2,625,863	2,545,328	(80,535)	(3.1%)	
Rentals	737,191	650,926	(86,265)	(11.7%)	e.
Interest	350,000	324,897	(25,103)	(7.2%)	
Tuition Fees	2,804,500	2,059,046	(745,454)	(26.6%)	f.
Extended Day Fees	4,467,980	2,666,766	(1,801,214)	(40.3%)	g.
Other International Fees	419,100	299,273	(119,827)	(28.6%)	h.
Other	613,725	797,287	183,562	29.9%	i.
Total Other Revenue	12,018,359	9,343,523	(2,674,836)	(22.3%)	
Deferred Revenues					
Amortization of DCC	17,479,456	18,266,501	787,045	4.5%	b.
Net Deferred Revenue	17,479,456	18,266,501	787,045	4.5%	
Total Revenue and Grants	314,744,874	324,220,343	9,475,468	3.0%	

Explanations of Material Grant Variances

- Increase mainly due to GSN Stabilization funding provided by Ministry to offset reduced enrolment and labour experience
- Increase due to timing and type of construction projects undertaken
- Increase due to School Re-Opening and summer grants provided in response to pandemic which were not originally anticipated
- Increase due to in-kind grant provided by Ministry to offset PPE provided to boards, which was not originally anticipated
- Decrease due to closure of Community Use of Schools program during pandemic
- Decrease due to elimination of all Short-term Stay programs, originally anticipated at Estimates. This reduction is offset by an increased commitment of students for the Long-term International program
- Decrease due to lower enrolment and class size restrictions. Estimates budget assumed normal operations would resume in the fall. Region has been providing some offsetting funding which was not anticipated and is assisting with program costs
- Decrease due to lower participation in the homestay program in quadesters 3 and 4
- Increase due to anticipated rebates for p-cards and energy efficiencies

Notes:

- Budget is the 2020 - 2021 Estimates Budget as approved by the Board of Trustees in July 2020

Waterloo Catholic District School Board
2020-2021 Fourth Quarter Financial Report
Expenses
For the Period Ended August 31, 2021

	Budget Assessment				Material Variance Note
	2020-2021				
	Budget	Actual	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING					
Classroom Instruction					
Teachers	157,969,294	162,545,534	4,576,240	2.9%	a.
Supply Teachers	4,091,251	3,611,559	(479,692)	(11.7%)	b.
Educational Assistants	18,278,246	18,086,591	(191,655)	(1.0%)	
Designated Early Childhood Educators	10,148,489	9,530,808	(617,681)	(6.1%)	
Classroom Computers	3,704,695	5,545,198	1,840,503	49.7%	c.
Textbooks and Supplies	5,352,429	6,438,144	1,085,715	20.3%	d.
Professionals and Paraprofessionals	12,444,314	13,604,624	1,160,310	9.3%	
Library and Guidance	5,267,720	5,309,923	42,203	0.8%	
Staff Development	1,339,869	726,408	(613,461)	(45.8%)	e.
Department Heads	505,935	509,517	3,582	0.7%	
Total Classroom	219,102,242	225,908,306	6,806,064	3.1%	
Non-Classroom					
Principal and Vice-Principals	9,926,373	10,175,633	249,260	2.5%	
School Office	6,411,837	6,039,651	(372,186)	(5.8%)	
Co-ordinators and Consultants	4,747,598	4,209,472	(538,126)	(11.3%)	f.
Continuing Education	10,167,883	8,949,285	(1,218,598)	(12.0%)	g.
Total Non-Classroom	31,253,691	29,374,041	(1,879,650)	(6.0%)	
Administration					
Trustees	247,001	195,907	(51,094)	(20.7%)	h.
Director and Supervisory Officers	1,614,349	1,634,071	19,722	1.2%	
Board Administration	7,651,361	8,502,477	851,116	11.1%	i.
Total Administration	9,512,711	10,332,455	819,744	8.6%	
Transportation	7,234,404	7,327,578	93,174	1.3%	
Pupil Accommodation					
School Operations and Maintenance	26,783,567	26,139,407	(644,160)	(2.4%)	
School Renewal	378,583	437,879	59,296	15.7%	j.
Other Pupil Accommodation	2,890,823	5,348,682	2,457,859	85.0%	k.
Amortization and Write-downs	17,588,853	18,378,165	789,312	4.5%	
Total Pupil Accommodation	47,641,826	50,304,133	2,662,307	5.6%	
TOTAL OPERATING	314,744,874	323,246,513	8,501,639	2.7%	

Explanations of Material Budget Variances

- a. Increase due to decision to lower class sizes, addition of St. Isidore virtual classes and staff leaves
- b. Decrease due to savings from closure and unfilled jobs offset by increased sick leave costs and missed planning time
- c. Increase due to additional PPFs received, COVID internet sticks and chromebooks to support families as well as increased contract costs
- d. Increase due to additional PPF funding and COVID costs offset with reduced Extended Day programming costs
- e. Reduced professional development opportunities due to the pandemic
- f. Decrease due to elimination of all Short-term Stay programs, originally anticipated at Estimates
- g. Decrease due to reduction in programming due to COVID (SSC, IL, Co-op and LOG)
- h. Reduced professional development opportunities due to the pandemic
- i. Increase due to additional staff hired, Aspen implementation and IT contracts reclassification
- j. Increase due to timing and type of construction projects undertaken
- k. Increase due to in-kind grant provided by Ministry to offset PPE provided to boards, which was not originally anticipated

Notes:

1. Budget is the 2020 - 2021 Estimates Budget as approved by the Board of Trustees in July 2020

Consolidated Financial Statements of

**Waterloo Catholic
District School Board**

Year ended August 31, 2021

November 22, 2021

MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

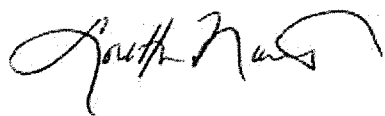
The accompanying consolidated financial statements of the Waterloo Catholic District School Board (the "Board") are the responsibility of the Board's management and have been prepared in compliance with legislation, and in accordance with the financial reporting provisions described in note 1(a) to the consolidated financial statements.

A summary of the significant accounting policies is described in Note 1 to the consolidated financial statements. The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

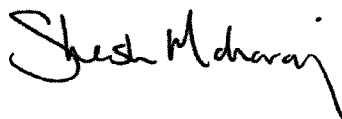
Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management, the Board's internal auditor, and the audit team shared between school boards in the area.

The Audit Committee of the Board meets with management and the external auditors to review the consolidated financial statements and to discuss any significant financial reporting or internal control matters prior to their approval of the consolidated financial statements.

The consolidated financial statements have been audited by PricewaterhouseCoopers LLP, independent external auditors appointed by the Board. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.



Loretta Notten
Director of Education



Shesh Maharaj
Chief Financial Officer



Independent auditor's report

To the Board of Trustees of
Waterloo Catholic District School Board

Our opinion

In our opinion, the accompanying consolidated financial statements of Waterloo Catholic District School Board and its organizations (together, the Board) as at August 31, 2021 and for the year then ended are prepared, in all material respects, in accordance with the basis of accounting described in note 1 to the consolidated financial statements.

What we have audited

The Board's consolidated financial statements comprise:

- the consolidated statement of financial position as at August 31, 2021;
- the consolidated statement of operations for the year then ended;
- the consolidated statement of cash flows for the year then ended;
- the consolidated statement of changes in net debt for the year then ended; and
- the notes to the consolidated financial statements, which include significant accounting policies and other explanatory information.

Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the consolidated financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

Emphasis of matter – basis of accounting and restriction on use

We draw attention to note 1 to the consolidated financial statements, which describes the basis of accounting. The consolidated financial statements are prepared to assist the Board to comply with the financial reporting requirements of the Ontario Ministry of Education. As a result, the consolidated

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PwC refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.



financial statements may not be suitable for another purpose. Our report is intended solely for the Board. We neither assume nor accept any responsibility or liability to any third party in respect of this report. Our opinion is not modified in respect of this matter.

Responsibilities of management and those charged with governance for the consolidated financial statements

Management is responsible for the preparation of the consolidated financial statements in accordance with the basis of accounting described in note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's responsibilities for the audit of the consolidated financial statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

PricewaterhouseCoopers LLP

Chartered Professional Accountants, Licensed Public Accountants

London, Ontario
November 17, 2021

Waterloo Catholic District School Board

Consolidated Statement of Financial Position

August 31, 2021 with comparative figures for 2020

	2021	2020
Financial assets		
Cash and cash equivalents	\$ 39,366,444	\$ 34,507,851
Accounts receivable (note 2)	24,049,053	29,251,896
Accounts receivable - Government of Ontario approved capital (note 3)	56,830,968	59,469,574
Total financial assets	120,246,465	123,229,321
Liabilities		
Accounts payable and accrued liabilities	34,282,400	33,078,637
Deferred revenue (note 4)	29,554,493	27,968,209
Deferred capital contributions (note 5)	267,113,314	258,411,976
Retirement and other employee future benefits payable (note 6)	4,898,470	5,291,535
Net debenture debt and capital leases (note 7)	44,960,853	51,663,339
Total liabilities	380,809,530	376,413,696
Net debt	(260,563,065)	(253,184,375)
Non-financial assets		
Prepaid expenses	513,982	443,960
Tangible capital assets (note 9)	298,676,701	289,830,397
Total non-financial assets	299,190,683	290,274,357
Contractual obligations and contingencies (notes 12 and 14)		
Accumulated surplus (note 15)	\$ 38,627,618	\$ 37,089,982

See accompanying notes to consolidated financial statements.

On behalf of the Board:



Loretta Notten, Director of Education



Melanie Van Alphen, Chair of the Board

Waterloo Catholic District School Board

Consolidated Statement of Operations

August 31, 2021 with comparative figures for 2020

	2021 Budget (Note 17)	2021 Actual	2020 Actual
Revenues			
Provincial grants - grants for student needs	\$ 298,463,793	\$ 299,805,193	\$ 281,747,736
Provincial grants - other	4,130,622	14,828,322	5,054,274
Federal grants and fees	1,720,363	1,775,274	1,642,818
Other fees and revenues	19,680,096	7,668,469	10,133,933
Investment income	350,000	324,897	491,584
School fundraising	5,523,425	1,182,844	3,411,600
Total revenues	329,868,299	325,584,999	302,481,945
Expenses			
Instruction	251,332,770	256,942,523	239,520,783
Administration	9,662,415	10,556,940	10,018,356
Transportation	7,234,404	7,335,711	6,233,894
Pupil accommodation	45,567,009	45,005,203	41,854,025
School funded activities	5,414,871	1,423,699	3,250,776
Other	397,975	2,783,287	412,394
Total expenses (note 11)	319,609,444	324,047,363	301,290,228
Annual surplus	10,258,855	1,537,636	1,191,717
Accumulated surplus, beginning of year	36,049,765	37,089,982	35,898,265
Accumulated surplus, end of year	\$ 46,308,620	\$ 38,627,618	\$ 37,089,982

See accompanying notes to consolidated financial statements.

Waterloo Catholic District School Board

Consolidated Statement of Cash Flows

August 31, 2021 with comparative figures for 2020

	2021	2020
Operating activities		
Annual surplus	\$ 1,537,636	\$ 1,191,717
Sources and (uses):		
Items not involving cash:		
Amortization of tangible capital assets	18,378,164	17,062,082
Grants recognized for deferred capital contributions	(18,378,164)	(17,062,082)
Gain on sale of tangible capital assets	-	(546,500)
(Decrease) increase in retirement and other employee future benefits payable	(393,065)	302,368
Transfer from deferred revenue to deferred capital contributions	1,766,967	4,721,405
	1,373,902	4,477,273
Changes in non-cash assets and liabilities:		
Decrease in accounts receivable	7,841,449	1,594,999
Increase in accounts payable and accrued liabilities	1,203,763	12,132,276
Increase (decrease) in deferred revenue	218,793	(221,410)
(Increase) decrease in prepaid expenses	(70,022)	194,137
	9,193,983	13,700,002
Cash provided by operating activities	12,105,521	19,368,992
Capital activities		
Proceeds on sale of tangible capital assets	-	1,306,325
Cash used to acquire tangible capital assets	(27,224,468)	(19,359,534)
Cash applied to capital activities	(27,224,468)	(18,053,209)
Financing activities		
Capital grants received	25,312,535	13,751,080
Decrease in deferred revenue - capital	1,367,491	37,800
Debt repaid and sinking fund contributions	(6,702,486)	(6,856,469)
Cash provided by financing activities	19,977,540	6,932,411
Change in cash and cash equivalents	4,858,593	8,248,194
Cash and cash equivalents, beginning of year	34,507,851	26,259,657
Cash and cash equivalents, end of year	\$ 39,366,444	\$ 34,507,851
	2021	2020
The components of cash and cash equivalents are as follows:		
Cash	\$ 39,023,055	\$ 34,472,177
Cash equivalents	343,389	35,674
	\$ 39,366,444	\$ 34,507,851
	2021	2020
Cash paid for interest	\$ 2,523,634	\$ 2,919,596
Cash received for interest	324,897	491,584

See accompanying notes to consolidated financial statements.

Waterloo Catholic District School Board

Consolidated Statement of Changes in Net Debt

August 31, 2021 with comparative figures for 2020

	2021 Budget	2021 Actual	2020 Actual
Annual surplus	\$ 10,258,855	\$ 1,537,636	\$ 1,191,717
Tangible capital asset activity			
Acquisition of tangible capital assets	(32,154,893)	(27,224,468)	(19,359,534)
Amortization of tangible capital assets	17,588,854	18,378,164	17,062,082
Gain on sale of tangible capital assets	-	-	(546,500)
Proceeds on sale of tangible capital assets	-	-	1,306,325
Total tangible capital asset activity	(14,566,039)	(8,846,304)	(1,537,627)
Other non-financial asset activity			
Acquisition of prepaid expenses	(513,982)	(513,982)	(443,960)
Use of prepaid expenses	513,982	443,960	638,097
Total other non-financial asset activity	-	(70,022)	194,137
Increase in net debt	(4,307,184)	(7,378,690)	(151,773)
Net debt, beginning of year	(253,184,375)	(253,184,375)	(253,032,602)
Net debt, end of year	\$ (257,491,559)	\$ (260,563,065)	\$ (253,184,375)

See accompanying notes to consolidated financial statements.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements

Year ended August 31, 2021

As disciples of Christ, the mission of the Waterloo Catholic District School Board (Board) is to educate and to nurture hope in all learners to achieve their full potential to transform God's world.

1. Significant accounting policies:

The consolidated financial statements have been prepared by management in accordance with the basis of accounting described below.

(a) Basis of accounting:

The consolidated financial statements have been prepared in accordance with Ontario Regulation 395/11 of the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are different from the requirements of Canadian Public Sector Accounting Standards (PSAS). Canadian public sector accounting standards require that:

- government transfers, which contain a stipulation that creates a liability, are deferred and recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with Canadian Public Sector Accounting Standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Canadian Public Sector Accounting Standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with Canadian Public Sector Accounting Standard PS3510.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

1. Significant accounting policies (continued):

(a) Basis of accounting (continued):

Accordingly, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include assets, liabilities, revenues and expenses of various organizations, that exist at the school level and which are controlled by the Board, are reflected in the consolidated financial statements.

Student Transportation Services of Waterloo Region (STSWR) is a transportation consortium operated through a partnership agreement between the Board and the Waterloo Region District School Board whereby certain costs are shared. As a result, a proportionate amount of STSWR's assets and liabilities have been consolidated with the Board's financial statements.

(c) Cash and cash equivalents:

Cash and cash equivalents consist of cash on hand and bank balances.

(d) Deferred revenue:

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

(e) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions (DCC) as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purposes
- Other restricted contributions received or receivable for capital purposes
- Property taxation revenues which were historically used to fund capital assets

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

1. Significant accounting policies (continued):

(f) Retirement and other employee future benefits payable:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuities, workers' compensation, and long-term disability benefits.

As part of negotiated collective agreements for unionized employees that bargain centrally the OECTA Employee Life and Health Trust (ELHT) was established in 2016-2017. The following ELHTs were established in 2017-2019: CUPE, Unifor and ONE-T for non-unionized employees. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff, and retired individuals who were part of the board's benefit plans when the ELHTs were formed. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustee associations and the Government of Ontario. Upon transition of the employee groups' health, dental and life benefits plans to the ELHTs, school boards were required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis.

The Board continues to provide health, dental and life insurance benefits for a small group of parented retired OECTA and CUPE individuals who were eligible for benefits on retirement, but were not permitted to participate in their ELHTs.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates, and discount rates. In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days (if applicable) at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains and losses are recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

1. Significant accounting policies (continued):

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as retirement gratuities and life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group. Any actuarial gains and losses related to past service of employees are amortized over the expected average remaining service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for workers' compensation, long-term disability, and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise:

- (ii) The costs of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer defined pension plan benefit, are the employer's contributions due to the plan in the period; and
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

(g) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset	Estimated Useful Life in Years
Land improvements with finite lives	15
Buildings and building improvements	40
Portable structures	20
First-time equipping	10
Furniture	10
Equipment	5-15
Computer hardware and software	3
Vehicles	5-10
Leasehold improvements, leases	Over the lease term

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

1. Significant accounting policies (continued):

The useful life for computer hardware was revised from five years to three years based on direction from the Ministry of Education. As such, additional amortization in the amount of \$953,606 was expensed in 2020-2021 to bring the net book value in line with the new policy.

Assets under construction and assets that related to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized and the carrying value is written down to the lower of carrying value and net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the Consolidated Statement of Financial Position.

(h) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

Government transfers for capital that meet the definition of a liability are referred to as DCC. Amounts are recognized into revenue as the liability is depreciated over the useful life of the tangible capital asset. DCC and tangible capital assets will differ by land, which is not depreciated, and items which are not directly supported by the Ministry, such as computer purchases. These unsupported tangible capital assets are funded through operating dollars.

(i) Investment income:

Investment income is reported as revenue in the period earned. When required by the funding government, investment income earned on externally restricted funds such as pupil accommodation, education development charges (EDC) and special education forms part of the respective deferred revenue balances.

(j) Net debenture debt and capital leases:

Net debenture debt and capital leases are recorded net of related sinking fund balances.

(k) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the Provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

1. Significant accounting policies (continued):

(l) Use of estimates:

The preparation of consolidated financial statements (note 1(a)) in conformity with the basis of accounting requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Significant items subject to such estimates and assumptions include the carrying amount of tangible capital assets, valuation allowances for receivables, estimating provisions for accrued liabilities and obligations related to employee future benefits.

Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the period in which they become known.

(m) Property tax revenue:

Under Canadian PSAS, the entity that determines and sets the tax levy records the revenue in the financial statements. In the case of the Board, this is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as Provincial Grants.

2. Accounts receivable:

Accounts receivable consists of the following:

	2021	2020
Province of Ontario	\$ 8,545,354	\$ -
Local Municipalities	7,456,364	21,403,721
Other	8,047,335	7,848,175
	<u>\$ 24,049,053</u>	<u>\$ 29,251,896</u>

In 2020, as a way to support local taxpayers affected by COVID-19, the Province of Ontario supported municipalities in their request to have property taxes deferred for a number of months. This resulted in an increased accounts receivable balance from local municipalities in the prior year. This amount was fully recovered by the Board in the 2020-2021 school year and therefore the current year receivable reflects a more representative annual balance.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

3. Accounts receivable - Government of Ontario approved capital:

The Province of Ontario replaced variable capital funding with a one-time debt support grant on August 31, 2010. The Board received a one-time grant that recognized capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt. The Board may also receive yearly capital grants to support capital programs which would be reflected in this accounts receivable balance.

The Board has a receivable balance from the Province of Ontario of \$56,830,968 as at August 31, 2021 (2020 - \$59,469,574) with respect to capital grants.

4. Deferred revenue:

Revenues received which have been set-aside for specific purposes by legislation, regulation or agreement, are included in deferred revenue and reported on the Consolidated Statement of Financial Position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2021, is comprised of:

	Balance at August 31, 2020	Externally restricted revenue and interest	Revenue recognized	Transferred to DCC	Balance at August 31, 2021
Proceeds of disposition	\$ 10,658,035	\$ 82,439	\$ -	\$ 1,849,403	\$ 8,891,071
School renewal	1,717,322	3,856,576	437,879	3,713,957	1,422,062
Child care retrofit	71,077	-	-	71,077	-
Special education equipment	170,123	865,305	1,035,428	-	-
Labour framework	1,076,108	-	37,352	-	1,038,756
Third Party	13,329,516	7,181,780	3,135,433	140,150	17,235,713
Other grants	946,028	9,936,865	9,916,002	-	966,891
	\$ 27,968,209	\$ 21,922,965	\$ 14,562,094	\$ 5,774,587	\$ 29,554,493

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

5. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2021	2020
Deferred capital contributions, beginning of year	\$ 258,411,976	\$ 257,001,573
Add:		
Capital contributions received	21,304,915	11,883,416
Transfers from deferred revenue	5,774,587	6,808,896
Less:		
Revenue recognized in the year	(18,378,164)	(17,062,082)
Disposal and reclassification of tangible capital assets	-	(219,827)
Deferred capital contributions, end of year	\$267,113,314	\$ 258,411,976

6. Retirement and other employee future benefits:

Retirement and other employee future benefits as of August 31, 2021 were as follows:

(a) Employee future benefits liabilities:

			2021	2020
Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Accrued employee future benefit obligations at August 31	\$ 1,385,027	\$ 3,636,054	\$ 5,021,081	\$ 5,469,300
Unamortized actuarial loss/(gain)	(122,611)	-	(122,611)	(177,765)
Employee future benefits liabilities	\$ 1,262,416	\$ 3,636,054	\$ 4,898,470	\$ 5,291,535

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

6. Retirement and other employee future benefits (continued):

(b) Employee future benefits expenses:

		2021		2020	
Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits	
Current year benefit cost	\$ -	\$ 318,968	\$ 318,968	\$ 1,307,014	
Recognized actuarial loss	31,893	260,631	292,524	(46,791)	
Interest on accrued benefit obligation	20,545	48,629	69,174	100,988	
Employee future benefit expenses	\$ 52,438	\$ 628,228	\$ 680,666	\$ 1,361,211	

Actuarial losses are due to the change in the discount rate used for the retirement gratuity benefits are being amortized over Expected Average Remaining Service Life (EARSL) of 6.40 years. During the year, benefit payments of \$1,070,350 (2020 - \$1,059,242) were made.

Retirement life insurance and health care benefits have been grand-parented for existing retirees and employees who retired on or before August 31, 2013. Effective September 1, 2013, any new retiree accessing retirement life insurance and health care benefits pays the full premiums for such benefits and will be included in a separate experience pool that is self-funded.

Pension plans:

(i) Ontario Teacher's Pension Plan:

Employees with an Ontario College of Teachers certificate are eligible to be members of the Ontario Teacher's Pension Plan (OTPP). Employer contributions for these employees are provided directly to OTPP by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

6. Retirement and other employee future benefits (continued):

(ii) Ontario Municipal Employees Retirement System:

Most support staff of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal employee contributions to the plan. During the year ended August 31, 2021, the Board contributed \$4,530,424 (2020 - \$4,404,667) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this plan is included in the Board's consolidated financial statements.

Retirement benefits:

(i) Retirement gratuities:

The retirement gratuity plan entitles employees to a cash payment upon retiring into an OMERS or OTPP pension with 10 or more years of service. The gratuity is the lesser of (i) \$4,000 and (ii) \$40/day up to a maximum of 50% of unused sick leave days as at August 31, 2012.

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

Other employee future benefits:

(i) Workplace Safety and Insurance Board obligation:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act and has a stop loss insurance policy that limits the Board's exposure on any one claim to a maximum of \$300,000. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Long-term disability benefits:

The Board provides long-term disability benefits including partial salary compensation and payment of life insurance premiums and health care benefits during the period an employee is unable to work or until their normal retirement date to employees who are not members of an ELHT. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

6. Retirement and other employee future benefits (continued):

(iii) Sick leave top-up benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$240,342 (2020 - \$155,583).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as of August 31, 2021. This actuarial valuation is based on assumptions about future events.

(iv) Life insurance benefits

The Board provides a separate life insurance benefits plan for certain retirees. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the subsidization of these retirees under this group plan are included in the Board's consolidated financial statements.

(v) Health care and dental benefits

The Board sponsors a separate plan for certain retirees to provide group health care and dental benefits. The premiums are based on the Board's experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are included in the Board's consolidated financial statements.

Actuarial assumptions:

The accrued benefit obligations for retirement and other employee future benefit plans as at August 31, 2021 are based on actuarial valuations for accounting purposes as at August 31, 2021. The next actuarial valuation will take place during the 2021-2022 school year. Changes, if any, will be included in the financial statements for the year ending August 31, 2022. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are management's best estimates of expected rates for:

	2021	2020
Inflation	1.50%	2.00%
Wage escalation	0.00%	0.00%
Dental insurance premium escalation	4.50%	4.50%
Health insurance premium escalation (thereafter down linearly by 0.25% per annum until 4.5% is reached)	7.00%	7.25%
Discount on accrued benefit obligations	1.80%	1.40%

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

7. Net debenture debt and capital leases:

Net debenture and capital lease debt are reported on the Consolidated Statement of Financial Position is comprised of the following:

	2021	2020
CIBC Mellon, interest rate of 7.2%, matures June 9, 2025	\$ 1,137,400	\$ 1,374,919
CIBC Mellon, interest rate of 6.55%, matures October 19, 2026	14,270,138	16,363,770
Region of Waterloo, interest rate of 5.487%, matures November 5, 2023	4,689,245	6,394,324
Ontario Financing Authority, interest rate of 4.560%, matures November 15, 2031	3,060,800	3,283,665
Ontario Financing Authority, interest rate of 4.850%, matures March 3, 2033	1,044,687	1,108,793
Ontario Financing Authority, interest rate of 5.062%, matures March 13, 2034	1,246,164	1,313,797
Ontario Financing Authority, interest rate of 4.762%, matures November 15, 2029	4,231,842	4,627,368
Ontario Financing Authority, interest rate of 5.232%, matures April 13, 2035	1,150,353	1,205,448
Ontario Financing Authority, interest rate of 3.942%, matures September 19, 2025	1,101,803	1,329,834
Ontario Financing Authority, interest rate of 4.833%, matures March 11, 2036	2,823,359	2,951,255
Ontario Financing Authority, interest rate of 2.425%, matures November 15, 2021	555,320	1,646,081
Ontario Financing Authority, interest rate of 3.564%, matures March 9, 2037	2,470,651	2,585,265
Ontario Financing Authority, interest rate of 3.799%, matures March 19, 2038	7,179,091	7,478,820
Balance as at August 31	\$ 44,960,853	\$ 51,663,339

Principal and interest payments relating to net debenture debt and capital leases of \$44,960,853 are due as follows:

	Principal	Interest	Total
2021-2022	6,488,528	2,254,153	8,742,681
2022-2023	6,273,660	1,906,967	8,180,627
2023-2024	5,617,797	1,546,399	7,164,196
2024-2025	4,898,848	1,248,918	6,147,766
2025-2026	4,665,356	968,393	5,633,749
Thereafter	17,016,664	3,356,577	20,373,241
	\$ 44,960,853	\$ 11,281,407	\$ 56,242,260

Interest on long-term debt amounted to \$2,602,247 (2020 - \$2,975,076).

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

8. Debt charges, capital loans and lease interest:

The principal and interest payments for net debentures, capital leases, operating leases, and sinking fund contributions are as follows:

	2021	2020
Principal payments on net debenture debt including contributions to sinking funds	\$ 6,702,486	\$ 6,372,915
Principal payments on capital leases	-	483,554
Payments on operating leases	1,025,484	814,183
Interest payments on net debenture debt	2,602,247	2,931,819
Interest payments on capital leases	-	43,257
	\$ 10,330,217	\$ 10,645,728

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

9. Tangible capital assets:

Cost	Balance at August 31, 2020	Additions and transfers	Disposals and transfers	Balance at August 31, 2021
Land	\$ 30,061,892	\$ 181,817	\$ -	\$ 30,243,709
Land improvements	4,438,100	453,933	-	4,892,033
Buildings	363,468,709	15,443,579	-	378,912,288
Portable structures	1,862,376	500,528	-	2,362,904
First-time equipping	2,284,689	45,427	97,732	2,232,384
Equipment – 5 years	967,006	44,334	31,138	980,202
Equipment – 10 years	6,657,157	115,629	1,309,885	5,462,901
Equipment – 15 years	247,300	13,608	-	260,908
Furniture	853,081	28,539	17,657	863,963
Computer hardware	6,562,300	664,898	1,244,064	5,983,134
Computer software	722,123	137,456	13,070	846,509
Vehicles	490,282	-	-	490,282
Leasehold improvements	17,171,004	2,067,286	-	19,238,290
Construction in progress	5,753,435	10,559,430	4,519,700	11,793,165
Leased buildings	29,111,559	1,487,704	-	30,599,263
Leased vehicles	24,869	-	24,869	-
	\$ 470,675,880	\$ 31,744,168	\$ 7,258,115	\$ 495,161,933

Accumulated Amortization	Balance at August 31, 2020	Additions and transfers	Disposals and transfers	Balance at August 31, 2021
Land improvements	\$ 2,028,550	\$ 453,447	\$ -	\$ 2,481,997
Buildings	140,653,173	13,379,446	-	154,032,619
Portable structures	1,198,028	86,157	-	1,284,185
First-time equipping	1,368,087	208,278	97,732	1,478,633
Equipment – 5 years	567,916	142,633	31,138	679,411
Equipment – 10 years	5,346,204	386,598	1,309,885	4,422,917
Equipment – 15 years	47,026	17,794	-	64,820
Furniture	237,865	84,969	17,657	305,177
Computer hardware	4,171,498	1,951,821	1,244,064	4,879,255
Computer software	257,318	157,197	13,070	401,445
Vehicles	228,760	73,832	-	302,592
Leasehold improvements	7,501,140	712,435	-	8,213,575
Leased buildings	17,215,049	723,557	-	17,938,606
Leased vehicles	24,869	-	24,869	-
	\$ 180,845,483	\$ 18,378,164	\$ 2,738,415	\$ 196,485,232

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

9. Tangible capital assets (continued):

Net Book Value	Balance at August 31, 2020	Balance at August 31, 2021	Change
Land	\$ 30,061,892	\$ 30,243,709	\$ 181,817
Land improvements	2,409,549	2,410,035	486
Buildings	222,815,536	224,879,669	2,064,133
Portable structures	664,348	1,078,719	414,371
First-time equipping	916,601	753,750	(162,851)
Equipment – 5 years	399,090	300,791	(98,299)
Equipment – 10 years	1,310,953	1,039,984	(270,969)
Equipment – 15 years	200,274	196,088	(4,186)
Furniture	615,215	558,785	(56,430)
Computer hardware	2,390,801	1,103,878	(1,286,923)
Computer software	464,806	445,065	(19,741)
Vehicles	261,522	187,690	(73,832)
Leasehold improvements	9,669,864	11,024,715	1,354,851
Construction in progress	5,753,435	11,793,165	6,039,730
Leased buildings	11,896,510	12,660,657	764,147
Leased vehicles	-	-	-
	\$ 289,830,397	\$ 298,676,701	\$ 8,846,304

Prior year numbers have been restated to conform with presentation adopted in the current year.

Assets under construction having a value of \$11,793,165 (2020 – 5,753,435) have not been amortized. Amortization of these assets will commence when the asset is put into service.

The grants recognized for deferred capital contributions for the year ended August 31, 2021 were \$18,378,164 (2020 - \$17,062,082) and the amortization of tangible capital assets was \$18,378,164 (2020 - \$17,062,082).

10. Temporary borrowing:

The Board has lines of credit available to a maximum of \$20 million to address operating requirements and/or to bridge capital expenditures.

Interest on short term debt is based on the CIBC's prime lending rate. All loans are unsecured, due on demand and are in the form of bank overdrafts.

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

11. Expenses by object:

The following is a summary of certain current and capital expenditures reported on the Consolidated Statement of Operations by object:

	2021 Budget (unaudited)	2021 Actual	2020 Actual
Current expenditures:			
Salaries and wages	\$ 218,203,259	\$ 221,448,037	\$ 207,852,356
Employee benefits	37,409,913	38,400,261	36,216,912
Staff development	979,969	736,506	778,161
Supplies and services	20,421,469	20,632,847	18,268,701
Debt charges and interest	2,489,454	2,489,454	2,862,857
Rental expenditures	1,028,640	1,025,483	814,183
Fees and contract services	15,525,407	16,581,847	13,258,917
Other	547,609	2,931,065	925,282
School funded activities	5,414,871	1,423,699	3,250,776
Amortization and loss on disposals	17,588,853	18,378,164	17,062,083
	\$319,609,444	\$324,047,363	\$ 301,290,228

12. Contractual obligations:

At August 31, 2021, the Board is committed to the following contracts for construction:

St. Teresa - Kitchener	\$ 588,594
St. Joseph	511,209
St. Anne - Cambridge	475,849
St. Louis – Continuing Education	356,707
St. Clement	343,765
Monsignor Doyle	312,675
St. Anne – Kitchener	299,177
St. Aloysius	287,148
Our Lady of Lourdes	285,327
Other contractual obligations	2,753,476
	\$ 6,213,927

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

13. Ontario School Board Insurance Exchange (OSBIE):

The Ontario School Boards' Insurance Exchange (OSBIE) is a school board owned, non-profit insurance program with 118 members, representing 78 school boards/school authorities and 40 Joint Ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices.

The Board participates as a member of OSBIE to manage the risks associated with casualty losses, liability arising out operations, and theft.

14. Contingencies:

The Board has an excess of loss (catastrophe) Workplace Safety and Insurance Board (WSIB) insurance policy of \$10,000,000 per accident, per employee, aggregate for disease, with a \$1,000,000 deductible per employee, per accident. As indicated above, the Board brings this deductible down to \$300,000 by participating in the School Boards' Cooperative Inc.'s Assistance Program. The Board has not provisioned for any possible WSIB claims that are highly likely to occur based on an actuarially determined assessment and that are in excess of the Board's deductible on its excess of loss insurance policy.

From time to time, claims may be made against the Board related to employment contracts, agreements, and other similar matters. Where insurance coverage is not available for a particular claim, and where payment to a third party can be estimated and is likely, accruals have been made in these financial statements to reflect any obligations that may exist.

15. Accumulated surplus:

At August 31, accumulated surplus consists of the following:

	2021	2020
Surplus:		
Invested in land	\$ 30,243,709	\$ 30,061,890
Employee future benefits payable	(1,753,269)	(2,300,176)
Interest payable	(754,099)	(866,891)
Amounts restricted for future use:		
School generated funds	1,819,771	2,060,626
Committed capital	812,003	804,320
Other internally restricted reserves	8,259,503	7,330,213
	\$ 38,627,618	\$ 37,089,982

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

16. Student Transportation Services of Waterloo Region Inc.:

Student Transportation Services of Waterloo Region (STSWR) commenced operating activities in June 2008. As at August 31, 2021, the Board has proportionally consolidated 39.6% (2020 – 34.7%) of STSWR's assets and liabilities. The proportionate percentage incorporated into the consolidated financial statements is based on the ridership of each board. Inter-organizational transactions and balances have been eliminated. The consolidated financial statements include the Board's share of the following:

	2021	2020
Financial position:		
Financial assets	\$ 490,918	\$ 1,382,946
Financial liabilities	(528,689)	(1,438,063)
Non-financial assets	37,771	55,117
Accumulated surplus	\$ -	\$ -
Operations:		
Revenues	\$ 24,995,419	\$ 24,473,208
Expenses	24,995,419	24,473,208
Annual surplus	\$ -	\$ -

The Board has guaranteed the line of credit of Student Transportation Services of Waterloo Region Inc. up to a maximum of \$2,700,000.

17. Budget reconciliation

The budget approved by the Board on July 20, 2020 was not prepared on a Canadian Public Sector Accounting Standards basis consistent with that used to report actual results. The budget was prepared on a modified accrual basis while Canadian Public Sector Accounting Standards require a full accrual basis. As a result, the budget figures presented in the statements of operations and change in net debt represent the budget approved by the Board with adjustments as follows:

	2021
Budgeted annual surplus	\$ -
Add:	
Revenue recognized for land	9,600,000
Other amounts not available for compliance	658,855
Budgeted surplus per statement of operations	\$ 10,258,855

Waterloo Catholic District School Board

Notes to Consolidated Financial Statements, continued

Year ended August 31, 2021

18. Significant event:

On January 30, 2020, the World Health Organization ("WHO") announced a global health emergency because of a new strain of coronavirus, the "COVID-19 outbreak". In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The pandemic continued to impact students, school board operations and funding throughout the 2020-2021 school year. Management is actively monitoring the effect on the Board's financial condition, liquidity, operation, suppliers, and workforce. Given the daily changes in the COVID-19 outbreak and the global responses to curb its spread, the Board is not able to fully estimate the future effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity at this time.

19. In-kind transfers from the Ministry of Government and Consumer Services (MGCS)

The Board has recorded both revenues and expenses, associated with centrally procured in-kind transfers of personal protective equipment (PPE) and critical supplies and equipment (CSE) received from the MGCS. The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MGCS and quantity information based on the board's records. The in-kind revenue recorded for these transfers is \$2,253,741 with expenses based on use of \$2,253,741 for a net impact of \$nil.



Date: November 22, 2021
To: Board of Trustees
From: Director of Education
Subject: November Director's Report

Type of Report:

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

Type of Information:

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

The Month of November is characterized as a month of remembrance and the communities of Waterloo Catholic were thoughtful in their fulfilment of this call to action, and it is not difficult to identify the many reasons we have to be grateful to our staff and to our broader WCDSB community. We continue to be a board – like most of the province – in a state of flux and evolution. Everyone is centered on the core purpose of meeting the needs of our students, but we are also endeavouring to be attentive to the demands on our staff and all who serve our WCDSB system. Not unlike last year, we are dealing with some layers of complexity and challenge, and the pandemic continues to make school and board life different from every other pre-pandemic school year. Staff at every level have been working exceptionally hard to ensure a positive learning experience for our students, with a full eye toward preserving the health, safety and wellbeing of all our WCDSB community members.

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

- Lengthy senior team meetings – once a week, with Academic Council also once a week
- Meetings with Public Health and WRDSB – Thursdays
- CODE continuity of Learning sub-group – now once a month
- CODE Continuity of Learning mtg with DM – now once a month
- Chairs and Directors of Ed Teleconference with Minister Lecce – now Tuesday afternoons
- Administrator meetings are continuing twice a week
- Continuing in my role as Chair of ECCODE and continue to chair (now) monthly ECCODE meetings –
- I typically fielded 3-6 media inquiries a week; completed radio interviews, TV interviews and several newspaper interviews.
- Worked on the preparation of all our website materials and Operational Guidelines, as well as various letters and videos as part of our welcome back communication plans

Over the course of the past month our schools have continued on their path to a strong start to the school year and we have observed and experienced our healthiest month to date in terms of cases.

A few other quick highlights from these past few opening weeks include:

- Attended OCSOA Region 6 meeting
- Chaired the STSWR Annual meeting
- Participated in a meeting with Laurier University regarding participation on their Senate
- Have continued the process of facilitating meetings with the various members of the senior team to discuss goals and priorities for the upcoming school year.
- Visited St Matthew, St Theresa of Calcutta, St John Paul II, St. Daniel, St. Anne Cambridge, Monsignor Haller to speak with administrators and tour/visit buildings and staff.
- Visited all 5 of our Secondary Schools and met with the full staff (or minimally full OECTA staff) to have a fulsome conversations with them regarding their concerns and experience of school this year. Also visited selected classrooms in 3 of the 5 schools.
- Attended the evening Retreat of Trustees and Sr Staff
- Participated in a meeting with WRPS Sergeant Jen MacSween and Supt Merkel to solidify next steps for SRO committee and program
- Facilitated outreach to IBM and have set up a preliminary workshop for Senior Team to plant seeds that may assist with strategic thinking/planning for Learning Forward.
- Participated and presented in a ThoughtExchange Canadian leadership panel looking at Mental Health
- Attended the CCFOWR Board meeting
- Met a minimum of once a week with the Equity Officer to discuss strategy and resources; also attended meetings in relation to our staff and student census work.
- Met with Minister of Education as one of 4 Affiliate Chairs to discuss matters of significance to CODE and the CODE Executive
- Chaired the Hamilton Diocese meeting between Bishop Crosby and the Directors of Education of the Diocese.

- Chaired meetings with K-12 Administrator Association Representatives to work through concerns and questions.
- Chaired our WCDSB Collaborative Professionalism Committee, unpacking at some length how we might strategize forward on the “failure to fill” issue
- Completed a fourth and fifth interview with CTV profiling our journey through the pandemic for this new school year. Have been asked to continue the series every other week until Christmas.
- Had a meeting with OECTA to debrief my visits to all secondary schools and a number of elementary schools to unpack current issues and feedback I received. Discussed what a path forward could look like and how we might chart a course to enhanced wellness for our staff.
- Participated in meetings as ECCODE Chair with OCSTA President and Executive Director, with the Deputy Minister and 2 ADMs in relation to online learning in Catholic schools; follow up meetings with OCSTA president and ED and OCSOA ED
- Hosted a return to Learning Signature Leadership Series by Knowledgehook; topic was Prioritizing Essential Metrics for system Improvement.
- Participated in CBIE Board meetings, AGM and CBIE Awards of Excellence, presenting one of the Awards
- Participated in CODE PD session on Thought Leadership with John Malloy, former TDSB Director of Education, currently leading in Los Angeles, California.
- Attended Audit Committee Meeting
- Participated in a meeting of SWCODE (regional Directors)
- Provided SOQP mentorship to two different candidates
- Attended WCDSB Spiritual Development Day and provided the opening address for the day.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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





Date: November 23, 2021
To: Board of Trustees
From: Director of Education
Subject: ESL and ELD at the WCDSB

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]

ESL and ELD Programs and Services

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

*English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario
Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)*
School Effectiveness Framework (2013)
Growing Success (2010)

Alignment to the MYSP:

Priority Area: Nurturing our Catholic Community

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

Goal: Equitable access to learning opportunities



Priority Area: Student Engagement, Achievement & Innovation

Strategic Direction: Foster maximum opportunity for success for all

Goal: Improve numeracy achievement

Improve Graduation Rate

Improve Secondary Literacy Achievement

Background/Comments & Purpose:

Since its inception, the Waterloo Catholic District School Board has celebrated the contributions of its Multilingual Learners (MLs) and worked to meet their needs in a variety of settings. Teachers of MLs continue to work in all our schools to support staff, students, and families develop language skills necessary for success in a changing society. This report provides current data and trends regarding ESL/ELD programs and services at the WCDSB.

Terms:

English Literacy Development (ELD) programs are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, and they have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario schools with significant gaps in their education. We refer to these students as **SLIFE, Students with Limited or Interrupted Formal Education.**

English as a Second Language (ESL) programs are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills.

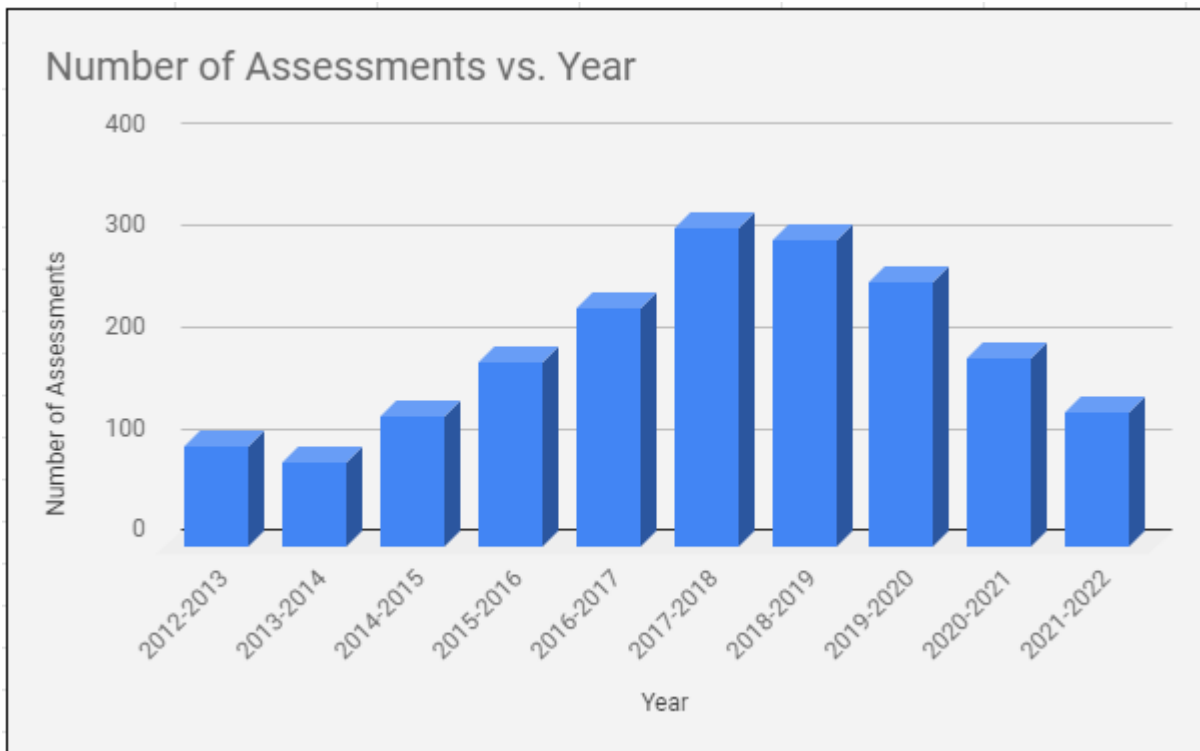
English Language Learners/ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, 2.5.1 and 2.3.2.

ML/MLs As the WCDSB moves toward more inclusive language, MLs or Multilingual Learners respects the linguistic backgrounds of our students without centering English as the only language in which one can learn. It celebrates multilingualism as a gift and places an asset lens to which we view students who are adding English to their linguistic repertoires.

Trends in the number of newcomer students processed through the Newcomer Reception (NRC):

Data indicate a steady increase in the number of students registering at the WCDSB (JK-Grade 12) from various countries all over the world. Many of them have English as an Additional Language Learning program needs, at the earliest steps to proficiency. Many students are arriving to us as SLIFE requiring foundational literacy and language development and orientation to school life in Ontario.





- Despite current travel/immigration challenges during COVID-19 pandemic, the NRC has welcomed over 130 students to the WCDSB (newcomers with varying statuses in Canada including refugee, permanent resident, and VISA) this school year (Aug-Nov 2 data)
- Rising number of students here on parental study or work permit
- Working collaboratively with the RDO to provide the Oral (Speaking and Listening) assessments over Zoom from home country, prior to arrival, in conjunction with their assessment tool, Vital English
- The NRC has seen an increase in the number of students requiring ELD program needs as a result of interrupted, formal education in the home country (*i.e.* students from Eritrea and/or Ethiopia); often, these learners also require significant settlement support to better understand and integrate into Ontario's school systems and society
- There has been an increase in the number of students requiring an ELD program in both elementary and secondary; the Resurrection Catholic Secondary catchment **has seen the most noteworthy growth**. The board has responded to the need for an ELD program closer to where students live by expanding the ELD program for secondary students at Resurrection, including, most recently, an additional section of ELD program
- As a response to the pandemic and to provide targeted mathematics and literacy support for grade 8 and 9 Multilingual Learners in early STEPs to proficiency and those requiring ELD programming, 3 sections of Summer Boost for Multilingual Learners were offered in July 2021
- At the elementary panel, the Co-teaching Pilot Project has expanded to 2 intermediate classrooms at St. John's and 1 intermediate classroom at St. Aloysius to best support students with ELD programming needs. St. Aloysius is new to the pilot program this year
- Many Elementary Teachers of ML are itinerant, with instructional time bound by teachers' contractual agreements (*i.e.* 40-minute uninterrupted lunch, 40 minutes of planning, and travel between schools--being outside of those obligations).



- The WCDSB (St. Louis) is the sole provider of adult ESL education in the Region and is proud that, currently available numbers show it serves over 2000 learners

Next Steps:

Conclusion – looking ahead

The WCDSB continues to strive to meet the varied and increased needs of its Multilingual Learners (MLs). Staff engage in an ongoing manner with partners and stakeholders throughout the region to ensure that newcomers to Canada experience a transition to school that is as safe and smooth as possible. Some highlights of the WCDSB's considered response:

- The NOW (Newcomer Orientation Week) Program was offered, virtually, at both Resurrection Catholic Secondary School (new) and St. Mary's High School in August 2021. NOW is offered by our partners in YMCA Immigrant Services, Settlement and Education Partnership Waterloo Region, in collaboration with the schools and staff (Mrs. Mira Karlovich at St. Mary's, and Mrs. Barbara McCourt at Resurrection)
- In response to growing needs, there has been an increase (of 2.0 FTE) in ESL staff to 22 FTE teachers and 2 half time teachers. Seven of these are assigned in two schools alone (St. John 5.2 FTE, St. Aloysius 2.2 FTE); two are assigned to the Newcomer Reception Centre 0.8 FTE and 0.7 FTE.
- The NRC opened in its new location at St. Francis campus of St. Louis on Gatewood Road in August of 2021 with additional assessor support, going from FTE 1.0 2020-2021 to FTE 1.5, with new assessor a speaker of Spanish to support our families coming from Spanish speaking countries (Spanish is the second most widely spoken language at WCDSB, with English being the most widely spoken language)
- Consultants of MLs continue to engage and collaborate provincially as members of ERGO, The ESL/ELD Resource Group of Ontario, as well as ORNG, Ontario Reception Centres' Networking Group
- WCDSB has partnered with Binogi (www.Binogi.ca) beginning September of 2021 largely in response to meeting the needs of SLIFE and working to honour the first/home languages of our students who need to accelerate their learning as a result of learning gaps. WCDSB staff contributed to the [Binogi Lead Learner Webinar](#)



Mrs. McCourt using Guided Reading to support a Newcomer SLIFE at Resurrection Catholic Secondary School

Support for MLs is articulated in the WCDSB's Board Improvement and Equity Plan for Student Achievement (BIEPSA) as educators are called upon to clearly know the needs of these students and respond to them in a collaborative and effective manner. As well, the Board's Multi-Year Strategic Plan (MYSP) identifies and promotes the use of culturally relevant and responsive pedagogy as a strategy to meet the goals of achievement and well-being.

This response, furthermore, is one that is informed and supported by a wide and impressive range of team members (*i.e.* family members, cultural community leaders,

translators, health practitioners, employers, faith community leaders, *et al*) who work in a dynamic and collaborative manner.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
Superintendent of Learning

Carrie Mage & Barb McCourt
Student Achievement Consultants of MLs

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





Date: November 22, 2021
To: Board of Trustees
From: Director of Education
Subject: Special Education Update

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

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

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

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

Alignment to the MYSP:

- Nurturing Our Catholic Community: Promoting a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement and Innovation: Fostering maximum opportunity for success for all.
- Build Capacity to Lead, Learn and Live Authentically: Nurturing the well-being of all students and staff.

Background/Comments:

Each discipline group in Student Services has created a logic model highlighting how their respective discipline can best support student learning. With the assistance of our Research Coordinator, Student Services reviewed all the logic models to determine if there was an overall theme or focus for the entire Student Services Department. Upon review, the key overarching theme across all logic models was the focus of building school staff capacity to impact student learning.

Although Covid has provided many challenges as to how Student Services delivers professional development and support, staff have been both creative and flexible in doing so. This report will provide a brief update as to how Student Services staff have been supporting both staff and student development



amidst the covid pandemic as well as specific examples of how they are building capacity in school staff while addressing MYSP goals.

Special Education Support Update

Last year Student Services focused on supporting Special Education and Classroom Teachers in the virtual world and supporting schools through new protocols due to pandemic restrictions. The Special Education Liaisons created numerous resources which included Educator tip sheets, Virtual Universal Supports, Covid-19 related IEP expectations, Jump Math, Empower, and Lexia for home learning. The Special Education Return to Learn Website has been accessed over 5000 times by staff and over 200 Learn@Home Kits to support Alternative Programming were provided. Additionally, other supports include a Google Classroom for Alternative Programming and numerous opportunities for virtual professional development for staff.

At WCDSB, assistive technology continues to provide access to the Ontario Curriculum for students with learning disabilities and other diverse learning profiles. Training for both students, staff and parents continue to be an integral part of device deployment. Ongoing support is provided by our Special Education Teachers during their 'assistive technology' periods as well as additional support from board office staff including the Assistive Technology Resource Teacher and our Itinerant LD Trainer.

Universal Supports continue to be a focus for the Board Certified Behaviour Analysts (BCBAs) and Applied Behavior Analysis (ABA) Facilitators. As COVID impacts students system-wide, these "good for all, essential for some" strategies play an important role in ensuring student success in the classroom. Throughout the past year, the ABA group provided regular training to build staff capacity. During these online trainings we reached over 200 educational assistants, 55 child and youth care workers (across multiple sessions) and 60 Special Education Teachers (in collaborative PD session).

The Communicative Disorders Assistants (CDA) and Speech-Language Pathologists (SLP) have found responsive and adaptable ways to deliver services to the system. Virtual assessment kits were created to support assessment in home and at school. Last year over 350 assessments were completed during the course of the school year and over 100 students received direct virtual support from the Communicative Disorder Assistants at home and school. Virtual PD offerings for CUPE, Educators, and community partners were offered throughout the year. Students using Augmentative and Alternative Communication devices were supported both in person and virtually with an increased focus on high school students.

Our gifted learners have been provided with virtual Enrichment Workshops so that they can gather and work in an environment that meets their academic, social and emotional needs. These students also have access to an Enrichment Google Classroom where they are given enrichment tasks and presented with information about additional enrichment opportunities.

Despite the hurdles that added PPE and Covid-19 distancing requirements play in increasing communication barriers for students with hearing loss, the Hearing Department has been responsive in meeting the hearing needs of students. An increase in itinerant teaching staff from two full-time teachers to three full-time teachers has allowed for more students to receive more individualized support across the board. Hearing Itinerant teachers directly support students both in person and virtually while facilitating access to SEA equipment for students learning from home. In-class learners benefit from clear masks provided to their educators, which allow opportunities for more access to facial cues and lipreading that is not possible with standard face masks.



The Psychoeducational Consultants have developed and delivered various professional development opportunities for school staff including interpretation of psychological assessments, and PD specific to the pandemic, such as Return to Learn. The team researched various options for virtual and in-person service delivery to students, including the multi-faceted technical and ethical requirements for conducting telehealth assessments. Last year, our Psychoeducational Consultants completed numerous in-person psychological assessments with students and virtual consultations for close to 400 students with staff and/or parents.

The Vision Services Team completed Functional Vision Assessments for students that required Special Equipment Amount (SEA) claims, so that students had the equipment they needed to access curriculum materials. This past year, a third Vision Itinerant Teacher was reinstated, allowing for additional support to be provided. Throughout the school year, Vision Itinerant Teachers worked in-person with our highest needs students and also provided one to one direct support to students with vision needs participating in online synchronous learning. The Alternative Format Resource Specialist continued to provide students with essential accommodated materials, required by the students, in both physical and electric formats. This ensured that students were provided with equal access to the curriculum.

Special Education Looking Forward

MYSP Strategic Direction – Promote a Culture of belonging, respect, that supports success for all
Action – Provide PD on how we “know the learner”

- Moving Forward: Strategies to Support Student Transitions: Members of our Multi-Disciplinary Team created a transition video to support school staff with welcoming back our students. This video supported our understanding of covid related stress and anxiety during uncertain times, the relationships between executive functioning and self-regulation, acquiring new learning, and decision-making processes. The video also highlights that in times of transition, consistent routines, expectations, and repetition are important in reducing the demands on a student’s executive functioning. This is particularly important for our students who may have needs in the area of executive functioning. This video was shared with all staff on the September 1st Professional Activity Day. Further to this, a Transition podcast was also made for parents, that was available on our board website.
- Psychoeducational Consultants provided a PD session for Special Education Teachers with Special Education Liaisons in October 2021 to guide them through the process of transferring essential programming information from Psychological Assessment Reports into IEPs. This was a continuation of a professional learning series that began in 2020 on “How to select students for Psychological Assessment” followed by “How to Interpret Psychological Assessments”. Findings from the latest IEP Audit were shared and provided guidance to bridge the gaps between assessment data and programming support. This will ensure that IEPs incorporate assessed strengths and needs to help students be successful and independent.





HOW TO POPULATE AN IEP WITH PSYCHOLOGICAL ASSESSMENT DATA

Psychoeducational Consultants & SELs ~ October 2021

- Members of the collaborative team are now leading the design and delivery of professional development to all collaborative team members on the topic of collaborating, coaching and mentorship a continuation of professional development started in 2020-2021. In doing so they will seek and share best practice strategies, with an intent to enhance consistency across teams, with the ultimate goal of successful coaching resulting in a release of responsibility to the teacher to land on the student desk. We are committed to reflecting on existing processes for accessing and delivering service including review current tools and resources, in order to refine our methods of communication amongst the collaborative team and with school staff and to develop a shared understanding of what successful intervention looks like at WCDSB. Our Multi-disciplinary Logic Model is a three-year plan. Our overall goal is to develop trusting, collaborative, professional multidisciplinary teams equipped to integrate clinical and educational assessment information informing timely intervention plans that are effectively released to the Teacher and Special Education Teacher through coaching and mentoring resulting in improvements in student learning outcomes. A few of examples of how we are meeting our short-term outcomes are:
 - Assistance planning for self-regulation challenges
 - Assisting teachers in embedding recommendations into the IEP
 - Collaboration with program services to support programming in schools
 - Observation followed by coaching and modelling in the classroom for various team members from our Collaborative Teams
 - Timely responses to requests for collaborative team meetings
 - Consultation with classroom teachers/SETs for programming purposes
 - Updating/revising IEPs based on assessments
 - Skill building programs and supports

WCDSB has a continued and ongoing commitment to provide support and services through our internal multi-disciplinary collaborative teams to students with suspected and/or diagnosed FASD, their family and schools. In an effort to support pathways to care for our students and in light of changes in our community, the development of an FASD Protocol between WCDSB, WRDSB and the Waterloo Region FASD Diagnostic Clinic at Carizon has been underway. The protocol reflects the collaborative



practice of the Waterloo Region FASD Diagnostic Team, the Waterloo Catholic District School Board and Waterloo Region District School Board. It ensures clarity of roles and integration of efforts such that a smooth and effective communication support system is in place for children and youth with complex needs, in their home, school and community. The protocol details a process through which school board collaborative teams can refer directly to the Waterloo Region FASD Diagnostic Clinic as well as mechanisms for communication. WCDSB members of the collaborative teams were formerly part of the FASD Diagnostic Clinic, thus we have many highly knowledgeable and skilled staff who will continue to build and grow the work the Board does with respect to understanding and supporting students with suspected or diagnosed FASD. We continue to support the local integrated approach to supporting those with FASD: [Local Integrated Approach | Fetal Alcohol Spectrum Disorder \(fasdwaterlooregion.ca\)](http://fasdwaterlooregion.ca) and maintain membership with our community partners on the FASD Diagnostic Steering Committee.

MYSP Strategic Direction – Foster maximum opportunity for success for all
Action – Teachers to facilitate increased use of assistive technology on a daily basis

Through the Ministry of Education Special Equipment Amount Grant (SEA), WCDSB continues to acquire both devices and provide training for staff and students. Devices that have been acquired for students to assist them in accessing the curriculum include the following devices:

Devices	September	October	Totals to Date
Chrome book	69	56	125
Vision chrome book	5	1	6
iPad	5	13	18
iPad for Communication - P2G	4	7	11

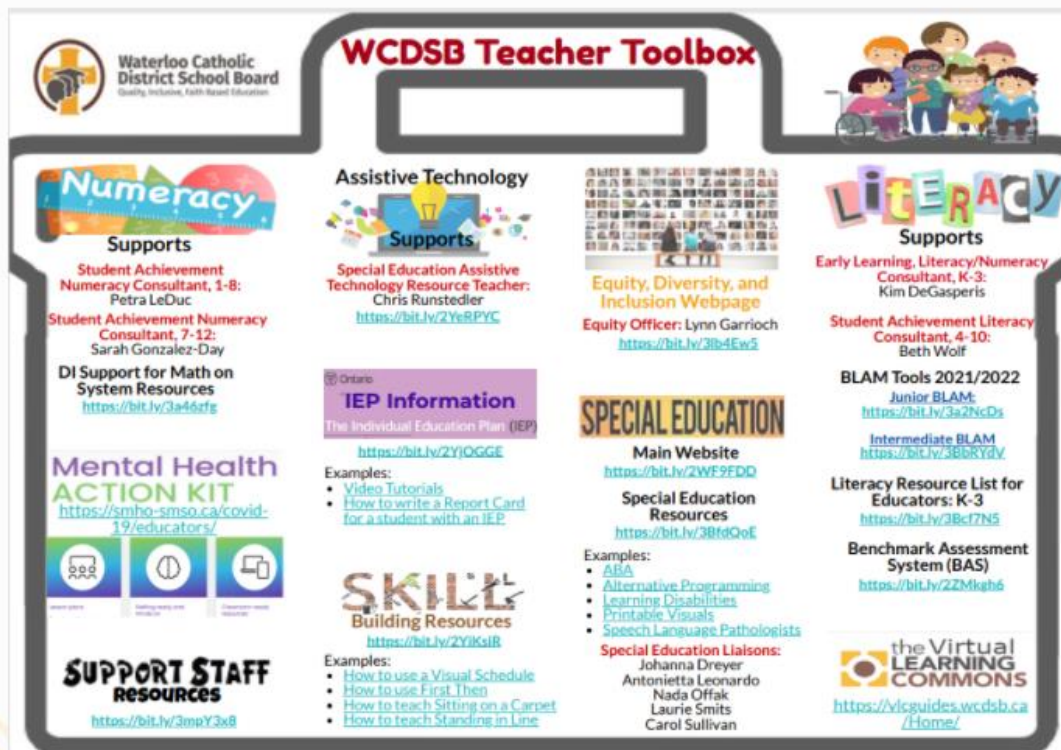
Training for both staff and students in the effective use of the software include Read and Write training, Boardmaker, iPad apps and ProloQuo2Go, the communication software.

Training	September	October	Totals to Date
Student R&W training	28	95	123
Staff training iPad/Boardmaker	28	38	66
PD Day A-Tech Training	26	6	32



MYSP Strategic Direction – Foster maximum opportunity for success for all
Action – Provide job embedded professional capacity building

- Supporting Student Achievement: On the Oct 8 Professional Activity Day, Student Services provided professional development for all staff. This training highlighted the importance of a collaborative approach to support student achievement based on a set of shared beliefs. In doing so, we can support student achievement through tiered levels of support. A closer look at Individual Education Plans (IEP) and the role of the classroom teacher was also highlighted. Teachers were led through a guided activity while looking at an IEP. Further, a Teacher Toolbox was also shared that had live links to the various supports and tools offered throughout the various departments within our board.



- Our Special Education Teachers attend monthly professional development opportunities. Some of the topics that we will be digging into deeper this year are:
 - Empower Refresher
 - Focus on Individual Education Plans
 - Secondary Special Education Teachers: Numeracy Focus: Jump Math
 - Hearing
 - Focus on Transitions
 - Alternative Programming
- CUPE Professional Development: Support staff, including Educational Assistants and Child and Youth Care Workers will receive a variety of professional development sessions to support their



knowledge and understanding around their own roles and responsibilities and the impact their work has at the student desk.

- On September 2nd 2021 support staff received training on assistive technology including: D2L, Google and Boardmaker. Staff also had the opportunity to take part in a session designed and delivered by our Speech and Language Pathologists entitled “Building Early Communication Skills with non-verbal students”. A total of 523 staff attended the September sessions.
- On October 8th, 2021 support staff were again offered training on assistive technology, including “Strategies and Resources for Implementing AAC in the classroom”, read & write and Google. Staff also had the opportunity to take part in a sessions designed and delivered by our Board Certified Behaviour Analysts entitled “Universal Supports- Part 3”. A total of 280 staff attended these sessions.
- Child and Youth Care workers also offered on site sessions to their in-school teams on October 8th. Overarching topics were covered and individualized to meet the needs of each team. Topics included: Reinforcement, Visual Supports, Pairing & Co-operation, and Prompting & Prompt Fading to Foster Independence. These sessions will continue to be offered through out the school year.
- Upcoming sessions will include:
 - BMS
 - Language and Literacy Series
 - ASD
 - ADHD
 - FASD
 - Universal Supports
 - Boardmaker and Assistive Technology
 - First Aid
- Equity & inclusion, anti-racism and anti-discrimination series: Child and Youth Care Workers will complete a three-part series across the school year, delivered by our Equity Officer. Staff will have the opportunity to deepen their knowledge and understanding of equity and inclusion and its direct impact on their work and the students they support. The first session was completed in October with follow up sessions booked for January and April.
- Early Childhood Educators have been offered the opportunity to complete on online training session offered by the Geneva Centre for Autism entitled “Supporting Play- Based Learning for Kids with ASD”. This is a 4-hour self-led session that can be completed over the course of the school year. 80 participants will have the opportunity to complete this training.

Recommendation:

Prepared for your information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Gerald Foran
Superintendent of Learning

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





Date: November 22, 2021
To: Board of Trustees
From: Director of Education
Subject: Well-Being-Mental Health

Type of Report:

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

Type of Information:

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

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

- Regulation 306 Special Education Programs and Services

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

- Policy 1001 - Ends

Alignment to the MYSP:

- Nurturing Our Catholic Community: Promote a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement & Innovation: Foster maximum opportunity for success for all.
- Building Capacity to Lead, Learn & Live Authentically: Nurture the well-being of all students and staff

Background/Comments:

In addition to the above alignment to the MYSP, the mental health update also aligns with the following goals of the 2019-2021 Well-Being Strategy:

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

Mental Health Update

In the unique situation with the global pandemic, we have adapted our practices to place a very strong emphasis on preparing our system to promote a mentally healthy return-to-school. Our annual plan [2021-Mental-Health-Plan.pdf \(wcdsb.ca\)](#) provides the broader objectives of what we hope to achieve over the course of the year, while remaining flexible and adaptive as the needs of our students and system evolve.



WCDSB 2021-2022 Mental Health and Addictions Action Plan is in alignment with key elements of School Mental Health Ontario's Action Plan during the COVID 19 Recovery Phase as follows:

- 1) Amplify and promote the protective influence of schools
- 2) Identify and address emerging and escalating student mental health problems.
- 3) Mobilize focused support for those disproportionately impacted by COVID-19
- 4) Build and sustain strong safety nets.
- 5) Provide hopeful and aligned communication



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario

Some of the key activities of the Mental Health Lead during the 2020-2021 school year, supporting these goals for Tier 1 are as follows:

- Launched School Mental Health Ontario (SMHO) Resources such as: the Mentally Healthy Return to School tool Kit, After the First 10 Days of School and Beyond, Faith and Wellness, Supporting Mentally Healthy conversations about Anti-black racism, Virtual Field Trips
- Launched the Mental Health Literacy in Action course offered by SMHO for teachers, social workers, ECE's, CYCW's and EA's.
- Provided resources for Board wide initiatives to promote knowledge, help-seeking and combat stigma: Bell Let's Talk Day, Mental Health Week, Anti-bullying Week, Catholic Education Week.
- Embedded wellbeing messaging into Staff PD opportunities and Parent Council presentations
- Staff and families, upon educator or social work recommendation, were provided GoZen licenses to promote mental health literacy programming in elementary schools.
- Collaborated with community partners to launch family focused resiliency activities during school breaks (12 Days of Christmas Activity, April Wellbeing Passport).
- Collaborated with CSAC Chairs to design "Participation" PROGrant parent workshop series that included wellbeing themes for parents and students (mindfulness, gratitude, resiliency, calming practices, parent-child connection)
- Created CEC Resource Library section on socioemotional literacy and resiliency skills.
- Pivoted to Living Works Start online suicide awareness training for targeted staff groups.
- Expanded the Board's Mental Health and Wellbeing webpage including content for staff, students, and families (2940 Unique Page views, 977 return views, average time per page 3 min. 22 sec.). Links added to Highschool webpages and animated video to launch the webpage & promote help-seeking for parents and staff.
- Help-seeking and mental health and wellbeing information made accessible through virtual flyer sent through school messenger, D2L, school newsletters, social media



During the 2020-2021 school year, Tier 2 and 3 supports for students were delivered through school mental health professionals namely School Social Workers and Psychoeducational Consultants. Psychoeducational Consultants delivered their services using a hybrid model of online meetings and in-person testing facilitated by IPAD technology. Access through the Ministry of Education to the OTN platform allowed both social work and psychology ongoing access to a remote meeting modality. Social workers served approximately 33% of students in-person and 67% remotely. A total of 1341 unique students were served by both disciplines, 856 in the Elementary panel and 485 at Secondary. Between January and June 2021, the top three areas of concern that Elementary students were referred to social work services for were: parenting support, attendance, and mood concerns. During this same time frame, at Secondary, the top three areas were attendance, mood concerns and anxiety concerns. In the Summer of 2021, four School Social Worker positions, regulated mental health professionals were employed, each for a four-week period between July and August 2021, providing short-term mental health and wellbeing support to 60 students and/or through their parents at Tier 2 and for some Tier 3. Mental health professionals partnered with WRDSB to co-deliver a region-wide, online, psychoeducational 2-week Stress and Anxiety Bootcamp for students between grades 4-12 and co-delivered a community hub model of



support to students and their families in three locations throughout Kitchener, Waterloo, and Cambridge in an effort to re-engage students, make immediate connection to community supports and answer questions about school. An external contract was secured to complete a small number of psychoeducational assessments. The Mental Health Lead embedded socioemotional learning from a mental health and wellbeing lens across the Reading Intervention and Summer Programs, Headstart, and the Summer Transition programming. They also developed and launched SMHO training for Board Staff on the September PD Days.

Currently, with the hiring of a new Mental Health Lead, we are entering a planning year for the development of the 2021-2023, 3 Year Mental Health & Wellbeing Strategy. The focus will be for the Mental Health Lead to assess what has been working well, where there might be gaps and where to shift our focus for the next three years. As well as gaining valuable assessment information for the Strategy, collaboration with the Research Coordinator in disseminating what we learn from the Middle Years Report (MDI) in the new year will offer an opportunity to embed links to Social Emotional Curriculum from School Mental Health Ontario for schools along-side their unique report. The current Census data will also be instrumental in ensuring that a clear understanding of the racial and cultural backgrounds of our students are considered in designing a plan that is equitable and culturally responsive. As we plan, we will continue to promote the existing initiatives that have been serving our students well such as GoZen, the Umbrella Project, and School Mental Health tools, materials, and strategies. New initiatives, such as exploration of a Trauma-Informed Approach to Classrooms will be explored concurrently.

COVID-19 has impacted the wellbeing not only of the students of WCDSB, but staff as well. When we take care of ourselves, we are better able to extend that support to others, which ultimately creates mentally healthy school communities. A focus of the Mental Health Lead will include the promotion of staff mental health and wellbeing at the same time as building teachers' skills to meet the needs of students. Many of School Mental Health Ontario's recently developed 'Classroom Ready Resources' to support student mental health during COVID-19 have also been prepared to bolster the well-being of educators. For example, stress management and healthy coping techniques (such as mindfulness, grounding techniques) will be promoted for teachers to practice alongside students for mutual learning and skill building. To build on this classroom practice, the Mental Health Lead will provide self-care activities, short videos, and discussion topics to administrators to embed into staff meetings to encourage a culture of wellbeing among staff teams.

Tier 1 Mental Health and Addictions Action Plan for 2021-2022 is centered around three priorities:

Priority #1: Goal-directed planning at all levels of leadership to improve the organizational conditions that will support mentally healthy schools, through a comprehensive approach to wellbeing.

This priority will involve System Leader collaboration through the WCDSB Wellbeing Strategy on board-wide initiatives across the Positive Mental Health, Healthy Schools, Equity & Inclusive Education, Safe and Inclusive Schools, and Spiritual Wellness portfolios. Principals and Vice-principals will be provided with support to develop an articulated strategy and action plan across each division to foster social emotional literacy and promote mentally healthy schools that are safe, welcoming, and inclusive spaces for learning for all students. Stakeholder engagement will be broadened to include parents/caregivers, students, and community partners.

Priority #2 Capacity-Building; Building a foundation that fosters inclusion and belonging for all students, educators feel equipped to promote mental health and well-being through evidence-informed daily classroom practices and classroom conversations that strengthen relationships, enhance protective factors, and promote specific resilience skills.

Tier One School Mental Health Ontario resources will be launched and maintained system-wide; including but not limited to Student Mental Health Action Kit, Faith and Wellness Resource, Virtual Field Trips, Mentally Healthy Return-to-School toolkit, etc. Strengths-based, evidence-informed socioemotional literacy programming will be supported for students. We will ensure that all mental health and wellbeing goals, plans, programming, and activities are approached from an equity, diversity, and inclusion lens and support us to listen, understand and



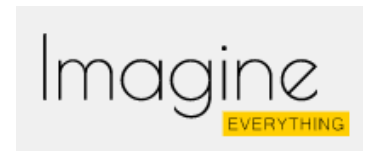
respond to the unique needs of Black, Indigenous, Racialized and LGBTQ2+ students, and minimize the growing disparities in mental health care access, wellbeing, and belonging.

Priority #3: All students and parents/caregivers have equitable access to relevant resources that support mental health and wellbeing, and can identify and access pathways to Tier 2 and Tier 3 supports when mental health needs arise

Clear pathways of support and help-seeking for students who are struggling with emerging mental health needs are a focus of this priority.

Tier 2 and 3 supports for students continue to be delivered in the 2021-2022 school year through school mental health professionals including School Social Workers and Psychoeducational Consultants. To support student re-engagement and mental health, 1 school social worker position was dedicated to the work of re-engagement, 1.5 school social work positions were added through Mental Health dollars, and the SAL Coordinator position at Don Bosco, is now a social work role. To support completion of psychoeducational assessments, an external contract was secured for 20 assessments. We continue to have meaningful relationships and pathways to care in partnership with our child and youth mental health agencies. Relationships that in some ways have strengthened because of the pandemic.

As reported in February 2021, we implemented Student Aware in the 2020/2021 school year, a digital program from Imagine Everything, which in keeping with supporting our students' safety, mental health, and wellbeing and in the context of prioritizing safe schools provides a level of oversight within our schools' online communities. The program identifies high risk, vulnerable students presenting signs of suicide, violence, abuse, and other dangerous online activity. During the 2020-2021 school year, the Student Aware Coordinator facilitated a response to 363 flags. Thus far, during the 2021-2022 school year, we have responded to 54 flags. Across both school years the same pattern emerges for the elementary and secondary panel: Self-harm is rated the highest with 256 flags. The response led by the Student Aware Coordinator, a regulated mental health professional, includes connection by Administrator to the parent, the potential for a School Social work referral on a case-by-case basis, as well as connection to community agencies and or the implementation of other board protocols.



The Tier 1 Mental Health plan will include interventions at both the staff and student level to respond to the self-harm and suicidal distress identified through Student Aware. To ensure our system is equipped to support Tier Two/Three students we will continue our commitment to suicide alertness and prevention. In 2020-2021, we shifted to an online platform consistent with COVID protocols; Livingworks START and twelve staff were trained. This year, we plan to offer both the Livingworks START online program, as well as to resume in person Safetalk training. At the same time, positive mental health promotion and social emotional skill building will continue to be promoted at a Tier 1 level to administrators and teachers to equip children and youth with the skills necessary to overcome the obstacles they face. We know that there are many factors that can protect against suicide and self-harm that can be promoted in the classroom, such as problem solving and communication skills, a sense of belonging, access to caring adults, opportunities to develop self-esteem, to name a few.

Digital Citizenship programming continues to be highly relevant and a significant need for supporting the increased online activities for students, educators, and their families. In 2020 the Common-Sense Digital Citizenship Curriculum was selected by WCDSB as the most robust program for supporting cross disciplinary learning and including students, families, and educators in the learning. Key highlights related to digital citizenship programming since the last report include:

- Ongoing use of the Student Aware Summary Data, and now the newly created PowerBI Dashboard, to precisely identify and prioritize schools where increased support for Digital Citizenship is required. Follow-up with specific principals through a call and offer of support for implementation of the programming. As needed response of support materials for critical incidents (e.g., provision of materials and resources for parents and staff on request from Social Work).





- System Memo entitled Keeping Students Safe: Digital Citizenship, Privacy and Cybersecurity pushed throughout the month of October to promote K-12 Cyber-awareness Month and Digital Citizenship week.
- Embedding links and support for Digital Citizenship programming in system communications related to technology tools. For example, link to System Memo was added to information sent regarding the depreciation of Google Hangouts and Google Meet as the replacement. The message is that Digital Citizenship must be taught whenever students engage with technology.
- Presentation to promote Digital Citizenship programming at August administrator's meeting.

This fall we launched a [Return-To-School \(wcdsb.ca\)](http://wcdsb.ca/Return-To-School) webpage for parents focused on promoting a mentally healthy return-to-school through resources provided by School Mental Health Ontario such as tip sheets, a podcast, and multiple recorded videos. Recognizing that re-establishing a sense of safety, belonging and connection would be pivotal to effectively re-engaging our students in learning activities, our initial focus was in-servicing all educators and support staff on how to support wellbeing through the transition back to learning, as described in "[The First Ten Days](#)". We will continue to draw from the SMHO resources to promote wellbeing and mental health in the coming school year.

Finally, much of the broader, system-level work is taking place through the work of the Wellbeing Strategy Steering Committee. As our focus on multi-dimensional aspects of wellbeing has increased, we will also continue to use natural opportunities to incorporate a wellbeing component into existing whole-board initiatives (i.e., Faith Day, Catholic Education Week and Mental Health Week). The priority of the work of the Mental Health lead will ensure Tier One supports are embedded across all four pillars to ensure seamless integration of the Mental Health and Wellness plan, so our students and staff have alignment of supports and services as opposed to fragmentation of supports and services. The work of equity, mental health, safe schools, and healthy active living share the commitment of student achievement and wellbeing and the work of the committee recognizes the alignment of the WCDSB mission, vision, and values with respect to the work being evidenced and monitored in the MYSP.

Recommendation:

Prepared for your information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent of Learning

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Date: November 22, 2021
To: Board of Trustees
From: Director of Education
Subject: **School Resource Officer Program 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)

- Executive Limitation IV 012 Communication to Board
- In the spring of 2020, on the heels of the Black Lives Matter movement and the global call for police reform, a decision was made to initiate a pause on our WCDSB School Resource Officer (SRO) program and to engage in a comprehensive review to assist in a determination as to if and how the SRO program should continue with the WCDSB community.

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

- Code of Conduct APC 018
- Equity and Inclusive Education Policy APC 037
- Suspension and Expulsion APC 012
- School Police Protocol

Alignment to the MYSP:

- Strategic Priority: Nurturing Our Catholic Community
- Strategic Direction: Promote a culture of belonging and respect, that supports success for all
- Strategic Priority: Student Engagement, Achievement, and Innovation
- Strategic Direction: Foster maximum opportunity for success for all
- Strategic Priority: Building Capacity to Lead, Learn and Live Authentically
- Strategic Direction: Nurture the well-being of all students and staff



Background/Comments:

In January of 2021, the Waterloo Catholic District school board contracted Turner Consulting Group to review the School Resource Officer Program after the Waterloo Regional Police Service (WRPS), halted the program in the region due to expressed community concerns. The Waterloo Catholic District School Board committed to undertaking a review of the School Resource Officer program to determine its efficacy in our secondary schools in relation to its stated goals.

The report surfaced some perceptions and lived realities of the students, staff, and broader stakeholders from WCDSB that did not fully align with the stated goals of the School Resource Officer Program. From this report there appears to be a strong indication that both the school board and WRPS must take the time to revisit the goals of the SRO program and ensure full alignment to both the goals and the strategic approach that will best support those goals.

This interim report is meant to provide a brief update of status of action taken in relation to the Executive Summary Recommendations:

- 1. Refine the goals of the program. There needs to be a shared understanding of the SRO program with all stakeholders (staff and community members) to ensure knowledge mobilization. The implementation of the program depends on stakeholder understanding.*
- 2. On the go forward, utilize the information gleaned from the student census, to be initially administered in the fall, to further support the monitoring of the program and the goals it should establish. Further, we can better utilize suspension and Violence Threat Risk Assessment (VTRA) data in connection with our census data to determine any required foci for action.*
- 3. Consider additional resources to ensure the role of the SRO is dedicated to the definition and purpose of the SRO role only. If the goal is to build relationships, this takes time to ensure trust. The duality of the SRO role and role of police can cause confusion and mistrust when the roles are performed interchangeably, so a good examination of how the role should ideally perform within the school environment is needed and how to balance the two potential functions an SRO can fulfill.*
- 4. As we re-examine now and on an ongoing basis the SRO program, it is imperative to utilize student voice, especially from minority and racialized youth to design a program that works for them.*
- 5. In order to build trust and a culture of safety, reporting procedures/mechanisms should be established for students who believe they have been treated unfairly or inappropriately by someone in a position of authority.*

As a system we need to continue our ongoing work on anti-bias training, equity training and responsive pedagogy for ALL staff.

Over the fall months of the 2021-2022 school year, we have continued to experience a pause in a dedicated SRO program, the Waterloo Regional Police Service (WRPS) have taken this opportunity to restructure their community service response. It was only in early November that we were able to productively connect with WRPS but we now have a sense of clear direction and a solid foundation from which to move forward with our recommendations. Under the umbrella of a *Community Engagement Unit*, 14 officers have been assigned to an Engagement and Wellbeing Branch. In consultation with the Waterloo Regional Police Service, a commitment has been made by the WRPS, wherein two Sergeants are now dedicated to lead and oversee these 14 officers to support the Waterloo Catholic District School Board.

During our initial meetings we discussed our intent to develop a vision and goals for a new program model that will serve our total population through a lens of wellness and engagement. There will be no resumption of the past model of a School Resource Officer program. The WRPS have also committed to supporting the needs of our



schools with policing matters by responding to and triaging through dispatch to ensure the ongoing safety and responsiveness we have known to date.

As we continue our work with the Community Engagement and Wellbeing Branch, we will develop a shared understanding of the vision and mission of our new program and this work will be broadly shared with all stakeholders (staff and community members) to ensure knowledge mobilization. As we build this new and collaborative model, we plan to utilize the information gleaned from the student census, to further support the monitoring of the program and the goals.

Finally, as stated in our original SRO executive summary recommendations, we have begun and will continue to provide ongoing work on anti-bias training, equity training and responsive pedagogy for ALL staff. On September 1st, 2021, all staff engaged in a first of many conversations about dismantling racism. We invited reflection into how language matters, key terms that staff should be aware of and microaggressions in education.

Next Steps

- WCDSB is in the process of developing our structures to track suspension and Violent Threat Risk Assessment Data as it relates to racialized students.
- The Waterloo Regional Police Service has committed to having all 14 officers trained in the Violent Threat Risk Assessment program that we will be offering in spring 2022.
- Meetings with the Waterloo Regional Police Service will continue over the next 8 weeks (about 2 months) as we solidify our program and delivery support model. Student census data set will be used to determine any required focus for action at a board and program design level.
- Senior team members as well as our Chief Social Worker, Mental Health Lead, and social workers will be attaining a formal certification on Combatting Anti-Black Racism through York University. WRPS Officers will also be invited to participate in this certification.
- Administrators will be introduced to the “Check Your Bias” checklist which will challenge all to consider how they are working through progressive discipline issues.

Recommendation:

This report is for the information for the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent of Learning

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Date: November 22, 2021
To: Board of Trustees
From: Director of Education
Subject: Broadcasting Board Meetings

Type of Report:

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

Type of Information:

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

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

Board motion of October 25th, 2021 Board meeting:

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

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

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

Executive Limitation IV 012 Communication to Board

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

At the meeting of October 25th 2021, the Board of Trustees passed a motion inquiring about the required infrastructure, personnel and training, as well as support processes and staff recommendation as it applies to broadcasting Board meetings.

The required infrastructure needed to broadcast Board meeting has been determined to be a query to be divided by 2-3 individuals in terms of responsibility. It would be a divided duty between our AV specialists (System Administrator and Telephony & Network Technical Support Specialist) and our webmaster. Oversight would come from the Executive Superintendent of Corporate Services and the CIO. The scope of their responsibilities as it applies to this undertaking and articulated at a high level would be:

- Determination of a budget dedicated to A/V equipment refreshment for all meeting spaces, on a set schedule. The budget for just the meetings alone has been determined to be approximately \$5000 per annum (at current rates), which assumes only 2 meetings per month and only covers the webmaster (for re-broadcast). That said, the CIO, in consultation with his team, is lobbying for a dedicated AV Tech or hired service if this practice is adopted, as this responsibility is not currently captured in anyone's job duties/responsibilities, and the complexity of the tasks is only increasing. Such a role would then support on other special event days or occasions – but again – that would be a full-time salaried individual at a cost of \$75,000, plus benefits.
- While the day-to-day management would reside with either the newly appointed AV Technician, OR the System Administrator and Telephony and Network Technical Support Specialist, they would continue to report to each of CIO and Exec Superintendent in terms of any ongoing needs and challenges.
- The AV lead/technician would have responsibility for training of board office staff on A/V equipment and collaboration tools.
- The AV lead would also have responsibility for creation of support process for A/V technology.

Staff support need to broadcast Board meeting:

The same two - three individuals noted above would have responsibility and on the evening of COWB and Board meetings, the AV Officer and Webmaster would both need to be available. Further – the needs of the required individuals have been determined to be:

- Dedicated 10 or 12 month role (A/V Technician) required to plan, produce and run both in person and virtual meetings (CIO recommendation)
- Webmaster is required to complete the rebroadcast from Teams to Youtube
- Responsible for creating and implementing the A/V equipment refreshment plan
- Responsible for maintaining, sourcing and upcycling all communications related equipment. (This would be an annual or infrequent requirement, but necessary to ensure solid functionality and current broadcast standards)
- There has also been discussion as to whether on COWB and Board meeting nights we would have to hire a cameraperson (at a Daily rate of \$450 per day). This would be required if the goal were a facial close-up or if we determined that an “aerial view” was sufficient.
- Staff Specific Duties – the AV master would be controlling the AV needs (and producing) of the live stream and the webmaster would be ensuring broadcast to the broader community. (Optional Camera person would be tracking the various speakers)
- Equipment upgrades would be needed for a broadcast environment beyond the currently planned. upgrades; management of this equipment would be ongoing during meeting and throughout the year.
- Training would be required for all involved, as noted above.

- When the Broadcasting of meetings could begin:

- Staff project that within 4 months broadcast could begin, once funding for new cameras and equipment is established and procured, staff have been acquired, and everyone has been trained on new equipment and processes.
- An upgrade on Boardroom audio equipment is already underway and phase one will be complete by early December. Additional currently planned upgrades to cameras are projected to be complete at the end of February.

- Policy for retaining a recording of Board meetings:

- Currently records of Board meeting, including agenda and related reports, working notes and minutes require permanent retention per APC016.
- A “record” per MFIPPA is any recording; a video recording of the meeting would fall under the purview of MFIPPA; similar requirements would apply to any Board meeting record created (the recording would be a record of the meeting)

- Pros and Cons of Broadcasting meetings:

Pros:

- If a dedicated AV technician is hired with a new annual salary incorporated in our annual budget, this may lead to improved production level for larger engagements



- If a dedicated technician is hired, AV support would be available when needed
- It is possible that WCDSB will be better positioned for the virtual future. The length, complexity and frequency of mixed reality engagements is rapidly increasing and there is justification and opportunity to improve the service for our community with the addition of a full-time role for these tasks. (This does not mean it must be accompanied by Board meetings that are broadcast, but there is a potential complementary synergy)
- There is the possibility that the public who may not be inclined to come out to the CEC for a Board meeting, may be more motivated to tune into a virtual meeting.

Cons:

- Broadcasting anything live is a very significant risk for safety, potential reputational damage and liability.
- Recordings can be used without context and with bad intention. Recordings and moments can live on in posterity.
- If and when either of the 2 above scenarios transpire, it can result in significant time (on the part of Director and senior team) being diverted to follow up and taken away from other system critical and/or strategic priorities.
- Broadcasting meetings can sometimes encourage undesirable or disruptive behavior in the Boardroom.
- Must announce that the meeting is being recorded and broadcast.
- The resources for this position must come from other IT initiatives.
- The proposed dedicated role is not within any current budget projections. Evidence of the requirement for this role has been shown at various in person and remote engagements.

While staff can appreciate that there are some potential benefits from Broadcasting meetings, it is our assessment that the risks outweigh the benefits. Further, most school boards across the province did not have a history of broadcasting meetings pre-pandemic. While the process has allowed some people who had interest in the meetings to access them, it was not an overwhelming number. Further, the Board has enjoyed a healthy history of sharing meeting agendas, minutes and Board meeting highlights through established communication channels. This allows the good news of the Board to be shared and widely understood/celebrated within the broader community. The meetings remain open to the public and there has not been any significant request for this process of broadcasting meetings, (from the public or stakeholders).

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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



Date: Nov 22nd, 2021
To: Board of Trustees
From: Director of Education
Subject: Update on WCDSB Pandemic Management

Type of Report:

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

Type of Information:

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

As we have journeyed into November, as was the case last month there are a combination of signs to give us hope, as well as some to give us some opportunity for pause. As reviewed previously, our models of delivery, our processes, our health and safety protocols and essentially all aspects of our operations are informed by direction through the Chief Medical Officer of Health for the province, as well as the CMOH for the Region of Waterloo. We continue to receive direction through the Ministry of Education, as well as our local Public Health department. We are continuing meetings with Waterloo Region Public Health and Waterloo Region District School Board to attain a measure of understanding and alignment regarding the most prudent courses of action.

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

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

Return to (In Person) Learning

We had a strong return to in person learning the first three months of this school year. For our elementary students, their classroom is their main cohort, but students have been able to access specialized supports where needed. We currently continue to have 586 students enrolled for St Isidore and this represents just under 4% of all elementary aged students at WCDSB.

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

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

Over 2 weeks in the month in November the Director visited each of our secondary schools and invited a meeting with the staff (primarily OECTA) at each school. While themes and questions varied from school to school, the most common thread in all the visits was concern connected to the quadmester model. We will be awaiting the direction of the CMOH as to whether we can consider a semester model for the second half of the year. If this is not the decision of the province, we are considering seeking approval for a modified semester model, which means a 2-week cycle, with week 1 for period 1 and 2 classes, and week 2 for period 3 and 4 classes. It should be noted that while such a decision would likely be welcomed by most teachers, that might not be the case for all students. In a very informal survey of students when visiting classes, many articulated that they were liking the 2-period model or that their preference pro or con was often tied to the subject discipline itself.

We have 170 students who still want online learning and as previously reported we are using a hybrid model in secondary for those students who have selected online learning for this year. Secondary teachers are not happy with hybrid learning either. It can be challenging to be equally present to those in the classroom and those online.

Vaccination and Staff Testing

As reported in September, on August 17th the Government of Ontario announced that they (and we by extension) will implement an immunization disclosure policy for all publicly funded school board employees and licensed childcares. The Chief Medical Officer of Health and Waterloo Region Public Health also strongly endorse all students born in 2009 and older to access vaccination. We have been reporting our vaccination statistics to the Ministry as required and our vaccination statistics are publicized on our public facing website. All results have been reported in the aggregate. As of November 15th, 94% of the staff who have reported are fully vaccinated. (We do have 62 staff who have not reported either way and for purposes of aggregating our data we are treating these staff as unvaccinated. They are largely occasional staff. Third party providers (Transportation primarily right now) are also at 82% of those who have reported.

Through our vendor (ISYS) we have been able to implement not only our vaccination disclosure process, but also a mechanism for reporting those staff who are completing testing, as a result of not being vaccinated. We began the month of November reporting twice a week, and as of November 10th, unvaccinated staff now report three times a



week. The results are monitored and reported to our Ministry of Education Regional Office each of the three times the tests are collected.

Vaccination for Students ages 5 – 11

Based on the most recent updates we have received from both provincial and regional sources, we anticipate that the approval of vaccination for children ages 5 to 11 is likely to come by the end of the month or early December. We have begun preliminary conversations with Waterloo Region Public Health. We are considering potential school sites for vaccination clinics but it would not be during school hours, but rather evenings and weekends. This would be in addition to regular vaccination community hubs. Regional Public Health is also hoping to host virtual parent information evenings, similar to what they did for parents of 12 – 17 year olds. We have begun collecting questions from our parent community. The current expected timeline for the beginning of the roll-out is the month of December.

Case and Contact Management

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

While we had our best stretch since the beginning of the pandemic in the month of October, we have been relatively stable in terms of our caseload over the course of the first three months. Even as provincial and regional numbers have seen some increase, as of the writing of this report, our numbers have remained manageable – usually not exceeding 1-2 cases a day, and with many days with no cases. We have only had 2 outbreaks throughout the whole year, both in early September. It continues to suggest that our school protocols are working and working well.

Just as this report was going to “public” we experienced a few concerning days in one of our schools. An outbreak has been declared, though it is also very much a possibility that an outside community event has also had an impact in cases. While our numbers of positive cases are concerning, in the main, the above information remains largely true.

Masking

We have implemented the Board directive regarding N95 masks. That is, staff have been provided a list of approved masks and they may submit their request to our Health and Safety Officer in Human Resources. The province and local public health have continued to affirm their confidence in the medical grade masks supplied to all staff.

Daily Screening

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

PCR and Rapid Antigen Tests

The province has augmented its testing strategy and put in additional supports where this is concern about positive cases in schools. The PCR strategy is to be implemented at the discretion of Public Health when there is a positive case, and identified High Risk Contacts, who are vaccinated and asymptomatic want the assurance that they are safe to return to the school setting. Similarly, when Public Health is concerned that there is a concern in a particular school setting, with a number of positive cases, rather than close the school, there is the option to use rapid antigen tests in a “test to stay” approach. That is – students and staff can opt to test so that the school does not have to be closed and learning can continue. Waterloo Region Public Health has indicated that a 65% participation rate is necessary for this strategy to be truly effective in keeping a school open.



Sports

We have been able to launch a more robust return to sports in both elementary and secondary. This has been facilitated under two precautions – coaches, staff and players are either fully vaccinated or complete a rapid antigen test before participating. Public Health has been willing to endorse this strategy because with inter-scholastic sport, there is no opportunity for masking or guaranteed distancing, so it is seen as a solid precautionary step. Students and staff are also older, so the safety concern is greatly diminished. We still do not have interschool competition for students younger than the 2009 cohort. At the October Board meeting, trustees were informed that at the request of the CMOH the supply of Rapid Antigen Tests from Communitech/Safe Spaces was halted, which was potentially affecting our strategy for our Athletics program. We were told we could not have special consideration but then shortly thereafter we received notice that we could have temporary approval to continue distributing rapid antigen tests. This approval will be temporary until December 31st, at which time we will ask families to assume the cost of having their student athlete tested, if they are not willing to support vaccination for their child.

Ventilation

Per Ministry requirements – we have a ventilation dashboard now prominently displayed on our corporate website, which allows all stakeholders to see not only our board level investments but also a school-by-school ventilation overview. www.wcdsb.ca

The UV units for portables were installed this past month, and now all portables have the UV units reinstalled.

Announcements of November 18th 2021:

As this report was going to print, the Chief Medical Officer of Health, in combination with the Ministers of Education and Health made a number of announcements that for the most part represent good news and/or cautious steps being taken to ensure that our schools remain places where learning can happen in the safest way possible. At a high level the six areas are identified below – with a brief overview of the implication.

- 1) **Secondary Timetables:** All schools have the ability to resume a regular semestered schedule of 4 periods – *with the support of their local PHU*. For WCDSB this potential would be realized in February with the support of WR PH.
- 2) **Time limited H & S measures** – in order to mitigate the risks of cold weather – key changes are being implemented: all Parent-Teacher interviews are to be virtual (already happening – now province wide); all assemblies in elementary – virtual; restricting lunch break to class cohorts where distancing can't be maintained between cohorts (ES); confirmation of onsite screening – for 2 weeks after the Christmas break;
- 3) **More testing is being provided – Rapid Antigen test kits will be distributed over the Christmas holidays** – every student will get take home kit with 5 tests to be used over break. The tests are being shipped this week. All school boards will send a letter home with the kits. Students are to start using them Dec 23rd to Jan 4th. This is seen as another step to support safe return. The initiative is completely voluntary.
- 4) **Rapid antigen tests to support high contact sports** and intramurals for boards that want it with PHU support – WCDSB's initiative of providing rapid antigen tests to non-vaccinated athletes for extra-curricular indoor sports – if local PH officer supports will be implemented; monitoring and verification and privacy responsibilities rest with the school board. The initiative is for coaches or students. Will provide kits directly to Board. Vaccination is still perceived to be the more important strategy.
- 5) **International travel** – Students who travel must follow federal quarantine rules – 14 days after cannot attend school or childcare
- 6) **The Ministry has confirmed covid funding for the remainder of school year** – 1.6 Billion in resources to support school boards has been provincially provided. The remaining funds are now being released.



The year ahead will no doubt continue to have challenges, particularly as we see numbers starting to creep up in the province once again but it remains true that Ontario has been more successful in containing the fourth wave than the previous waves before it. Vaccination has clearly played a role – and specifically the success of the vaccination effort in Ontario and Waterloo Region. We will be hoping that our families with younger students once again embrace this important and effective strategy. The pandemic has created much collateral damage and staff morale in some cases is one example. While the majority of elementary staff seem to articulate their happiness in the return to in person learning, in some settings the failure to fill have been a heavy burden. In our secondary schools the quadmester model has taken its toll. Nonetheless, we will reiterate that we remain convinced of the good efforts of our staff and of the good work that is being accomplished. We do continue to be greeted by many happy and dedicated teachers on our visits to schools.

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

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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



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

Date: November 22, 2021
To: Board of Trustees
From: Student Trustees
Subject: November 2021 Student Trustee Report

Type of Report: Incidental Information

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

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

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

Background/Comments:

November was the month of remembrance, anti-bullying, and spreading spirit. Students across the board found ways to encourage positivity and kind words during all planned events. Acts of remembrance were held at all of our schools and moments of silence were taken. November was the month of self and community reflection. Students are excited to take all that they have learned into the snowy and cheer filled month of December!

Common Activities Hosted by The Schools:

- **Anti-Bullying Week:** November 15th-19th was anti-bullying week. All 5 WCDSB high schools promoted anti-bullying messages on their social media, with some schools going above and beyond such as St. Benedict writing kind messages on bathroom mirrors and Monsignor Doyle making a compliment board out of sticky note messages. St. Mary's hosted a virtual rock decorating contest for students with the most symbolic anti-bullying messages, and on Tuesday, November 16th, St. Mary's students can wear a pink shirt with uniform pants to promote anti-bullying. Pink Shirt day is officially February 24th, which is why most schools will wait until then.

- **Remembrance Day:** November 11th was Remembrance Day, but most of the SAC activities around this were virtual this year because November 11th was the period 2 exam day, where many students chose to not come to school or went to school only to complete final culminating projects. Resurrection hosts an annual Remembrance Day assembly, so in place of that this year, the drama and dance classes recorded a play and dance performance to send to all staff and students.
- **Men's Mental Health Month:** November is Men's Mental Health Month, and schools will be posting educational posts on their social media to spread awareness on this issue. Resurrection will also participate in Movember, where teachers will have a mustache growing competition that will be promoted on social media.
- **Christmas Planning:** Because there is no December board meeting or Student Senate meeting, Student Councils have already started planning for Christmas. St. Mary's is planning a Christmas carnival, door decorating competition, photo booth, and candy cane distribution. Monsignor Doyle's Student Council will be decorating the school to get into the Christmas spirit, and Doyle will also be hosting a coffee house the first week of December. Furthermore, all schools have been brainstorming ideas on how to promote our Christmas drive.

Student Trustee Role Update:

- **Christmas Cheer Fundraiser Kick-Off:** Monday November 15th marked the start date of the WCDSB high school wide Christmas Cheer Fundraiser. Our five high schools will be donating to multiple charities including the Bridges Homeless Shelter, the House of Friendship, Better Tent City and YWKW Housing. Schools have already received both money and item donations and we hope to get Trustees involved in the sorting and donating process once the fundraiser finishes.
- **OSTA-AECO Fall General Meeting:** From November 4th to November 7th Trustee Simoes attended the annual OSTA-AECO Fall General Meeting in Toronto. She was given the opportunity to connect with student trustees across Ontario and participated in skill developing workshops. She listened to several presentations concerning equity, amplifying student voice and supporting student needs in a pandemic world. This was the first in person conference OSTA-AECO has had since the start of the pandemic and was an incredibly beneficial experience.
- **OSTA-AECO Working Groups:** Both Trustee Wilson and Trustee Simoes during the month of November were given the opportunity to form and/or join an OSTA-AECO working group. These working groups are made up of Ontario Student Trustees and they facilitate conversation between students allowing them to share different initiatives across boards. Trustee Wilson is the chair of the Ontario Student Voice Awards working group. She is working towards recognizing outstanding student leaders across Ontario. Trustee Simoes is a member of the Indigenous Relations working group. She is advocating for the required support for Indigenous students across Ontario as well working towards educating peers on the importance of reconciliation.
- **Grade 7/8 Pen Pal Program:** With the help of Student Senate the Student Trustees put together a WCDSB NewsWire announcement concerning the Grade 7/8 Pen Pal Program. This announcement was sent out to elementary school teachers and administrators on Wednesday November 17th. Intermediate students will be shown a promotional video for the initiative and provided a Google Form to sign up. From there students will be added to a Google Classroom and given the opportunity to connect with others who will be attending the same secondary school.

Recommendation:

This report is for the information of the Board.

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

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



Date: November 22, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report for November 22, 2021

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

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

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

Background/Comments:

Please see the highlights of events, meetings, and work done during the month of November.

- Continue with weekly teleconference calls with Minister Lecce, DM Nancy Naylor, Board Chairs and Directors.
- Joined fellow Trustees and Sr. team for a retreat with Fr. Joseph on November 4th
- Attended the "Finding Common Ground" discussion/presentation with the STSWR School Travel Planning team on Nov. 5th
- As per Board motions, myself and the Vice Chair prepared two letters addressed to the Minister of Education advocating for the use of Rapid Antigen testing for athletes and lifting the freeze on Executive Compensation
- Will attend the speaker series webinar hosted by The Catholic Community Foundation of Waterloo Region on November 30th

Recommendation:

This report is for the information of the Board.

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

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



From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: ON News Release - Province Releases 2021 Fall Economic Statement
Date: Thursday, November 4, 2021 8:24:18 PM
Attachments: [image009.png](#)
[image002.png](#)
[image004.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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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, November 4, 2021 3:20 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - Province Releases 2021 Fall Economic Statement

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

November 4, 2021

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: ON News Release – Province Releases 2021 Fall Economic Statement

Please see Ontario news release below and attached PowerPoint slides, sent to you for your reference.



NEWS RELEASE

Build Ontario

Province Releases the 2021 Fall Economic Statement

November 04, 2021

[Ministry of Finance](#)

TORONTO — Today, Minister of Finance Peter Bethlenfalvy released the [2021 Ontario Economic Outlook and Fiscal Review: Build Ontario](#). The plan lays out how the government will build the foundation for Ontario's recovery and prosperity by getting shovels in the ground on critical infrastructure, attracting increased investment, and restoring leadership in auto manufacturing and other industries. The plan also protects Ontario's progress against the COVID-19 pandemic.

"As we continue to protect the hard-won progress against the pandemic, our government is looking forward with our plan to build a better and brighter future for families, workers and businesses in Ontario," said Minister Bethlenfalvy. "By unlocking critical minerals in the North, harnessing our manufacturing capacity and building critical infrastructure, our plan will drive our economic recovery and prosperity for every region of our province."

[Protecting Our Progress](#): The government has a plan to build a health and long-term care system that delivers the quality of care our loved ones deserve.

Highlights include:

- To strengthen the health and long-term care workforce, Ontario is investing \$342 million, beginning in 2021–22, to add over 5,000 new and upskilled registered nurses and registered practical nurses as well as 8,000 personal support workers. In addition, Ontario is investing \$57.6 million, beginning in 2022–23, to hire 225 nurse practitioners in the long-term care sector.
- To help hospitalized patients continue their recovery and rehabilitation at home, where they are most comfortable, the Province is investing an additional \$548.5 million over three years to expand home and community care. This funding would support up to 28,000 post-acute surgical patients and 21,000 patients with complex health conditions every year.
- To support the mental health and well-being of health and long-term care workers across the province, the government is investing \$12.4 million over two years starting in 2021–22 to continue rapid access to existing and expanded mental health and addictions supports.
- To ensure long-term care resident safety, the government is providing an additional \$72.3 million over three years to increase enforcement capacity including doubling the number of inspectors across the province by 2022–23. This will make Ontario's inspector to long-term care homes ratio the highest in Canada.

[Building Ontario](#): The government has a plan to build Ontario's future with shovels in the ground for highways, hospitals, housing and high-speed internet. With these investments, the government will expand our health care capacity, provide access to critical mineral resources in Ontario's North, and cut down on the time drivers spend in gridlock so they can spend more time with friends and family.

Highlights include:

- To build, expand and repair Ontario's highways and bridges, create jobs and spur economic growth, the government has invested approximately \$2.6 billion in funding for 2021–22 in support of the Ontario Highways Program, which features more than 580 construction, expansion and rehabilitation projects. As part of the Highways Program, the government has committed funding to build and advance the Bradford Bypass and Highway 413.
- Working in partnership with Northern and First Nation communities to create jobs, unlock critical minerals and bring economic prosperity to Ontario's North, the Province has committed close to \$1 billion to support the planning and construction of an all-season road network, as well as other projects that will provide a corridor to prosperity for the remote First Nations in the Far North. The Government of Canada must step up and match Ontario's commitments in this critical project.
- Ontario is responding to the need expressed by municipalities through the

doubling of its annual investment in the Ontario Community Infrastructure Fund program. This additional multi-year investment of \$1 billion will bring the total investment to nearly \$2 billion over the next five years beginning in 2021–22, to provide certainty and predictability to 424 small, rural and Northern communities so that they can build and repair roads, bridges, and water and wastewater infrastructure.

- To provide all regions of Ontario with access to affordable, reliable high-speed internet by the end of 2025, the Province made a historic commitment of nearly \$4 billion over six years.
- To address decades of neglect and help those waiting to get into long-term care, Ontario plans to invest an additional \$3.7 billion, beginning in 2024–25, to build an additional 10,000 net new long-term care beds and upgrade 12,000 existing beds to modern design standards. This would bring total investment to \$6.4 billion since spring 2019 — a historic investment that will lead to more than 30,000 net new beds by 2028 and about 28,000 upgraded long-term care beds across the province.
- To support growing demands on the health care system, Ontario is investing \$30.2 billion over the next 10 years to build, expand and enhance hospitals, a historic commitment to ensure people can get the care they need in their communities.

[Working for Workers](#): The government wants workers in a race to the top, not a race to the bottom. This is why the government has a plan to build up Ontario's workers by proposing to raise the minimum wage, providing funding so workers can learn new skills, and attracting investment in critical minerals, automotive manufacturing and other industries to create good-paying jobs.

Highlights include:

- To support workers, the government is proposing to increase the general minimum wage to \$15 per hour effective January 1, 2022, and to eliminate the special minimum wage rate for liquor servers by raising it to the general minimum wage.
- To strengthen Ontario's position as one of North America's premier jurisdictions for responsibly sourced critical minerals, the Province has announced plans to develop its first-ever Critical Minerals Strategy. An abundance of critical minerals in the province will help secure investments such as new electric vehicle technology and create new opportunities for Ontario workers.
- To protect and create jobs in the automotive sector, the Province has secured investment commitments of \$5.6 billion from major auto manufacturers for electric vehicle supply chain capacity.
- To address growing competition for investment and supply chain challenges, Ontario is creating a new provincewide two-year \$40 million Advanced Manufacturing and Innovation Competitiveness stream, which is part of the Regional Development Program.
- To help workers get good jobs, Ontario is investing an additional \$90.3 million over three years starting in 2021–22 in the Skilled Trades Strategy.

Key new initiatives include creating a skilled trades career fair as well as enhancing the Ontario Youth Apprenticeship Program and the Pre-Apprenticeship Training Program.

- To provide more training opportunities for workers, the government is proposing to extend the Ontario Jobs Training Tax Credit to 2022. The 2022 credit extension would provide an estimated \$275 million in support to about 240,000 people, or \$1,150, on average.
- To support workers who need training to get a job, the Province is investing an additional \$5 million in 2021–22 to expand the Second Career program.
- To help the tourism and hospitality sectors recover, and encourage Ontario families to explore the province, the government is proposing a new temporary Ontario Staycation Tax Credit for 2022. The credit would provide an estimated \$270 million to support over one-and-a-half million families to further discover Ontario.
- To protect Ontario workers from exploitation and labour trafficking, the government is investing \$1.1 million in 2021–22 to support a dedicated team of officers to undertake focused inspections of temporary help agencies and recruiters of migrant workers. The pilot will help protect some of the most vulnerable and marginalized workers.

“The qualities that saw our province through the worst days of the pandemic — the spirit of the people of Ontario — will see us to a brighter, more prosperous future,” said Minister Bethlenfalvy. “Our government has a responsible and prudent plan that creates the conditions for an economic and fiscal recovery driven by growth. It is a plan to protect the progress we’ve made, build for the future and work for workers who make it all happen.”

Quick Facts

- The [2021 Ontario Economic Outlook and Fiscal Review: Build Ontario](#) is the government’s seventh financial update since the pandemic began, highlighting the government’s commitment to providing regular updates on Ontario’s finances, even during this uncertain economic period. It is part of the government’s plan for recovery driven by economic growth.
- Ontario’s economy is recovering from the effects of the COVID-19 pandemic and is poised to keep growing. For 2021–22, the government is projecting a deficit of \$21.5 billion, \$11.6 billion lower than the outlook published in the [2021 Budget](#). This improvement reflects a stronger economic growth outlook, as well as more recent information about the impact of COVID-19 on the province’s finances.
- Over the medium term, the government projects steadily declining deficits of \$19.6 billion in 2022–23 and \$12.9 billion in 2023–24, an improvement of \$8.1 billion and \$7.2 billion, respectively, relative to the outlook presented in the [2021 Budget](#).
- Given the uncertainty associated with the COVID-19 pandemic, the Province continues to maintain flexibility to deploy resources where they are needed most and support further recovery initiatives through COVID-19

Time-Limited Funding.

Additional Resources

- [Protecting Our Progress](#)
- [Building Ontario](#)
- [Working for Workers](#)
- [Economic and Fiscal Overview](#)
- [2021 Ontario Economic Outlook and Fiscal Review: Build Ontario](#)
- [Read the Minister's Statement](#)

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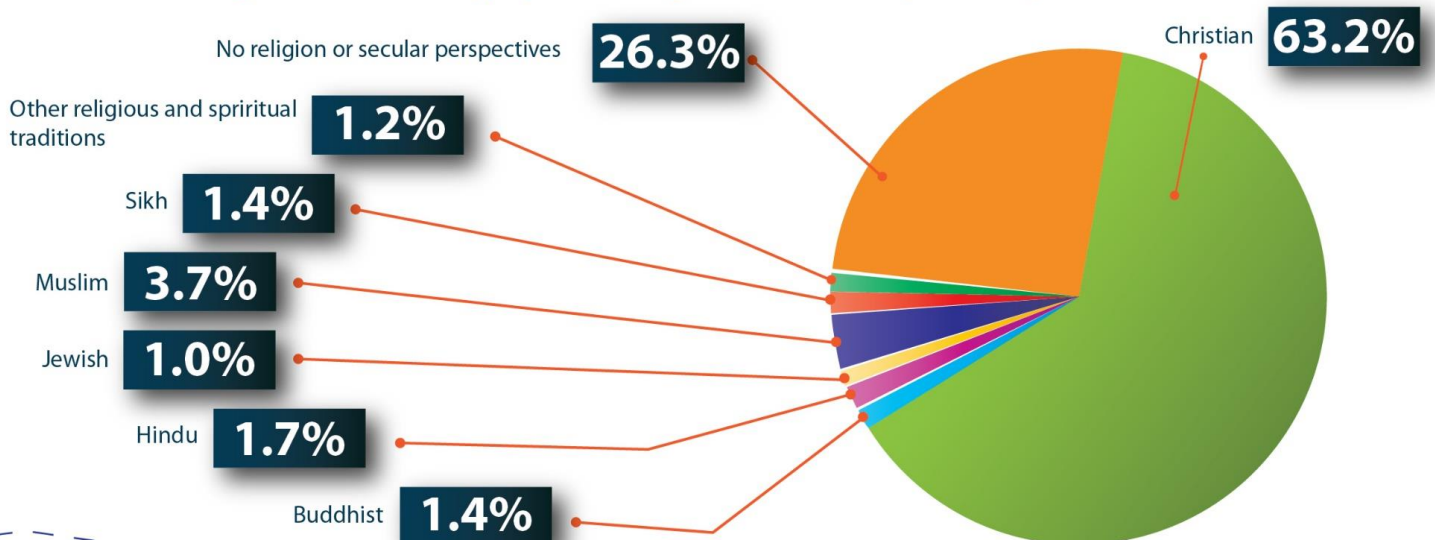
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RELIGION

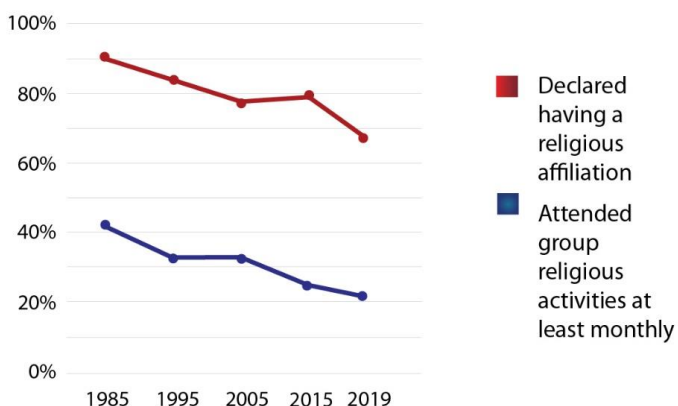
in Canada

In 2019, over two-thirds (**68%**) of the population in Canada reported having a religious affiliation, and just over half (**54%**) reported that their religious or spiritual beliefs were somewhat or very important to how they lived their lives.

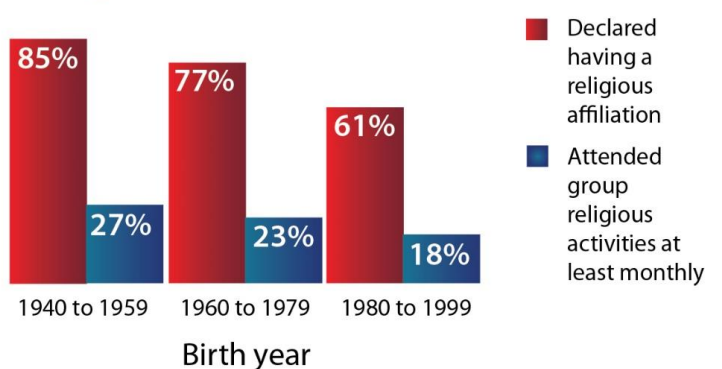
Distribution of religious affiliations, population aged 15 and older, Canada, 2017 to 2019



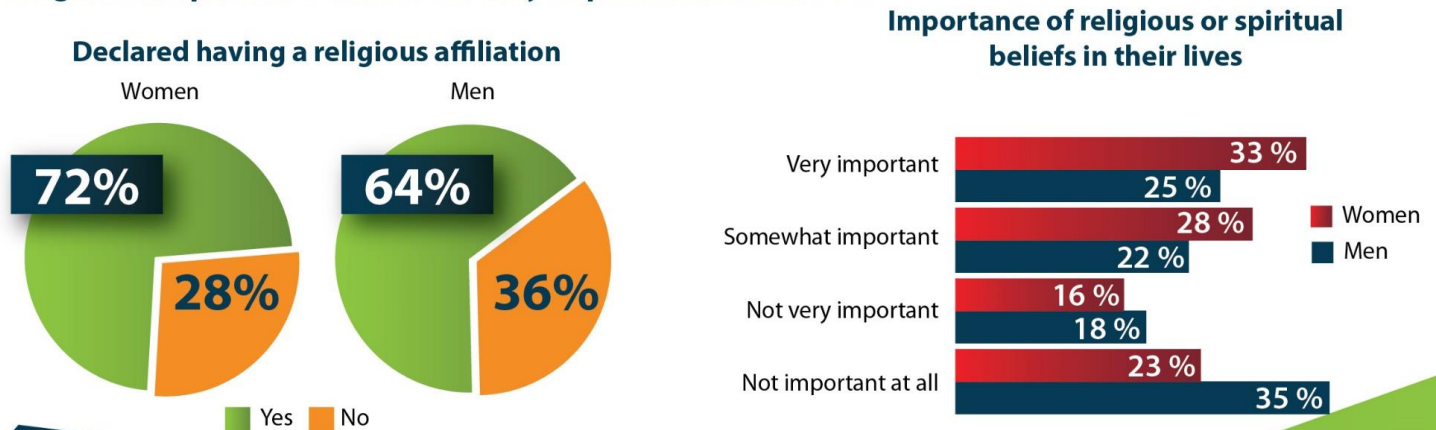
Religious affiliation and participation in religious activities declined from 1985 to 2019



From 2017 to 2019, younger generations were less likely than older generations to declare having a religious affiliation and to participate in religious activities



In 2019, women were more likely than men to report having a religious affiliation and to say that religious or spiritual beliefs were very important in their lives



Source: L. Cornelissen. 2021. "Religiosity in Canada and its evolution from 1985 to 2019." *Insights on Canadian Society*. October. Statistics Canada Catalogue no. 75-006-X; Statistics Canada.

Catalogue number: 11-627-M

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Christmas Drawing Contest 2021

The Catholic Register is conducting its 11th annual children's Christmas drawing contest. The top entry in each of three categories will receive a \$75 Amazon gift certificate, plus a six-month subscription to our digital edition. The winning drawings will appear in The Register's Christmas edition, Dec. 19, and on The Register's Facebook, Twitter and Instagram pages.

Rules

- The contest is open to children enrolled in Grades 1-8.
- One prize will be awarded to the top entry in each of these categories: Grades 7-8, Grades 4-6 and Grades 1-3.
- Entries must be original, in colour, drawn or painted on a page 8.5" x 11" or larger, and illustrate some aspect of the birth of Jesus at the first Christmas in Bethlehem.
- For electronic submissions: minimum resolution 300dpi, in jpeg or PDF format.
- A completed entry form is required for every entry. All entries must include: Child's Name, Address, Phone number, Grade, Age, and parent/guardian authorization. Entries become the property of The Catholic Register.
- Electronic submissions can be submitted at www.catholicregister.org/christmascontest
- Judges' decisions are final and entries may be published in The Catholic Register at the editor's sole discretion.
- **Submission deadline is noon Friday, December 10, 2021.**

Name _____

Address _____

City _____ Prov _____ Postal Code _____ Age _____

Phone number _____ Grade _____ School _____

E-mail Address _____

The undersigned is a parent or guardian of the child identified on this entry form. I consent to my child's participation in this contest and I agree to abide by the Contest Rules.

Parent/Guardian Signature

THE CATHOLIC REGISTER

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Thursday, November 18, 2021 9:19 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA: Catholic Education Week 2022 - Advance Kit

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Ontario Catholic School
Trustees' Association

November 18, 2021

MEMORANDUM

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

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: **Catholic Education Week – May 1 – 6, 2022**
“Catholic Education: Rebuild, Restore, Renew Together”

“Behold, I make all things new.” Revelation 21:5

As we approach the Advent season, we are reminded that publicly funded Catholic education is a call to service. Regardless of our position or our responsibilities within Catholic education, our role is a call, birthed in our Baptism to bring the saving message of Jesus Christ into the lives of those students whom it is our privilege to serve. This reality elevates our duties and responsibilities to another plane. Left to our own strengths and abilities, the task seems and is very challenging, but we are not alone in this task. Jesus promised us the abiding strength of the Holy Spirit to be with us always – not just for a century or two at the church's beginning, but always. But the promise is predicated on our faithful and faith-filled response to that call to service following the example of Jesus who said, “I am in the midst of you as one who serves.” (Luke 22:27)

Catholic Education Week begins on Sunday, May 1, 2022. This year's Catholic Education Week theme is *“Rebuild, Restore, Renew Together.”* The theme for CEW 2022 was inspired by the following considerations:

- In the face of the continuing reality of the COVID-19 pandemic, a strong desire by the planning committee, and supported by feedback from the survey, the themes for Catholic Education Weeks 2020 and 2021, were *Igniting Hope* and *Nurturing Hope*, and all we know for certain is that there will be much to *Rebuild, Restore and Renew* together in 2022.
- The challenges to personal and spiritual well-being posed by the uncertainty and physical isolation of the current global crisis makes the timing and the concerns of Mental Health Week, which takes place during the same week as Catholic Education Week, all the more relevant.
- Ongoing recognition of the Truth & Reconciliation Commission and the relevance of Indigenous culture and spirituality will continue to move us forward.
- The Ministry of Education's focus on Inclusion and Equity resonates with all educators and administrators as we desire to serve all of God's children and Pope Francis' encyclical entitled, *Fratelli Tutti*, will guide us in this good work.

Attached, please find the Advance Kit for Catholic Education Week. All Catholic Education Week materials are posted on our website at: www.goodnewsforall.ca. I would like to thank our team of educators from our English and French Catholic boards for their work involved in preparing this resource.

We ask that you please forward this resource to your school and board staff who are responsible for overseeing materials related to CEW 2022.

Attachments

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

CATHOLIC EDUCATION: *Rebuild, Restore, Renew Together*



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Number: II 004
Subject: Advocacy and Advertising

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised:

ACCESSIBILITY:

To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

POLICY STATEMENT:

The Board of Trustees has a responsibility to act as advocates on behalf of the owners. Advocacy involves telling our story with the purpose of soliciting support for our students, system and Catholic Education. As per Ministry of Education directive, advocacy activities will not use students, report cards or annual reports as vehicles for Board or school advocacy to the public, education partners or government. The Board will not expend Board funds for specific political party events, recruit students from other boards, provide inaccurate information, or use paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners.

Action however may, result from the activities of the members of the Board of trustees directly, or indirectly through supporting the activities of groups like the Ontario Catholic School Trustees Association (OCSTA), the Ontario Catholic Supervisory Officers Association (OCSOA) or the Ontario Catholic School Business Officials (OCSBOA).





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

Notice of Motion
Regular Board Meeting
December 13, 2021

In accordance with Board's bylaws 4.1 Trustee Conway, Seconded by Trustee Weiler is providing notice of the following for consideration at the Regular Board Meeting on December 13, 2021

Topic: Request the Ministry of Education to amend the Education Act to give Student Trustees the right to move and second motions.

WHEREAS: per section 55(5) of the Ontario Education Act student trustees have the right to partake in certain in-camera sessions closed to the public, demonstrating the high standing and trustworthiness of student trustees, and;

WHEREAS the student voice is most effectively communicated by granting student trustees equal opportunities to participate in Board functions as other Board trustees, and;

WHEREAS per section 55(7) of the Ontario Education Act student trustees receive equal opportunities to Board trustees, including access to professional development, resources, and training, and;

WHEREAS student trustees are elected representatives, and are to be held accountable to the student body, and;

WHEREAS the student voice must be articulated fairly and expressively for the benefit of the school board, and;

WHEREAS the student voice must be represented fairly and articulated expressively for the benefit of the school board and to accurately reflect the students in decision-making, and;

WHEREAS student trustees shall have the right to abstain from voting and be counted as equals within the quorum of the entire board, and;

WHEREAS student trustees further desire the right to move and second motions, to incite discussion:

Therefore, be it resolved:

That the Chair of the Board send a letter to the Ministry of Education on behalf of the Waterloo Catholic District School board with copies to all local MPPs, OCSTA, OSTA-AECO, requesting the Ministry of Education make changes to the *Education Act* that student trustees be allowed to independently move and second motions during board meetings.