



Committee of the Whole Meeting

Date: Monday, January 10, 2022

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

Location: Virtual

Attendees:

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

Student Representatives:
Sarah Simoes, Sarah Wilson

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

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

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

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 COW Minutes of November 8, 2021	Board of Trustees	pp.4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Learning Recovery Strategy Update	J. Ritsma/ K. DeGasperis/ P. Le Duc/ S. Gonzales-Day	pp.7-19	Information
5.2 Well Being – Healthy Active Living	J. Klein/B. Webster	pp.20-22	Information
5.3 FSL	J. Klein/J. Kruithof	pp.23-25	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp.26-80	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Jan 14-15 – OCSTA Seminar (Virtual) • Jan 24 – Board of Trustees' Meeting • Feb 3 – Governance Workshop	Chair	--	Information

ITEM	Who	Agenda Section	Method & Outcome
14. Items for the Next Meeting Agenda	Trustees		
Board of Trustees Meeting (January 24) <ul style="list-style-type: none"> Leadership Strategy Update Monitoring Report IV-13 Early Literacy Strategy Audit Report on Trustee Expenses Audit Report on Director's Expenses Annual Report on Board Properties (Vacant and Purchases) Approval of Budget Plan Interim Financial Report #1 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, November 8, 2021, at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

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

Student Trustees Present:

Sarah Wilson & Sarah Simoes

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials/Para-liturg

The opening prayer was led by Trustee Price.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Van Alphen.

1.3 Approval of Agenda

**2021-30 -- It was moved by Trustee Price and seconded by Trustee da Silva:
THAT the agenda for Monday, November 8, 2021, be now approved. --- Carried by consensus.**

1.4 Declaration of Pecuniary Interest

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

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 COW Minutes of Monday, October 4, 2021

2021-31 -- It was moved by Trustee Conway and seconded by Trustee Weiler:

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

4. Delegations

5. Advice From the CEO

5.1 Community Planning & Partnerships Guideline

Jennifer Passy, Manager of Planning provided a presentation on Facility Partnership Meetings. Presentation discussed community planning & partnerships guideline, administrative procedures, long term accommodation plan, partnership eligibilities and co-build opportunities.

5.2 Pastoral Plan Update

Superintendent Klein introduced the Pastoral Plan update and presenters John Murphy, Religion and Family Life Consultant and Fr. Joseph de Viveiros, Spiritual Animator for WCDSB. Mr. Murphy and Fr. de Viveiros discussed the pastoral plan and the concluding rites of Sent to Build and the upcoming Spiritual Development Day.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkages Committee. Highlights include:

- Appreciation letter to be prepared and sent to CCFOWR and Commission team.
- Debrief on Commissioning event, would like to know how many schools came together.
- Sending out packages to Catholic School Advisory Council of Trustee questions from Commissioning.
- Looking to prepare Trustee video Christmas message in November. Trustee Conway volunteered to draft initial script and will send for feedback.
- Discussed Linkages event for potential candidates for next year's election. Pulling different resources together. Looking at spring 2022. Chair Van Alphen noted timing concerns as names not due until summer suggested a fall date.

6.2 Pastoral Care Activity

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

- Debrief on retreat and thanks given to Fr. de Viveiros.
- Possible Christmas outreach, looking at working with student senate, possible food drives. Trustees also looking into possibility of supporting one family per school in secondary, will reach out to each chaplain.
- Discussed possible outreach for "Out of the Cold" event in February.
- Discussed decorating bridge plank before the November 22nd Board meeting. Trustee Price to send email to Trustees for volunteers.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Van Alphen briefly discussed OCSTA communications. Trustees briefly discussed rapid antigen testing and rollout.

9. Policy Discussion

9.1 Work of the Board – Monitoring Reports/Policy Statements

Chair Van Alphen presented a report on Work of the Board and policies in review and opened the report for discussion. Trustees discussed adding “for approval” with respect to Board Policy IV 005 -Hiring and Promotions in paragraph three to add more clarity. No further changes required.

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

12.1 Professional Development Discussion

Chair Van Alphen opened discussion on Trustee professional development and shared discussion with Direction Notten on her recent CODE workshop on Trustee Roles and Governance. Trustees discussed topic and agreed that they are typically very good at not overstepping into Board operational matters, however, Covid-19 forced their hands to make decisions they would not typically do.

Trustees agreed that professional development is always helpful and suggested a different presenter than we have historically worked with. Trustees agreed that this should be on its own night. Trustees discussed passing a motion to direct the Chair and Director to investigate professional development. Trustee da Silva noted concern of passing the motion in Committee of the Whole, it was agreed that the motion will only be for direction and that it can be ratified at an upcoming Board meeting.

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

Chair Van Alphen and Director Notten will investigate professional development and bring back information for approval at a future Board meeting.

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

Trustees discussed upcoming items.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2021--33 It was moved by Trustee da Silva and seconded by Trustee Weiler:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:47 p.m.

Chair of the Board

Secretary



Date: January 10, 2022
To: Board of Trustees
From: Director of Education
Subject: Learning Recovery Strategy 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)

- ❖ Education Act Section 169. (1)
Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils
- ❖ Education Quality and Accountability Office Act, 1996

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

- ❖ Mathematics, Grade 9, MTH1W De-streamed, 2021
- ❖ The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- ❖ Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- ❖ Multi-Project Agreement 2020 p. 46 E1: Project Plan - Math Strategy (p.5 of 8)
- ❖ New Vision for Education (page 6 of 11)
- ❖ The Kindergarten Program, 2016
- ❖ Growing Success, the Kindergarten Addendum, 2016
- ❖ The Ontario Curriculum, Grade 1-8 -Language

Alignment to the MYSP:

Priority Area: Student Engagement, Achievement & Innovation

Strategic Direction: Foster maximum opportunity for success for all

- ❖ Goal: Improve Numeracy Achievement
- ❖ Goal: Improve Secondary Literacy Achievement
- ❖ Goal: Improve Graduation Rate

KPI's

→Decrease the Gap in Achievement
→Increase in achievement for Marker Students
→PD Statistics



Priority Area: Building Capacity to Lead, Learn, Live Authentically
Strategic Direction: Nurture the wellbeing of all staff and students
❖ Goal: Increase in Student Engagement

→ Increase in affirmative responses on Student Survey Data

PURPOSE:

This report will provide information with respect to our committed response in addressing the interruption of learning that has occurred over the past two years. As we work to recover some of the implicit learning opportunities that our students have missed, our planning and curriculum focus remains strong. Our work to move students along the continuum of learning has not faltered and this report will share some of the many highlights that are ongoing in our commitment to serve our students in both flexible and meaningful ways. We will take a particular look at Numeracy and Literacy – core priorities in our MYSP.

This report therefore highlights three important elements of this overall strategy, namely: the Summer Learning Multi-Project, Mathematics K-8, Mathematics Grades 9-12 including Grade 9 De-streaming Mathematics, Literacy Programs K-8

1. Mathematics Grades K to 8 Student & Educator Supports: Summer Learning (for students who are identified as needing additional supports), Math Professional Learning of Social Emotional Learning and Targeted & Board-Identified School Math Coaching
2. Mathematics Grades 9-12 Student & Educator Supports: Grade 8 and 9 transition teams, Grade 9 De-streamed Math, and creating Teacher-Student partnerships in math learning.
3. Literacy Grades K to 8 Student & Educator Supports: Supporting the Development of Early Literacy Skills, Kindergarten-Grade 3, In-year Evidence Based Reading Intervention and Summer Evidence-Based Reading Intervention Programs

1. Mathematics Grades K to 8 Student & Educator Supports:

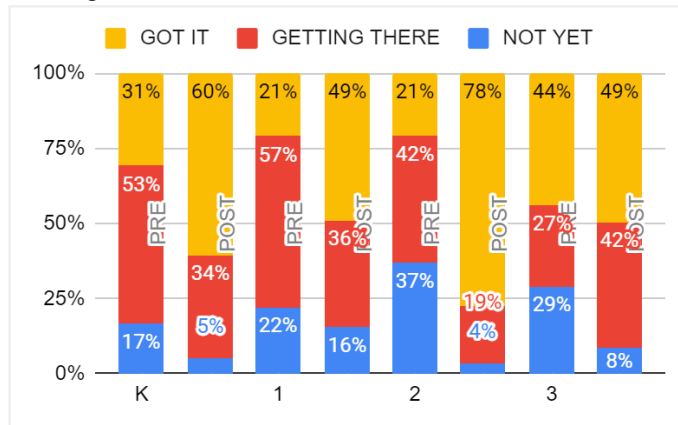
For your review, as a highlight of learning recovery, we remind you of the excellent work done in our Summer Boost program. This work is critical to bridging learning loss and in keeping our students engaged and “boosting” them to ensure they are well prepared to engage in their learning with an improved skill set for the Fall school session.

Summer Boost K-8 Mathematics

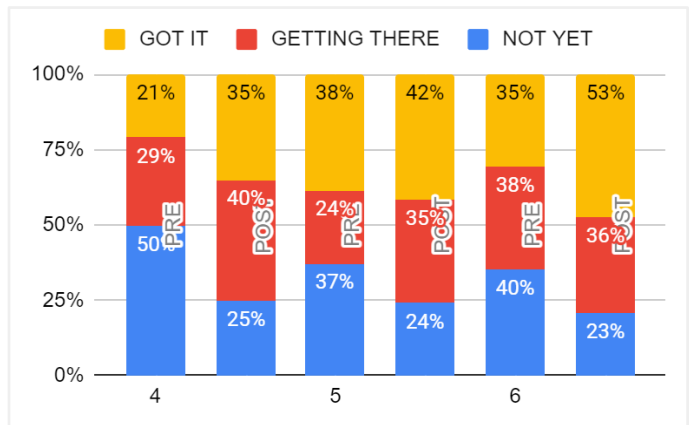
Kindergarten to Grade 8 educators engaged 180 students in 60 minutes of mathematics instruction during 15 days of Summer learning. The content area and instructional approaches were targeted at the 2020 Curriculum changes which focused on fractions (K to 8) and inequalities (4-8). Increase across all grades was reported with our most significant growth in grades k to 3. The graphs below represent the growth from pre to post achievement data per grade in these areas ↓:



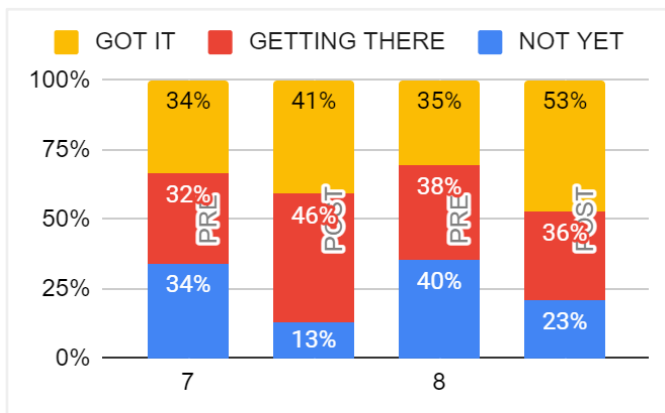
Kindergarten to Grade 3



Grades 4 to 6



Grades 7 & 8



- **+30% av. increase** to “Got It” **EY & Primary (K-3)**
- **+12% av. increase** to “Got It” **Junior (4-6)**
- **+13% av. increase** to “Got It” **Intermediate (7 & 8)**

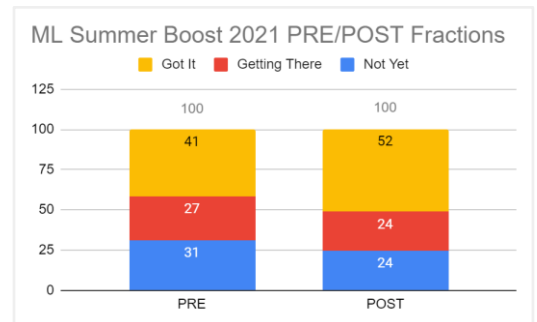
Targeted professional learning sessions & resources by the math consultant (1-8) that focused on a fair-share approach to learning fractions, using the unit fraction when operating with fractions and plotting inequalities on graphs were provided throughout the 15 days.

Summer Boost for Multilingual Students in Grades 8

Three ML classrooms of summer boost were for multilingual students who were identified as needing additional support in math and literacy. The ML summer boost classrooms were instructed by a team of ESL teachers & the Grade 1-8 consultant. Pre and post student achievement data in focused on fractions was collected:

- **+11% av. increase** to “Got It” from PRE to POST in **ML Grade 8 Sections**

Targeted professional learning & resources by the math consultant (1-8) that focused on naming fractions, representing fractions with multiple models, equivalent fractions and multiplying & dividing with fractions was provided to the ESL team for this ML Summer Learning project.



Anecdotally, the students that took part in the ML Summer Boost did better in the section on fractions in a recent grade 9 placement assessment (Fall 2021) than they did in other areas of math. We are comfortable attributing the 3 weeks of fractions focus at Summer Boost as a contributing factor.



This annual learning experience offers our students the opportunity to build the confidence and knowledge to find success with the curriculum in their classrooms as we focus our work on assisting the recovery due to missed learning experiences.

Supporting Math Professional Learning: Social Emotional Learning & Math

With the goal of ensuring all of our educators have access to the most relevant and meaningful teaching and learning training, the professional learning modules offered at WCDSB builds capacity and skills for our educators. As the Ministry offers changes and additions to curriculum, we look to respond to this with the offering of very intentional and up to date learning opportunities, as this provokes the most optimal learning experiences for our students at WCDSB.

Elementary Educators, Administrators, Student Support Staff & System Support Staff were invited to participate remotely in a half-day self-directed module, focused on **Strand A: Social Emotional Learning** in the 2020 Mathematics Curriculum: Grades 1-8 as part of **return-to-school support**. This ½ day consisted of building an enhanced understanding of the importance of Social Emotional Learning in math instruction, investigating purposeful practice to develop SELs and locate resources to support educators.

Who participated? 375 participants submitted a **pre-learning** survey at the start of the day and a **post-learning** survey at the end of the module; rating their **level of awareness** of the aspects & components of Social Emotional Learning.↓

How aware are you ...

...with the 6 Social-Emotional Learning Skills in Strand A?	...with the 7 Math Processes in Strand A?	...with the importance of SELs & how they are connected to the Catholic Graduate Expectations ?																																													
<table> <tr> <th></th><th>PRE</th><th>POST</th></tr> <tr> <td>1-limited awareness</td><td>12%</td><td>0%</td></tr> <tr> <td>2-somewhat aware</td><td>40%</td><td>8%</td></tr> <tr> <td>3-growing awareness</td><td>42%</td><td>75%</td></tr> <tr> <td>4-very aware</td><td>5%</td><td>17%</td></tr> </table>		PRE	POST	1-limited awareness	12%	0%	2-somewhat aware	40%	8%	3-growing awareness	42%	75%	4-very aware	5%	17%	<table> <tr> <th></th><th>PRE</th><th>POST</th></tr> <tr> <td>1-limited awareness</td><td>9%</td><td>0%</td></tr> <tr> <td>2-somewhat aware</td><td>24%</td><td>8%</td></tr> <tr> <td>3-growing awareness</td><td>54%</td><td>72%</td></tr> <tr> <td>4-very aware</td><td>13%</td><td>20%</td></tr> </table>		PRE	POST	1-limited awareness	9%	0%	2-somewhat aware	24%	8%	3-growing awareness	54%	72%	4-very aware	13%	20%	<table> <tr> <th></th><th>PRE</th><th>POST</th></tr> <tr> <td>1-limited awareness</td><td>15%</td><td>2%</td></tr> <tr> <td>2-somewhat aware</td><td>35%</td><td>11%</td></tr> <tr> <td>3-growing awareness</td><td>43%</td><td>69%</td></tr> <tr> <td>4-very aware</td><td>7%</td><td>18%</td></tr> </table>		PRE	POST	1-limited awareness	15%	2%	2-somewhat aware	35%	11%	3-growing awareness	43%	69%	4-very aware	7%	18%
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... with purposeful practice & integration of SELs and the Math Processes within the curriculum?	... with resources that are available to support educators?	... of linking current practices that enhance Strand A, recognizing what new approaches you need to take to?																																													
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Observations: All survey questions reported a sizable increase to “growing awareness” from pre to post. 87% of the comments in the feedback mentioned the learning as highly worthwhile and significantly important for building confidence and positive identities as math learners. We concluded that the focus on Social Emotional Learning was timely and relevant to **highlight mathematical well-being for all**.

Math Coaches, Supporting Growth In Math Learning Through Responsive Instruction:

The road to recovery in math is multi-faceted as we work through a new curriculum and address interrupted learning over the last two years. The targeted math coaching model best supports the ongoing math work in our board.



Research indicates this model offers the most in depth opportunity for capacity building with educators and targeted approaches to collecting assessments and data to drive the instruction based on student needs.

The math coaching model is aligned with the outcomes of the Ontario Math Strategy which is dedicated to strengthening math teaching and fostering learning environments that will lead to improved student performance for all students, including students with special education needs and students facing systemic barriers in their math learning (ex. Indigenous students, Black students and students in poverty).

Guiding Principles for Math Coaching:

- Frequency & Consistency in the coaching support is key for transfer & gradual release (daily over weeks)
- Schools with the highest need in math provided timely support with the most consistent coaching days
- Focused & Iterative work is the goal (2020 Math Curriculum Implementation & key changes, SIPSA content punctuated, common high impact practices)
- Student Learning Need drives Educator Learning Need in a coaching partnership

Math coaching in the ministry-identified targeted support (N=234) schools & the [board-identified support](#) (N=347) schools Fall Cycle 2021 Student Achievement Results in multiple grades 1-8↓:

Pre & Post Assessment: Student Achievement Data @ Targeted-Support Schools							
Grades	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 1/2	37%	21%	43%	16%	33%	52%	38
Grade 2	42%	29%	29%	17%	25%	58%	16
Grade 2/3	50%	24%	27%	15%	27%	58%	55
Grade 3	48%	22%	30%	5%	22%	73%	18
Grade 3/4	58%	15%	28%	23%	24%	53%	37
Grade 5/6	58%	18%	23%	29%	23%	48%	70
							234

Pre & Post Assessment: Student Achievement Data @ Board-Identified Support Schools							
Grades	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 2	73%	8%	19%	28%	21%	51%	17
Grade 2/3	50%	26%	25%	24%	27%	51%	36
Grade 3/4	48%	14%	38%	18%	23%	59%	37
Grade 4/5	54%	37%	9%	6%	45%	49%	22
Grade 5	47%	13%	40%	9%	18%	73%	20
Grade 5/6	31%	24%	46%	11%	25%	65%	86
Grade 6	50%	18%	32%	11%	21%	68%	45
Grade 6/7	35%	33%	32%	4%	36%	60%	20
Grade 7/8	34%	10%	56%	16%	14%	70%	21
Grade 8	53%	15%	32%	19%	31%	50%	43
							347

Observations:

Targeted support: av.% increase: +27% from PRE “Got It” to POST “Got It” (Level 3)

Board-identified support: av.% increase: +26% from PRE “Got It” to POST “Got It” (Level 3)

Pre/post assessment practices were critical in collecting baseline data, determining the precise math coaching work (building on-ramps to learning) and increasing student achievement through responsive instruction. This was completed in **9 schools, 30 classrooms** with a total of **581 students**.

Math Coaching FALL 2021 Cycle Student Math Confidence Data (Student Voice)

Improving average student attitudes and perceptions about math as reported by students when asked to “select the statement which best describes how you feel” was used in the Fall 2021 math coaching cycle. Congregated Student Survey Data from the 30 **targeted-support** and **board-identified** classrooms (**500+** students) indicated increases to “most of the time” for the following statements across various grades:

“I do my best when I do mathematics activities in class.”



Targeted-Support Schools FALL 2021

PRE	Never	Sometime	Most of the Time	POST	Never	Sometime	Most of the Time
Grade 2	0%	22%	78%	Grade 2	21%	14%	64%
Grade 2/3	4%	26%	70%	Grade 2/3	3%	24%	72%
Grade 3	0%	31%	69%	Grade 3	0%	8%	92%
Grade 3/4	7%	63%	14%	Grade 3/4	6%	15%	79%
Grade 4	7%	26%	67%	Grade 4	9%	9%	82%
Grade 5/6	1%	24%	75%	Grade 5/6	3%	18%	79%

Board-Identified Support Schools FALL 2021

PRE	Never	Sometime	Most of the Time	POST	Never	Sometime	Most of the Time
Grade 2	4%	22%	74%	Grade 2	0%	6%	94%
Grade 2/3	4%	29%	25%	Grade 2/3	0%	40%	60%
Grade 3/4	0%	23%	73%	Grade 3/4	4%	21%	75%
Grade 4/5	0%	20%	80%	Grade 4/5	0%	16%	84%
Grade 5	11%	22%	67%	Grade 5	0%	22%	78%
Grade 5/6	2%	36%	61%	Grade 5/6	2%	25%	73%
Grade 6	0%	20%	80%	Grade 6	9%	5%	86%
Grade 6/7	4%	39%	57%	Grade 6/7	5%	32%	64%
Grade 7/8	0%	45%	55%	Grade 7/8	0%	47%	53%
Grade 8	2%	27%	71%	Grade 8	1%	25%	74%

Observations: We believe the use of math talk, tools & representations, distributed practices & small group instruction as a focus for math coaching could have contributed to this increase.

"I am able to answer difficult mathematics questions."

Targeted-Support Schools FALL 2021

PRE	Never	Sometime	Most of the Time	POST	Never	Sometime	Most of the Time
Grade 2	22%	22%	56%	Grade 2	29%	29%	43%
Grade 2/3	13%	57%	30%	Grade 2/3	14%	59%	28%
Grade 3	19%	25%	56%	Grade 3	8%	25%	67%
Grade 3/4	23%	63%	14%	Grade 3/4	18%	59%	24%
Grade 4	30%	43%	26%	Grade 4	14%	50%	36%
Grade 5/6	16%	76%	8%	Grade 5/6	13%	70%	16%

Board-Identified Support Schools FALL 2021

PRE	Never	Sometime	Most of the Time	POST	Never	Sometime	Most of the Time
Grade 2	17%	48%	35%	Grade 2	0%	53%	47%
Grade 2/3	33%	50%	17%	Grade 2/3	15%	30%	55%
Grade 3/4	5%	73%	23%	Grade 3/4	4%	71%	25%
Grade 4/5	20%	56%	24%	Grade 4/5	16%	53%	32%
Grade 5	0%	50%	50%	Grade 5	0%	44%	56%
Grade 5/6	11%	65%	25%	Grade 5/6	7%	77%	16%
Grade 6	12%	56%	32%	Grade 6	14%	45%	41%
Grade 6/7	22%	52%	26%	Grade 6/7	9%	50%	41%
Grade 7/8	5%	75%	20%	Grade 7/8	6%	65%	29%
Grade 8	6%	56%	38%	Grade 8	4%	55%	42%

Observations: We believe the use of targeted-strategies for solving non-routine problem solving questions & focus on the mathematical modelling process could be attributed to this growth within the cycle.

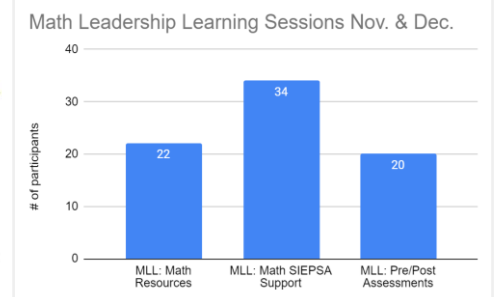
Next steps:

The **targeted-support** & **board-identified support** schools will engage in a Winter cycle of math coaching; January to February 2022, continuing to build on coaching from the previous cycle and focusing on building **on-ramps** to learning. Coaches & educators need to continue to build positive identities as math learners through SEL skill development & by engaging in the math processes.

We continue to offer flexibility and a "just in time" response to our learners as needs are identified and addressed through planned and intentional teaching and learning experiences. The planning for the math work is done in conjunction with the educators, coaches, and consultants, and is based on the needs of the learners as we continue to recover from interruptions and lost learning opportunities.

Supporting Math Leadership Learning for Administrators

This is a time of celebration as we respond to the call from our very skilled administrators looking for some support in the recovery of learning for their students and



educators. Our committed and strong administrators shared an interest in math learning support. Our math facilitators answered that call and offered sessions that were well attended and are ongoing in the new year. Addressing learning loss is a challenging endeavour and our educators and administrators want to respond in the most relevant and meaningful way. This commitment and intentional learning will support the ongoing recovery learning for staff and students.

The Math Leadership Learning series supports administrators in organizing and planning school improvement actions on the premise of coherence with **just-in-time support**. Recognizing that students learn math through opportunities that connect understanding and experiences along a progression, there has been an increased interest for administrators to learn more about **math goal setting** with the use of **PRE/POST assessments (board-created)** for setting the context for school improvement work on a progression. Participation in these Math Leadership Learning sessions had been well attended; representation from over 50+% of elementary schools.

Ongoing Support for Math Just-in-Time Professional Learning: Elementary

Just-in-Time Resources on the weekly Math NEWS Updates	14 issues to date
Individualized Support: Staff, Divisional, Lunch & learns, School Council by 1-8 Math Consultant - math resource support, SIEPSA support, math curr. implementation	41 sessions to date
Knowledgehook Webinars ELE. - 8 On-Boarding Webinars by KH Mathology Webinars K to 6 - 10 Getting Started Webinars by Pearson	8 sessions10 sessions
MATH Primary / Junior Additional Qualification Courses - MATH PJ Part 1 & PART 2 - (course instructor for both: 1-8 Math Consultant) *Upcoming Courses Spring 2022	July 2021 Session = 25 participants

2. Mathematics Grades 9-12 Student & Educator Supports:

Supporting Math Professional Learning: De-streaming the Grade 9 Curriculum

Secondary Educators, Administrators, and support staff were invited to participate remotely in a half-day self-directed module, focused on **De-Streaming in the Classroom**, as part of **return-to-school support**. This ½ day consisted of building an enhanced understanding of the importance of de-streaming, the benefits of de-streaming, and effective pedagogical practices for de-streamed courses.

The resource was broken down into four modules:

- Module 1: All about destreaming
- Module 2: Successful Pedagogical Practices for All Classes
- Module 3: Social Emotional Learning Skills
- Module 4: MTH1W - All About the New Grade 9 Math COurse (For math teachers only)

The purpose of this training was to inform educators about the history of streaming students in Ontario, why we moved to a destreaming model, how de-streaming benefits students, and what classroom strategies can be used to ensure success in the de-streamed classroom.

Who participated? 112 teachers, support staff, and administrators completed a pre-learning survey about destreaming.



PRE / POST Learning Survey Results: Some key takeaways from the pre/post survey results:

- The number of educators who felt they knew all about destreaming increased from 19% to 82%
- Prior to the training only 21% felt that destreaming would be beneficial to students. After the training this number increased to 40%
- Only 50% of educators identified as being very aware of social emotional learning skills (SELs) before the training. After the training this number increased to 73%.
- The percent of educators who were aware of strategies they could use to teach social emotional learning skills (SELs) in the classroom increased from 38% to 60%

See data tables below. ↓

Rate your understanding of the history of de-streaming		
	PRE	POST
1 - Little to no understanding	18%	3%
2 - Some understanding	21%	5%
3 - Growing understanding	42%	10%
4 - good understanding	19%	82%

How inequitable do you think streaming is?		
	PRE	POST
1 - Not at all inequitable	11%	5%
2 - Somewhat inequitable	15%	19%
3 - inequitable	50%	36%
4 - Very inequitable	24%	40%

How beneficial do you think de-streaming will be?		
	PRE	POST
1 - Not beneficial	14%	7%
2 - Somewhat beneficial	23%	16%
3 - Beneficial	42%	37%
4 - Very Beneficial	21%	40%

Rate your comfort level with differentiating your assessment practices		
	PRE	POST
1 - Not comfortable	4%	2%
2 - Somewhat comfortable	4%	5%
3 - Growing comfort	25%	23%
4 - Very comfortable	67%	70%

What is your awareness of social-emotional learning skills?		
	PRE	POST
1 - Little to no awareness	4%	2%
2 - Some awareness	14%	8%
3 - Growing awareness	32%	18%
4 - good awareness	50%	73%

What is your comfort level with teaching social-emotional learning skills in your classroom?		
	PRE	POST
1 - Not comfortable	7%	0%
2 - Somewhat comfortable	16%	16%
3 - Growing comfort	39%	24%
4 - Very comfortable	38%	60%

Using Thinking Classrooms to create teacher student partnerships, a culture of thinking, and improved pedagogical practices

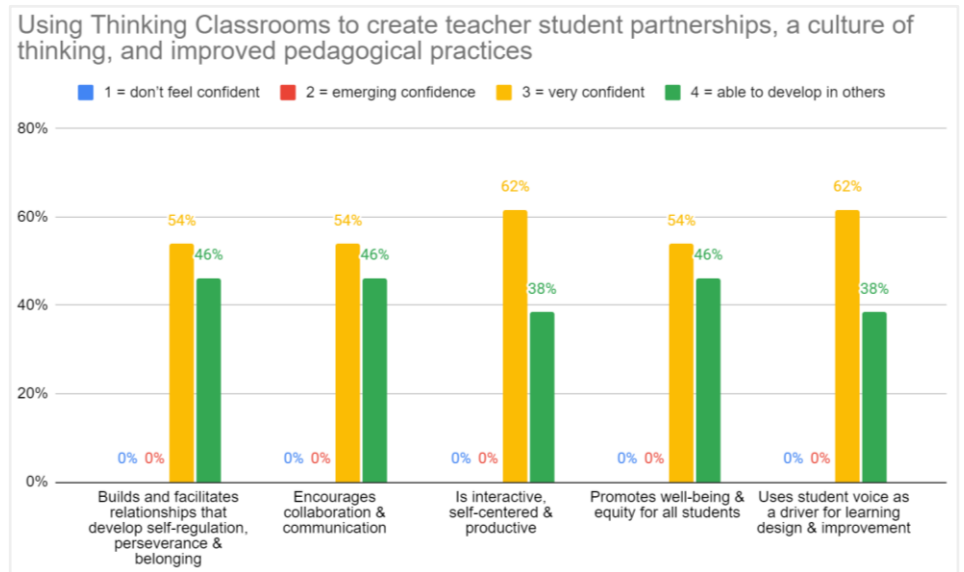
A building thinking classrooms book club was offered to teachers to continue the conversation about how we can use this framework to meet the needs of our students. Grade 9 teachers have been **meeting students where they are at** with their math skills and building from there. Many teachers are using strategies from Peter Liljedahl's Building Thinking Classrooms framework and feel confident that their classroom environments help students **develop self-regulation, perseverance and a feeling of belonging**. They further reported confidence that their classrooms **encourage collaboration and communication**, are **interactive, student-centred**, and **productive, promote equity** and **use student voice** as a driver for learning design and improvement.

Please rate your confidence in creating a learning environment that....

See data below: 13 responses



- 1 = don't feel confident
 2 = emerging confidence
 3 = very confident
 4 = able to develop in others



4. Literacy K to 8 Student & Educator Supports:

Our literacy recovery work has been very active and responsive to the needs of our learners. We recognize that the interruption to learning has caused some gaps for many of our students. The multitude of new literacy resources for both educators and students offer a renewed opportunity for learning to occur. We have added additional support of our Speech and Language Pathologists into the classrooms to address the phonemic awareness deficits and hone in on our most vulnerable learners. The work of our Itinerant Early Literacy Support Teachers (IELST) in the classrooms has shown good growth and continues to build from within as a capacity increasing measure for our educators and small group instruction for our students that have fallen behind. The literacy consultants have been very active in the schools providing professional learning and the effective use of our newly purchased resources. We have great confidence in our approach to literacy learning and continue to respond to the needs of our students through ongoing assessments and data collection to offer the just right teaching and learning experiences.

Supporting the Development of Early Literacy Skills, Kindergarten-Grade 3:

Priorities: We are using assessment data to provide responsive phonological and phonemic awareness instruction alongside systematic phonics instruction within a comprehensive literacy program that prioritizes building background knowledge and vocabulary development.

Updated Resources:

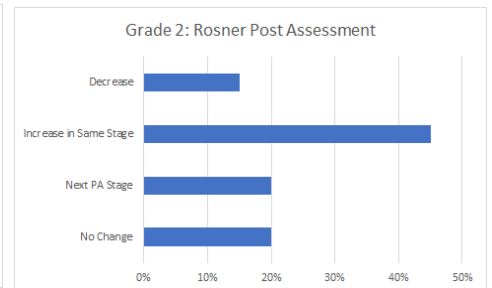
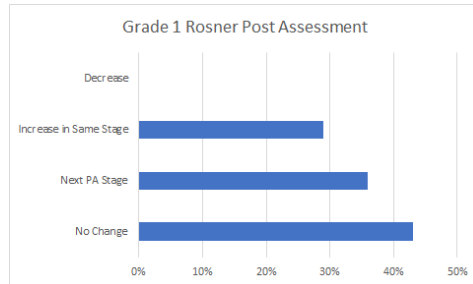
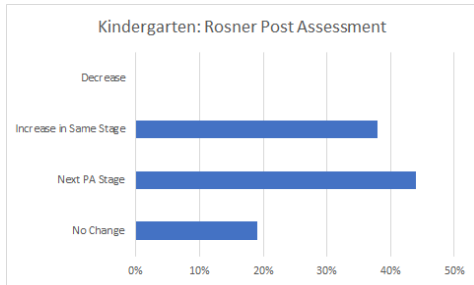
- Heggerty
 - Pre-Kindergarten Curriculum
 - Kindergarten Curriculum
 - Primary Curriculum
- Words Their Way, Letter-Name Alphabetic
- Sing a Song of Poetry, Kindergarten
- Sing a Song of Poetry, Grade 1
- Literacy Place, Shared eReading (digital)
- Fountas and Pinnell Benchmark Assessment System, K-2 and 3-8



Supporting Literacy Development Through Summer Learning Programs:

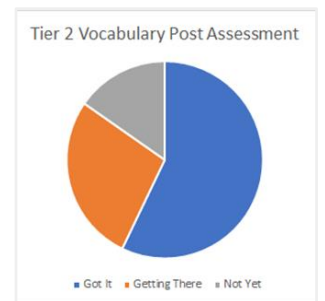
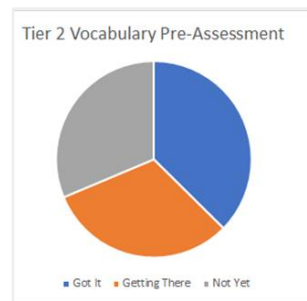
Summer Boost, K-2

Kindergarten, grade 1, and grade 2 educators provided 80 students with 60 minutes of literacy instruction for 15 days. Educators chose engaging topics and inquiries to build background knowledge and tier 2 vocabulary. Within the literacy block, they also provided responsive instruction using Heggerty mini-lessons alongside systematic phonics instruction. Educators worked with a literacy consultant to support responsive instructional approaches. The graphs show student growth in phonological skills from the pre to post assessment according to the Rosner Test of Auditory Skills over our 3 week Summer Boost Program.



Summer Boost, 3-8 Literacy

Grade 3-8 educators provided 120 students with 60 minutes of responsive literacy instruction for 15 days. Educators chose engaging topics and inquiries to build background knowledge and tier 2 vocabulary. These graphs represent the growth in tier 2 vocabulary development for grades 3-8 students from the pre to the post assessment using the Tier 2 Vocabulary Assessment Tool.



Supporting Educators Through Professional Learning:

- **System professional learning** was provided on September 2nd PD day for all kindergarten and primary educators on supporting phonological awareness development using Heggerty mini-lessons alongside systematic phonics instruction using shared and guided reading experiences
- **Responsive and personalized professional learning** support is being provided to 25 elementary schools by our Literacy Consultant, Itinerant Early Literacy Support Teachers (IELST), and Speech Language Pathologists (SLP) with a focus on both educator well-being and literacy support and includes:
 - Lunch and Learns/Division Meetings
 - Modelled and co-teaching lessons with a focus on phonological awareness and responsive small group instruction based on Balanced Literacy Assessment Measures (BLAM) data
 - Collaborative data collection and analysis to plan for responsive instruction
 - Modelled assessments using the new Fountas and Pinnell reading record

What's Next? We will continue to support the professional development of our educators to ensure students receive responsive and effective early literacy instruction. This will ensure that we are meeting students where they are and moving them forward within their zone of proximal development.



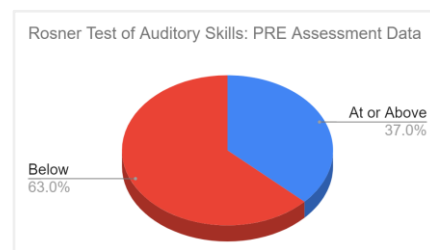
Itinerant Early Literacy Support Teachers (IELST), Supporting Growth In Literacy Learning Through Responsive Instruction:

IELST's have been hired this year to support 16 schools and 40 classrooms across the system. The following is an overview of the work for Term 1 which includes 8 schools and 20 classrooms.

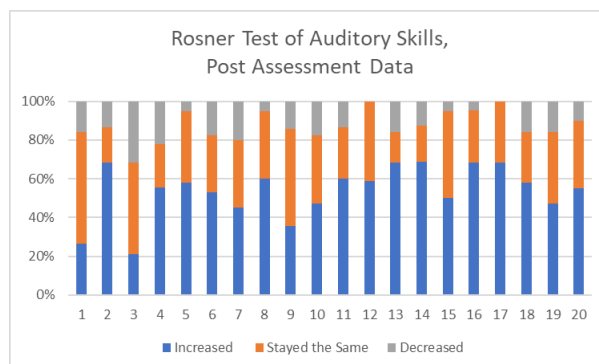
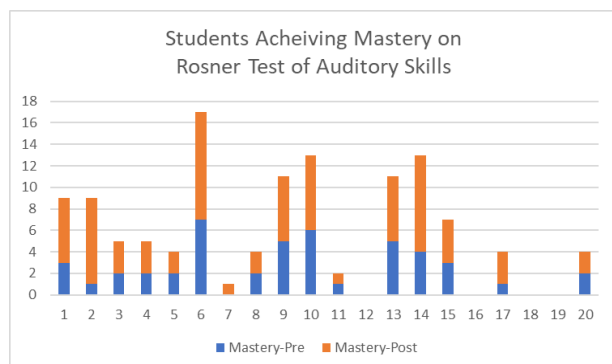
- In order to provide responsive instruction, IELST's worked collaboratively with classroom educators to administer Balanced Literacy Assessment Measures (BLAM), K-3 to determine where students were at the beginning of the year. This data provided all educators with information needed to provide responsive instruction for all students. This data was used to identify 4-6 students in each classroom that may not reach grade level expectations by end of year and would benefit from targeted and responsive small group literacy instruction.

Rosner Test of Auditory Skills

- From pre-assessment data, 63% of students scored below standard on the Rosner Test of Auditory Skills in September, 2021 and 37% of students scored at or above grade level. This tells us that 63% of students from these 20 classrooms were below where they should be in their phonological skill development.
- Together, IELST's and classroom educators are implementing Heggerty mini-lessons in both small and large instruction to build phonological skills in students. From September 2021 to December 2021, the number of students achieving mastery on the Rosner Test of Auditory Skills has **doubled**. By December 2021, an average of about 10 students in each classroom increased in their phonological skill development, about 6 students in each classroom are continuing to work on their current phonological skills, and an average of about 2 students in each classroom showed a decrease on their Rosner Test which reveals that they have not yet consolidated the current skills as determined from the pre-assessment and are currently benefiting from reviewing earlier skills.

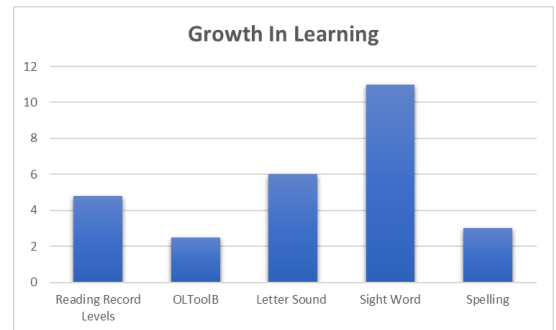


Some students from each classroom are currently receiving 40 minutes of targeted and responsive small group instruction. The following growth in learning has been determined using Balanced Literacy Assessment Measures



(BLAM), K-3 after about 6 weeks of instruction:

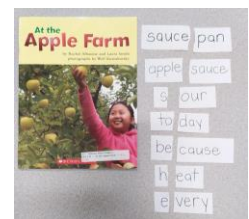
- **Reading Record:** each student has increased an average of 4.8 reading levels for all students
- **Oral Language Tool B:** For students working on this skill, each student has increased an average of 2.5 points
- **Letter Sound:** For students working on this skill, an average increase of about 6 letter sounds for each student has been achieved
- **Sight Word:** For students working on sight word retention, each student learned an average of about 11 new sight words
- **Spelling:** For students working on building spelling skills, each student gained an average of 3 feature points on their spelling assessment according to the Primary Spelling Inventory from Words Their Way



What's Next? IELST's are continuing to work with classroom educators to support their professional learning. They are continuing to work collaboratively with educators to provide targeted and responsive small group instruction to students who would benefit from this approach based on assessment data.

Phonological and Phonemic Awareness Support Provided by Speech Language Pathologists in Kindergarten Classrooms

- In term 1, 7 kindergarten classrooms are receiving support
- Year 2 students were chosen for small group instruction based on Rosner Test of Auditory Skills and Oral Language Tool B
- Heggerty Assessment is being used to learn more about the phonological needs of the students and track progress over time

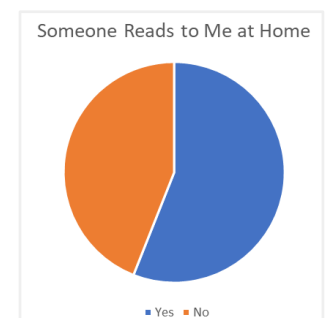


What's Next? Additional Speech Language Pathologists (SLP) and Communicative Disorder Assistants (CDA) are being hired to provide more specific and targeted SLP's in classrooms, increased SLP time focused on phonological awareness and oral communication skill development for students who are scoring below standard on the Rosner Test of Auditory Skills and Oral Language Tool B in our Balanced Literacy Assessment Measures (BLAM), K-3.

Reading at Home

From our 20 classrooms that are supported by IELST's, only 56% of students say that someone reads to them at home. We are working with our community partners to build awareness around the importance of reading together at home in any language in the early years for both well-being and building early literacy skills

- The Joy of Reading Sessions for Families
 - Family Literacy Week: 2 sessions, 41 Participants
 - Summer Boost: 3 Sessions, 13 Participants
 - 2 English
 - 1 with Tigrinya Translation
- Every Kid a Card e-flyer partnership with Waterloo libraries to get families connected to their local library anywhere across the region
- Cuddle Up and Read-Community Initiative in partnership with Early Literacy and Learning Alliance and Waterloo Region District School Board (Summer 2021)



What's Next? We are continuing to build awareness of this issue with educators and families and will continue to promote our Cuddle Up and Read Initiative and library partnerships in our communities.

Literacy, K-8

Updating Our Reading Assessment Resources and Improving Our Practices Using the Fountas and Pinnell Benchmark Assessment Systems, K-2 and 3-8:

Training has been provided to the following educators:

- 23 Elementary Schools, K-8
- Special Education Teachers at all 5 Secondary Schools
- Grade 9-12 essential and applied English teachers at 3 secondary schools for responsive implementation

What's Next? We continue to provide training on this new assessment system to ensure we have updated reading assessment resources and practices across all schools

WCDSB Joy of Reading Clubs -After School Literacy Program

- **Book Club** – 33 schools
- **Creative Writing/Storytelling Club** – 14 schools
- **Literacy Gamify** (board games for Literacy) – 25 schools, all divisions
- **Cursive Handwriting Club** (using workbooks supplied by us) – 15 schools



Final Summary:

In conclusion we would like to state that while we continue to navigate learning challenges with some of our students, we are wholly committed to a very specific student achievement agenda with the goal of student academic success. Literacy and Numeracy development have continued to be high focus areas, and while there are inherent challenges to moving forward in the current landscape, we are applying a lens of resilience and creativity in how we bring some fidelity to our stated goals. We continue to creatively approach our students learning with vigour and from any possible angle of support to aid in them finding a high level of confidence in their ability to learn despite the setbacks that have occurred.

Recommendation:

This is for the Information of the Board.

Prepared/Reviewed By: Loretta Notten

Director of Education

Jennifer Ritsma

Superintendent of Learning

Annalisa Varano

Superintendent of Learning

Kim Degasperis

Student Achievement Consultant, Early Learning, Literacy/Numeracy K-3

Petra LeDuc

Student Achievement Consultant, Mathematics 1-8

Sarah Gonzalez-Day

Student Achievement Consultant, Mathematics 7-12





Date: January 10th, 2022
To: Board of Trustees
From: Director of Education
Subject: Healthy Active Living 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
☒ Information only of day-to-day operational matters delegated to the CEO

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

PPM 138 – DPA
PPM 144 – Bullying Prevention
PPM 150 – Food & Beverage Policy
PPM 158 – Concussions

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

PPM 138 – Daily Physical Activity in Elementary Schools (2017)
PPM 144 – Bullying Prevention & Intervention (2012)
PPM 150 – School Food & Beverage Policy (October 2010)
Ontario Ministry of Health – Standards for Public Health Programs & Services (School Health Standard)
Ontario's Equity and Inclusive Education Strategy (2009)
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario's Equity Action Plan (2017)

Alignment to the MYSP:

Nurture the wellbeing of all students and staff. (Strategic Direction)

Increase in student attendance and engagement. (Goal)

Integration of Healthy Active Living and Learning into local school Well Being plans. (Action)

Background/Comments & Purpose:

The 2020-2021 school year saw evidence of much success within the Healthy Active Living world at WCDSB. Below is a summary of the five priorities within the past school year:



1. School Step Challenge
2. Physical Education/DPA COVID Supports
3. Cannabis & Vaping Education
4. Staff Wellness
5. Outdoor Education

1. School Step Challenge

All WCDSB schools were invited to participate in the first annual School Step challenge for staff. Twenty schools took part. Staff were encouraged to participate by completing as many steps as possible over the course of four weeks. The staff that achieved the most steps per capita would be rewarded a gift certificate of \$500 to assist with equipment purchases for Physical Education classes. St. Teresa of Calcutta was the number one school in this challenge. St. Elizabeth, St. Dominic and St. Michael rounded out the top 4 and were each awarded \$200 each. The following 8 schools also achieved an average of 10 000 steps during the challenge and were entered into the draw for the final \$200.

- St. Clement
- Holy Rosary
- Resurrection
- St. Luke
- St. Vincent de Paul
- St. Boniface
- St. Paul
- St. Teresa of Avila

Congratulations to St. Paul who won this draw! The 2nd annual School Step Challenge will take place from February 9th to March 9th, 2022.

2. Physical Education COVID Supports

Teaching Physical Education and DPA through COVID with all the restrictions placed on movement, spacing and manipulatives was a significant challenge in 2020-21. Teachers were challenged with teaching lessons, “outside where possible, inside when necessary” to provide the safest environment for physical activity as possible. Elementary staff were supported with resources on an internal Google platform that reflected the restrictions in place throughout COVID. The PDEC (physically distant, equipmentless, contactless) platform was populated with a plethora of resources for both Physical Education and DPA on a weekly basis for in-person delivery. A separate “Phys. Ed./DPA @ Home” platform was established when learning pivoted online. Elementary educators were provided with many PD opportunities after school, the HAL consultant worked with several school staffs during virtual staff meetings and regular meetings were held with Secondary Physical Education Department Heads to navigate best practices for quality Physical Education instruction during this unprecedented time. Ted Temertzoglou, the author of the only Ministry-approved Health & Physical Education textbooks in Ontario, was contracted to work with our teachers, specifically supporting them with the why’s and how to’s of HPE in these COVID times. All Primary Planning Time team members, Junior & Intermediate teachers as well as our Secondary Phys. Ed. Department heads were provided with the opportunity to participate in this professional development opportunity. His insights and resources were well received by all.

3. Cannabis & Vaping Education

Students and educators were provided with an educational learning experience to enhance learning on cannabis and vaping. Jackilyn Vallesi was contracted to provide a seven-part virtual learning series for teachers to share with their students. Jackilyn is an addictions specialist that has worked with WCDSB in previous years. Jackilyn worked collaboratively with our Mental Health Lead, Sharon Porty and the Healthy Active Living Consultant, Brigitte Webster to create a support document for educators. This document contained follow up questions and activities to



continue students' learning. The feedback from educators was positive and in a recent survey of administrators there was a desire expressed to continue with this form of support for teachers and students.

4. Staff Wellness

All WCDSB staff were provided with the opportunity to participate in free virtual physical activity opportunities on Wellness Wednesdays. Three WCDSB staff volunteered to teach virtual classes in yoga, full body Tabata and Barre for ½ hour at 4:00 for the month of April, May and June. Much appreciation is given to Lisa Bourque, Michelle Muio and Michelle Miller. Staff at the Catholic Education Centre (CEC) were engaged with a variety of virtual lunch time activities over the course of the year including Family Feud, Staff BINGO and Christmas Trivia.

5. Outdoor Education

The Outdoor Education program needed to pivot to a virtual mode of learning this past year. While our visits to Shades Mills/Laurel Creek could not exist in person in the 2020-21 school year, our partners at the Grand River Conservation Association (GRCA) converted all lessons such that they could be offered to classes virtually both in school and when in at home learning mode. Feedback received from teachers was overwhelmingly positive. Educators appreciated the new learning opportunity for students and the flexibility provided by the GRCA staff. This contract was prorated to begin in February. As a result, the remaining Ministry funds for Outdoor Education were provided to each school in our system to support Outdoor Education learning opportunities at the local level. Some schools used the funds to paint gaming lines on their tarmacs, install basketball or soccer posts, others purchased outdoor equipment for use at recess and other improved outdoor learning classrooms some of which included fruit and vegetable gardening boxes.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
Superintendent of Learning

Brigitte Webster
Consultant: Healthy Active Living

*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: January 10, 2022
To: Board
From: John Klein, Jennifer Kruithof
Subject: FSL 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)

- *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013*, available at www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013*, available at www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014*, available at www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf
- APA001 Admissions to Elementary Catholic Schools – https://www.wcdsb.ca/ap_memos/PDF/APA001.pdf
- APO012 Transportation https://www.wcdsb.ca/AP_Memos/PDF/APO012.pdf

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

- *School Effectiveness Framework (2013)*

Alignment to the MYSP:

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

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction: Nurture a Culture of Innovation

Goals: *Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success*

Priority Area:

Student Engagement, Achievement, & Innovation



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

Goal: Improve Graduation Rate

Background/Comments:

English-language school Board in Ontario are required to provide students with a minimum of 600 hours of French instructional hours by the end of elementary school. In Secondary, one FSL credit (110 hours) is compulsory for the Ontario Secondary School Diploma (OSSD). A second FSL course can be counted towards the compulsory credits required for the OSSD.

The Waterloo Catholic District School Board currently offers three program options for French as a Second Language:

CORE FRENCH

The WCDSB offers Core French for 40 minutes per day, 5 days per week from grades 4-8 at all elementary schools. In secondary, the FSF credit is offered in every secondary school from grades 9-12.

ADVANCED PLACEMENT FRENCH

The WCDSB offers AP French at Monsignor Doyle, Resurrection, and St Mary's. Advanced Placement is an internationally recognized program that allows students to enrich the Ontario Curriculum with the goal of achieving university accreditation while enrolled in Secondary School.

FRENCH IMMERSION

The WCDSB offers the French Immersion program at 6 dual-stream sites. In addition to learning the language, students learn certain subject content in French. An average of 158 minutes per day are spent in French. The program runs at:

- St Peter (Grades 1 & 2)
- St Luke (Grades 1-3)
- Holy Rosary (Grades 1-3)
- Our Lady of Fatima (Grades 1-6)
- St Anne K (Grades 1-7)
- Sir Edgar Bauer (Grades 1-7)

HIGHLIGHTS OF FSL PROGRAMS

- 1300 students participated in virtual events and concerts in French in 2020-21.
- Teachers spent more time outdoors with students, connecting learning to real life situations.
- Smash Education has been widely implemented as a teaching tool for virtual and in person learning, with 5000 students, 120 teachers, and 46 schools registered.
- Five French teachers became certified to administer and mark DELF exams. This will expand our capacity to offer the DELF exam by allowing us to run 2 sets of oral interviews at the same time.
- A teacher was certified over the summer to teach the Grade 12 AP course at Resurrection.
- The FI Review was completed in June 2021 and recommendations were shared with the Board.
- French Immersion continues to be a popular choice. 142 Grade 1 students were registered in Fall 2021, while 41 were not able to be accommodated. In total 706 students are registered in the program this year.



	1	2	3	4	5	6	7
ST PETER	14	17					
ST LUKE	20	18	17				
HOLY ROSARY	20	20	20				
OUR LADY OF FATIMA	20	17	19	34	19	18	
SIR EDGAR BAUER	20	19	20	22	30	18	15
ST ANNE K	48	52	39	51	39	26	34
Totals:	142	143	115	107	88	62	49

CHALLENGES WE OVERCAME:

- There are several organizations helping to attract, train and retain French teachers in Ontario. There is the Say oui campaign from CPF to attract young people to the profession, the Teacher 5 étoiles campaign from ACPI to retain current French teachers, and the Ontario government released a 4-year [French Teacher Recruitment and Retention Strategy](#) in the Fall of 2021.
- We were not able to offer the DELF or the AP exam in 2020-21. Both exams had to be done in person as per the overseeing body, which was not logistically possible. We continue to plan for offering them again this Spring.
- Mask-wearing has encouraged us to clearly enunciate and use even more gestures to get ideas across when facial expressions are hidden.
- Remote Learning has changed the nature of informal conversations between students. Oral Interaction will continue to be an emphasis in second-language classes moving forward.
- The Quadmester schedule has made it more challenging to register and prepare students for exams that typically occur in the late Spring. The timeline for these has had to be advanced to earlier in the year to compensate.

LOOKING AHEAD:

- St David has been chosen as the first site for Secondary French Immersion, starting in September 2023.
- French Immersion students residing outside the St David boundary will be offered hub-style bussing by yellow school bus.
- There will be no new Immersion sites opened in Fall 2022.
- The Huron-Brigadoon site, the new 7-12 school in East Kitchener, and the future East Galt site continue to be considered as future French Immersion sites.

Recommendation:

This report is presented to the Board as information.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning
Jennifer Kruithof, FSL Consultant

*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."





Ontario Catholic School Trustees' Association

December 14, 2021

MEMORANDUM

TO: Waterloo CDSB
Loretta Notten, Director of Education

CC: Jeanne Gravelle, Chairperson

FROM: Nick Milanetti, Executive Director

SUBJECT: Reimbursement - Intensive Program in Human Rights for School Board Leaders

Further to the memo of December 9th, Osgoode Professional Development (OPD) has confirmed that seven Waterloo CDSB Trustees have successfully completed and received a certificate of completion based on attestation that the individual trustees attended both Parts 1 and 2 of the Program OR attended one Part and viewed the recording of the other Part.

Using funds allocated for Professional Development, enclosed please find a partial reimbursement (\$200/participant trustee), in the amount of \$1,400.00 for trustees' successful completion of the program.

As you are aware, OCSTA is working with Osgoode Professional Development and the Ministry of Education to provide an additional half day training session for trustees.

We appreciate your commitment to human rights and equity while respecting the denominational rights of our Catholic school boards.

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

Enclosure



Ontario Catholic School Trustees' Association

December 14, 2021

MEMORANDUM

TO: Waterloo CDSB
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If you have any questions, please do not hesitate to contact me.

Enclosure



Ontario Catholic School Trustees' Association

December 14, 2021

MEMORANDUM

TO: All Catholic School Trustees, Directors of Education & Senior Business Officials

FROM: Stephen Andrews, Director of Legislative & Political Affairs

SUBJECT: **2022 OCSTA/OCSBOA Business Seminar – Registration**

The annual OCSTA/OCSBOA Business Seminar is scheduled for Thursday, April 21, 2022 at the Fairmont Château Laurier (1 Rideau Street, Ottawa, ON, K1N 8S7).

Please click [here](#) to register online. To access the Preliminary Program, please click [here](#).

Please submit payment by **April 8, 2022** to:

Attention: Ashlee Cabral
OCSTA
1804-20 Eglinton Avenue West
Box 2064
Toronto, ON M4R 1K8

Cancellations

The deadline date for full refund of seminar registration fees, due to cancellation, is April 1, 2022.

A 50% administrative charge will apply to each cancelled registration received after April 1, 2022 and before April 8, 2022.

No refund, under any circumstance, will be available for cancellations received after April 8, 2022 however, substitutions will be accepted. Confirmed registrants who do not attend the event are responsible for the full registration fee.

All cancellations must be submitted to Ashlee Cabral by email at acabral@ocsta.on.ca within the stated timelines.

Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

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

2022 OCSTA/OCSBOA BUSINESS SEMINAR

Thursday, April 21, 2022, 10:30 am – 3:00 pm
Fairmont Château Laurier

Program

10:30 am	Registration
11:30 am – 12:15 pm	Lunch
12:15 pm – 12:30 pm	Welcome & Opening Remarks <i>Patrick J. Daly, President, OCSTA</i> <i>Michael Gray, President, OCSBOA</i>
12:30 pm – 1:30 pm	Keynote Speaker - “Cybersecurity Issues Confronting School Boards” <i>Ryan Duquette</i> <i>Partner, RSM Canada</i>
1:30 pm – 2:15 pm	“Economic Issues Impacting Ontario and Canada” <i>Robert Lavigne</i> <i>Managing Director of Economic Research, OMERS</i>
2:15 pm – 3:00 pm	Panel - “Capital Planning & Pupil Accommodation Reviews – Key Issues” <i>Daniel Del Bianco</i> <i>Associate Director of Education, Corporate Services, Dufferin-Peel CDSB</i> <i>&</i> <i>Mathew Thomas</i> <i>Superintendent, Planning & Operations, Dufferin-Peel CDSB</i>
3:00 pm	Closing Remarks <i>Michael Bellmore, Vice President, OCSTA</i>

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: OTF News Release - Ontario Court Declares Math Proficiency Test Unconstitutional
Date: Friday, December 17, 2021 9:11:01 PM
Attachments: [image006.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Friday, December 17, 2021 3:50 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: OTF News Release - Ontario Court Declares Math Proficiency Test Unconstitutional

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December 17, 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: OTF News Release – Ontario Court Declares Math Proficiency Test Unconstitutional

Please see news release below from the Ontario Teachers' Federation regarding the Ontario Divisional Court ruling on the Math Proficiency Test, sent to you for your information.



[Ontario Court declares that the Ontario Math Proficiency Test is Unconstitutional](#)

The Ontario Divisional Court has ruled that the Ontario College of Teachers shall grant certification to teacher candidates who have not yet passed the Math Proficiency Test but who have otherwise met all other teacher certification requirements.

The Divisional Court found that the Math Proficiency Test had an adverse impact on entry to the teaching profession for racialized teacher candidates and other reasonable alternatives should have been implemented.

“OTF applauds the efforts of the Ontario Teacher Candidates’ Council (OTCC) for pursuing this successful legal challenge. There is no research to suggest that

a standardized test would improve student outcomes or enhance teacher pedagogy. Ontario has some of the best educated teachers in the world and this decision reinforces their professionalism,” stated OTF President Chris Cowley.

Read more [here](#).

MARIE PALOMBI

Ontario Catholic School Trustees’ Association

1804 – 20 Eglinton Avenue West

Toronto, ON M4R 1K8

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



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What's Inside?

[President's Message](#)

[CCSTA's News & Events](#)

[From The Office Desk](#)

[Chaplain's Corner](#)

[Provincial Reports](#)



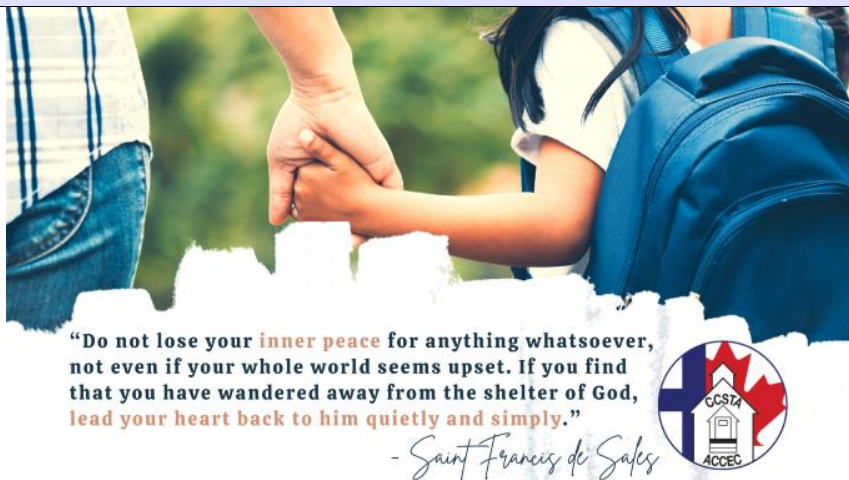
Here we are, blessed with another school year to teach, guide and love as Christ loves.

What an incredible gift it is to be part of the mission of Catholic Education in Canada. 2021 has not been an easy year and it's not lost on us that our schools are feeling the impact of the added stress on trustees / board representatives, school principals and leaders, teachers and staff, families and students.

In this holy season of Advent and Christmas, we look with great anticipation to the hope found in Jesus. While our schools and offices are filled with countless tasks demanding our attention in this busy season, may we have the courage to be still and fix our eyes on the Word Made Flesh: the Christ, who comes to bring His Light in this darkness.

Over this past year, we witnessed this Light in school principals and teachers who spent themselves in selfless love trying to bring peace to anxious students and families... We witnessed this Light in the Catholic School Communities which rallied together to keep our schools safe and strong ... and we witnessed this Light in the growing Faith of students learning to put their trust in Christ amidst the difficulties of the Pandemic.

In a world searching for the Light, let us continue to work together to ensure our Catholic Schools shine brightly with the Light of Christ. We pray that each of you finds the hope and Light of Christ this Christmas Season.



If you're struggling to preserve the peace in your school, check out our November article, ["Drawing From our Faith to Find Peace in the Pandemic"](#)



Patrick Daly

CCSTA President

I write this message on the wonderful Feast of Christ the King. I do so giving thanks to God for the precious gift of Catholic education and the vocation we share as Catholic School Trustees.

In his 2012 booklet entitled, ["Christ at the Centre"](#), Bishop Marcus Stock wrote:

["The first key reason why Catholic schools are established, then, is to be part of the Church's mission in education, to place Christ and the teaching of the Catholic Church at the centre of people's \(students\) lives."](#)

While not diminishing current challenges, what an incredible privilege we as Catholic School Trustees share with others to boldly proclaim that:

["Christ is the reason, the teacher, the model, the awesome inspiration for all we do and all we are."](#)



In reflecting on this important responsibility and discerning the “signs of the times”, I believe there is real need for Catholic School Trustees throughout Canada to “name” and “claim” the Catholic Identity of our schools. More than ever those within the Catholic community and the general public “must see the what and the why” and most especially the “who” of Catholic schools/education.

We know that the past 20 months have brought numerous and extremely complex challenges to all sectors of society including our church and Catholic schools. From the smallest Catholic school to the largest Catholic school board, trustees, system and school leaders, teachers and support staff have worked heroically in the best interest of the students they serve. You are to be commended for placing priority on the health and safety of your students and staff while continuing to provide excellence in Catholic education throughout these unprecedented times.

I look forward to seeing you at the 2022 C.C.S.T.A Annual General Meeting in Blue Mountain and meeting many of you at Provincial Association gatherings next year. On behalf of the C.C.S.T.A Board of Directors and our dedicated staff, I wish you all of God’s blessings for a Happy and Holy Christmas and a new year filled with much joy.

Toonies
can make a difference

Toonies
*un don qui fait
une différence*

Every Child deserves a Catholic Education.

Give the Gift of Catholic Education this Christmas by supporting our [Toonies for Tuition Campaign.](#)



CCSTA NEWS & EVENTS



REJOICING
IN GOD'S
CREATION 2022

CÉLÉBRER LA
CRÉATION
DE DIEU

Join us at the beautiful Blue Mountain Resort in Blue Mountain, Ontario for our Annual CCSTA AGM:

June 2 – 4, 2022

How truly thrilled we are to be announcing the 2022 **in-person** CCSTA AGM!

After a long season of being distanced in our separate regions and provinces across Canada, we couldn't be happier to be gathering our CCSTA Community in one location to celebrate and discuss the works of our Catholic schools!

Whether it's sharing stories over morning coffee, enjoying the special events or diving into the sessions, we hope the 2022 AGM provides lots of opportunities for reconnecting, sharing and building up the spirit of Catholic Education from coast to coast.

About The Theme

This year's theme, Rejoicing in God's Creation, draws its inspiration from Pope Francis and his essential message of **respecting the integrity of creation in our shared world**. Throughout the conference, we will be focussing on three interrelated ideas:

Environmental Stewardship, Social Justice & our relationship with Indigenous peoples

We believe this will provide an excellent foundation on which to build an inspiring and memorable conference.

About the Logo

- Incorporates shades of green, a colour that represents life, renewal, nature, energy and growth
- The circular shape of the logo represents the circular shape of our earth – “God's creation”
- The grey hand (a complimentary colour to the green) represents how we should care for God's creation – environmental stewardship and social justice are strong themes/focus of the conference
- The gender-neutral icon in green is clearly “rejoicing” – almost cheerleader-like.

The Spectacular Location:



The 2022 CCSTA AGM will be hosted at the stunning Blue Mountain Resorts, Blue Mountains, Ontario! The Blue Mountain Resorts and Conference Centres offer fantastic amenities featuring lovely views of the mountain and Georgian Bay. Located moments away from all accommodation types, dining and shopping of the Blue Mountain Village. The inside of the facility aims to bring the beauty of the outdoors in.

How do I register?

- Registration will be offered online in mid-January 2022 ([link below](#))
- Booking of hotel rooms will be made directly with the resort and the group code will be included in the website.

About the 2022 Speakers & Sessions:

Read more about our [Keynote Speakers and Session Topics.](#)

What to expect for Covid-19 Measures:

In order to attend the in-person AGM/Convention, attendees are required to be fully vaccinated and local public health orders will be followed. Guests are to provide proof of vaccination in certain resort areas including: Dining areas and bars/nightclubs, indoor gyms, meeting / conference spaces & events.

Details about providing proof of vaccination will be shared by the service provider directly. Current guidelines remain in place and can be reviewed online at Covid-19 Policies and Procedures (www.bluemountain.ca). Unless seated in your function space, wearing a mask is mandatory in all indoor spaces, hotel and conference facility public spaces and on select attractions. For more information, please see the [CCSTA Duty of Care Statement](#).

Where can I register and stay up-to-date?

[The 2022 AGM Website](#) is currently being developed and we're hopeful it will be ready for viewing and registration by mid-January! Keep checking back for the latest updates, news and highlights.

CCSTA would like to thank the 2022 CCSTA AGM Organizing Committee for all of their hard work and efforts in bringing us back together again!

See you all in June!



From the Office Desk
JULIAN HANLON



Julian Hanlon

CCSTA Executive Director

This time last year, I stated that the past year (2020) had been a very challenging school year. The same can be said for the 2021 year. The good news is that since September, the vast majority of our students have been able to return to the classroom. With few exceptions, there is no doubt that in class learning is preferable when compared to virtual learning. With a vaccine for our younger students on the horizon, hopefully school closures will soon be a thing of the past. Equally as important is the ability of most school districts to be able to offer a full range of extra-curricular activities. We all know how important these activities are in terms of providing a well-rounded education.

One of the direct benefits of students being in school is that they will be able to celebrate the Christmas season. The celebration of Christmas liturgies, and the additional activities that take place, are always a highlight of the school year. It affords schools the opportunity to focus on the true meaning of the Christmas season.

Another positive sign is the slow return to in-person meetings. While virtual meeting platforms are very effective ways to conduct business, there is no doubt face-to-face gatherings are also very important. To that end, our February Board meeting and Lobby Day on Parliament Hill are scheduled to take place in Ottawa in early February. One advantage of virtual meetings is that while we will hold face-to-face meetings with MPs in Ottawa, we will also use a hybrid model and schedule virtual meetings throughout the week. This strategy will allow us to connect with a greater number of MPs.

Our 2022 AGM/Convention is scheduled to take place in beautiful Collingwood, Ontario at the Blue Mountain resort. Planning is well under way and the survey we sent out

earlier this year clearly indicated that delegates are in favour of attending in person. We will offer a virtual option for those who wish to hear the speakers. Registration information will be sent out in the New Year. A sincere thank you to the planning committee, as the AGM/Convention in Blue Mountain was originally scheduled to take place in June 2020, and they have had to plan the event twice – no small task. The committee hosting the 2023 AGM in Saskatoon has had to deal with the same issue. The flexibility shown by both committees is greatly appreciated.

Our Toonies Campaign continues to provide much needed tuition assistance to schools in provinces that do not receive full funding. We are optimistic that with the return to in school learning, fundraising activities will pick up. Given the circumstances of the past year, the campaign was a success, but the requests for support continue to be greater than the monies received. Any support for the campaign is greatly appreciated.

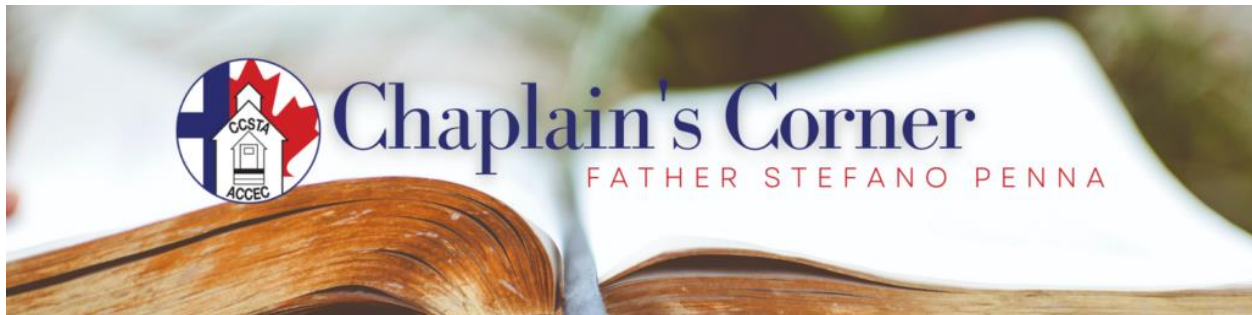
In spite of all the challenges, it comes as no surprise that during these difficult times the Catholic Education community has continued to provide not only a first rate education, but also supports required by students, their families and staff. Thank you all.

In closing, I wish everyone a very Merry Christmas, and all the best in 2022.



Despite the challenges of the Pandemic, generosity shone in Catholic Schools across Canada

[Read more](#) about how our schools continued to contribute to our Toonies for Tuition Campaign last year!



Fr. Stefano Penna

CCSTA Chaplain

"People are very brittle".



That was the comment Archbishop Chatlain made to me when we were walking last week. Brittle. That does seem to be the condition of so many people 20 months – twenty months – into this Pandemic.

Brittle. Easily angered. Lacking in patience. Opinions crystalizing people into camps. Prickly and intolerant.

Remember the wife of Lot? She turned into a pillar of salt looking backwards at Sodom. Are we so brittle because we only look backwards to what we have lost? Have we turned into pillars crystallized into bitterness towards people – unvaccinated or

vaccinated? One cannot be salt of the earth – spreading peace and joy into peoples' lives if you are **a self-enclosed pillar of salt** standing alone on top of the earth.

Our Church year in School and life begins in Advent.

Advent is a looking-forward time.

The signs of the collapse of Sodom and Gomorrah are indeed around us.

Troops mass on borders, environmental destabilization is around us, social divisions metastasize fed by huge media and state corporations, viruses mutate, and – as Jesus said,

“People will faint from fear and foreboding of what is coming upon the world” (Luke 21:25).

Fear makes people brittle. Fear freezes people into pillars.

Advent comes to us brittle people and speaks serious hope:

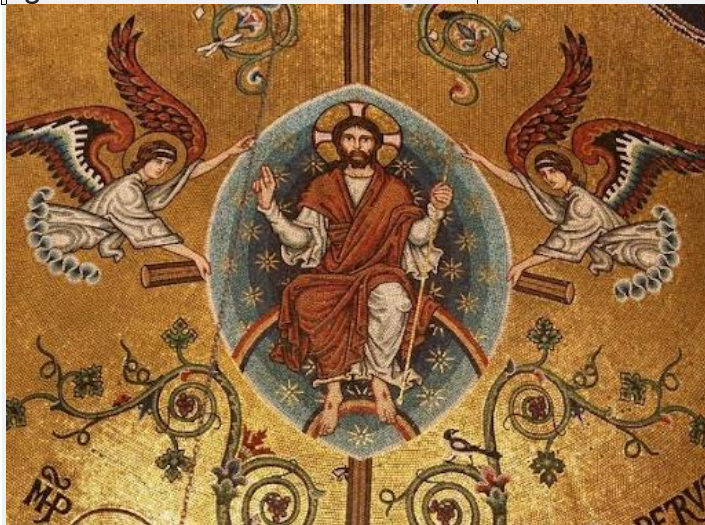
“²⁷Then they will see ‘the Son of Man coming in a cloud’ with power and great glory.” ²⁸

Now when these things begin to take place, stand up and raise your heads,

because your redemption is drawing near.” (Luke 21)

Stop looking backward! Stop seeing everything through the lens of earthly power and politics! Lift up your head and see – The Son of Man is coming on a cloud. Soon and very soon.

He has come already. Not as a pillar of self-righteous salt to stand sternly on the earth but as a *“righteous Branch to spring up for David; and he shall execute justice and righteousness in the land.”* (Jer. 33:15).



A **living branch** of justice “springing up from the earth”.

The powers of the world tried to nail that branch to the Cross of hopeless – but the Living Branch that is Jesus even carried that awful Dead Tree into the salvation that gives a name to each and all of our lives: “The Lord is our Righteousness”.

What to do?

Lift up and see Redemption entering into our lives. Coming to set us free from the sin-wrought brittleness of our souls.

How does He come?

In the marvellous Sacrament of Penance.

If there is no forgiveness, there is no end to brittleness.

No forgiveness is possible without being forgiven.

Ours is a society in which everything is “permitted” but nothing is forgiven.

Jesus and His Church is a family in which loving care proposes boundaries to behaviour

... and *in which everything is forgivable. Everything, save the sin of saying the Holy*

Spirit is not at work forgiving us in the Church.

And so, **to the Sacrament of Reconciliation we must go.**

We will bring the sins that freeze us in brittleness and realize that these are the sins that fashioned the Cross that crucified the Jesus.

And then, seeing Jesus coming through the clouds of our sins “*with power and great glory*” in our lives – we shall find ourselves no longer brittle pillars looking at what we have lost but living branches of healing hope celebrating Christ’s coming as the World passes away.

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: ON News Release - Ontario Updating Public Health Measures and Guidance in Response to Omicron
Date: Thursday, December 30, 2021 6:05:12 PM
Attachments: [image006.png](#)
[image005.png](#)
[image007.jpg](#)
[image008.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, December 30, 2021 4:16 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - Ontario Updating Public Health Measures and Guidance in Response to Omicron

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December 30, 2021

MEMORANDUM

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

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

FROM: Patrick J. Daly, President

**SUBJECT: ON News Release – Ontario Updating Public Health Measures And
Guidance In Response To Omicron**

For your information, please see below the recently released Government of Ontario News Release regarding Ontario updating public health measures and guidance in response to Omicron.

We have and will continue to express our deep concern with regard to the timing/process of communication with school boards.

Please be assured of our prayers for your school systems, as we continue to navigate these complex times.

We hope you have a blessed Christmas season.



NEWS RELEASE

Ontario Updating Public Health Measures and Guidance in Response to Omicron

Students Returning to In-Person Learning on January 5, 2022

December 30, 2021
[Ministry of Health](#)

TORONTO — In response to the highly transmissible Omicron variant, the Ontario government, in consultation with the Chief Medical Officer of Health, is taking further action to provide additional protection to high-risk settings, and continue to safeguard hospitals and ICU capacity as the province continues to rapidly accelerate its booster dose

rollout. Based on the latest evidence and Ontario's high rate of vaccination, the province is also updating testing and isolation guidelines to protect our most vulnerable and maintain the stability of critical workforces, including frontline health care workers, first responders and critical infrastructure like energy and food and supply chains.

"As cases continue to rise at a rapid rate and evidence on the Omicron variant evolves, our response needs to evolve alongside other jurisdictions to ensure those living and working in our highest-risk settings are protected," said Dr. Kieran Moore, Chief Medical Officer of Health. "Ontario's cautious approach and high vaccination rates have helped keep hospital and intensive care unit capacity stable to date. Focusing our testing and case and contact management on high-risk settings will help limit transmission, maintain critical workforces, and ensure timely access to PCR testing where it is needed the most. Anyone who is sick should protect their community by staying home."

Updated Testing and Isolation Guidelines in Response to Omicron

In consultation with the Chief Medical Officer of Health, Ontario is updating its COVID-19 testing and isolation guidelines. These updates follow recent changes in other jurisdictions in Canada and the United Kingdom to ensure publicly funded testing and case and contact management resources are available for the highest-risk settings and to protect the most vulnerable and help keep critical services running.

Effective December 31, publicly-funded PCR testing will be available only for high-risk individuals who are symptomatic and/or are at risk of severe illness from COVID-19, including for the purposes of confirming a COVID-19 diagnosis to begin treatment, and workers and residents in the highest risk settings, as well as vulnerable populations. Members of the general public with mild symptoms are asked not to seek testing. A full list of eligible individuals can be found [here](#).

In addition, most individuals with a positive result from a rapid antigen test will no longer be required or encouraged to get a confirmatory PCR or rapid molecular test.

Ontario is also changing the required isolation period based on growing evidence that generally healthy people with COVID-19 are most infectious in the two days before and three days after symptoms develop. Individuals with COVID-19 who are vaccinated, as well as children under 12, will be required to isolate for five days following the onset of symptoms. Their household contacts are also required to isolate with them. These individuals can end isolation after five days if their symptoms are improved for at least 24 hours and all public health and safety measures, such as masking and physical distancing, are followed. Non-household contacts are required to self-monitor for ten days.

Individuals who are unvaccinated, partially vaccinated or immunocompromised will be required to isolate for 10 days. While individuals who work or live in high-risk health care settings are recommended to return to work after 10 days from their last exposure or symptom onset or from their date of diagnosis, to ensure sufficient staffing levels workers will have the opportunity to return to work after isolating for seven days with negative PCR or rapid antigen test results, which will be provided by the province through the health care setting.

As of December 20, a total of 49.6 million rapid antigen tests have been deployed since the beginning of the pandemic, with the vast majority (approximately 41 million)

deployed to priority sectors, including hospitals, long-term care and retirement homes and schools. In addition to Ontario directly procuring additional rapid tests where possible, the province is continuing to urge the federal government to make more rapid tests available to provinces as quickly as possible. The province is also evaluating the potential role of antibody testing, including an analysis of how it is used in other jurisdictions, to provide another tool in the fight against COVID-19.

Return to Class Following the Winter Break

In response to the highly-transmissible Omicron variant, Ontario is putting in place additional health and safety measures to create more layers of protection to keep schools as safe as possible for in-person learning, which is critical to the positive mental health and academic success of students.

The Children's Health Coalition – representing Ontario's children's hospitals, mental health agencies and rehabilitation centres – has emphasized that in-person education is critical to the mental health, development and well-being of children and youth. Students are set to return to schools on January 5, 2022 for school boards previously scheduled to return on January 3 to provide schools additional time to prepare for the public health measures announced today. The following additional measures will help ensure safer schools and protect in-person learning:

- Updating the COVID-19 school and child care screener ahead of the return to school on January 5 and asking students, parents and staff for rigorous screening and monitoring of symptoms.
- Providing non-fit-tested N95 masks for staff in schools and licensed child care settings as an optional alternative to medical/surgical masks, and additional supply of high-quality three-ply cloth masks that are strongly encouraged and free for students and children in January.
- Deploying an additional 3,000 standalone HEPA filter units to school boards, building on the existing 70,000 HEPA filter units and ventilation devices already in schools.
- Continuing PCR testing eligibility for symptomatic elementary and secondary students, education staff and participating private and First Nation operated schools who have received a PCR self-collection kit through their school.
- Starting in January, temporarily permitting only low-contact indoor sports and safe extra-curricular activities.
- Updating COVID-19 reporting requirements for school boards and child care in January.
- Supporting the projected hiring of over 2,000 staff, funded by a \$304 million allocation for second semester that includes additional teachers, custodians, and mental health workers.

Further Reducing the Spread of COVID-19 in Larger Indoor Settings

To further strengthen its [response](#) to Omicron and reduce opportunities for close contact as the province gets as many vaccines into arms as possible, effective 12:01 a.m. on Friday, December 31, 2021, Ontario is restricting spectator capacity to 50 per cent of the usual seating capacity or 1,000 people, whichever is less, in the indoor areas of the following settings:

- Spectator areas of facilities used for sports and recreational fitness activities (e.g., sporting events);
- Concert venues; and
- Theatres.

The government and the Chief Medical Officer of Health will continue to monitor the data to determine when it is safe to lift capacity limits in these settings.

Offering Fourth Doses to Long-Term Care Residents

Based on the recommendations from the Ontario Immunization Advisory Committee, effective immediately the province will be making fourth doses of mRNA vaccines available to residents of long-term care homes, retirement homes, Elder Care Lodges and other congregate care settings if at least three months, or 84 days, have passed since their third dose.

In response to the uniquely high-risk nature of long-term care settings for Ontario's most vulnerable individuals, the province is also mandating third doses for all staff, students, volunteers, caregivers and support workers by January 28, 2022 for those currently eligible for a booster, and will be requiring visitors to provide proof of a booster dose once the temporary pause on general visitors is lifted.

As of December 13, 2021, all staff had to be fully vaccinated to work in long-term care homes, unless they have a valid medical exemption. To date, nearly 47 per cent of eligible staff and nearly 86 per cent of eligible residents have received their third dose booster. The province will continue to monitor long-term care homes and adjust measures as necessary to keep residents safe.

The government and the Chief Medical Officer of Health will continue to monitor trends in key public health and health care indicators, including emerging data on the Omicron variant and will continue to take swift action to ensure the health and safety of Ontarians.

Quick Facts

- PCR testing for eligible individuals is available at over 220 assessment centres or community labs, in addition to over 600 participating pharmacies, many of which offer pick-up/drop-off of self-collection kits.
- To mitigate transmission of the rapidly-spreading Omicron variant, on [December 19, 2021](#) the province implemented a 50 per cent capacity limit in select indoor public settings and has reduced informal social gathering limits to 10 people indoors and 25 people outdoors.
- As of December 29, 2021, Ontario has administered more than three million booster doses, including to 42 per cent of individuals aged 50 and over.
- Effective January 4, 2022, the use of the enhanced COVID-19 vaccine certificate with QR code and the Verify Ontario app will be required where proof of vaccination is required. Download by visiting <https://covid-19.ontario.ca/get-proof/>, or call the Provincial Vaccine Contact Centre at 1-833-943-3900 to have your vaccine certificate mailed.
- Effective January 10, 2022, organizations and businesses that require provincial proof-of-vaccination system will no longer accept physician notes. Individuals who have an eligible medical exemption or are participating in an active [Health Canada](#)

[Approved COVID-19 vaccine clinical trial](#) must have their exemption verified and integrated into an enhanced COVID-19 vaccine certificate with QR code.

- In response to the increased demand for vaccine doses, effective December 26, all GO-VAXX mobile buses will be scheduling appointments through [Ontario's booking portal](#). Walk-ins will no longer be accepted, as appointments will be required. To book an appointment, please go through [Ontario's booking portal](#) or call the Provincial Vaccine Contact Centre at 1-833-943-3900.

Quotes

"Our government is taking action to protect our most vulnerable and preserve public health and health system capacity throughout the province so that patients can continue to receive the care they need. I encourage everyone to help protect our communities by staying home if you are sick, following the updated isolation guidance, and getting your first, second or booster dose as soon as possible."

- Christine Elliott
Deputy Premier and Minister of Health

"Students are returning to safer schools – with enhanced ventilation, high-quality masks, and one of the highest vaccine rates in Canada. We have followed the clear advice of the Chief Medical Officer of Health and pediatric hospitals by ensuring students safely return to learning in-class, alongside their friends and teachers. We are taking nothing for granted, which is why we are making available better quality masks, additional air ventilation units, and over \$300 million to hire more teachers, custodians, and mental health workers, to ensure Ontario students remain as safe as possible."

- Stephen Lecce
Minister of Education

"Mandating third vaccine doses for long-term care staff and caregivers and offering fourth doses to residents is an important step our government is taking to protect long-term care staff and residents. I ask all Ontarians to help us protect our most vulnerable by getting your booster as soon as you are eligible."

- Rod Phillips
Minister of Long-Term Care

Additional Resources

- [Updated Eligibility for PCR Testing and Case and Contact Management Guidance in Ontario](#)
- [Ontario Further Strengthening Response to Omicron](#)
- [All Ontarians 18+ Eligible for COVID-19 Booster Appointments at Three-Month Interval](#)
- Anyone who meets provincial testing eligibility criteria can go to an assessment centre, participating pharmacy, or specimen collection centre for testing. Visit [Ontario.ca/covidtestinglocations](https://ontario.ca/covidtestinglocations) to find a testing location and for eligibility criteria to be tested.
- For public inquiries, please contact the Provincial Vaccine Contact Centre at 1-833-943-3900 (TTY for people who are deaf, hearing-impaired or speech-impaired: 1-

866-797-0007).

- For resources in multiple languages to help local communication efforts in responding to COVID-19, visit Ontario's [COVID-19 communication resources webpage](#).
- Visit Ontario's [website](#) to learn more about how the province continues to protect the people of Ontario from COVID-19.
- Business who have questions about public health and workplace safety measures can call the Stop the Spread Business Information Line at 1-888-444-3659.
- For public inquiries call ServiceOntario, INFOnline at 1-866-532-3161 (Toll-free in Ontario only)

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: ON News Release - Ontario Temporarily Moving to Modified Step Two of the Roadmap to Reopen
Date: Monday, January 3, 2022 12:54:04 PM
Attachments: [image009.png](#)
[image002.png](#)
[image004.jpg](#)

Loretta Notten

Director of Education

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

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, January 3, 2022 12:02 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - Ontario Temporarily Moving to Modified Step Two of the Roadmap to Reopen

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January 3, 2022

MEMORANDUM

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

CC: OCSTA Directors and Staff

Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: ON News Release – Ontario Temporarily Moving to Modified Step Two of the Roadmap to Reopen

Please see Ontario news release below regarding Ontario temporarily moving to a modified Step Two of the Roadmap to Reopen, sent to you for your information.



NEWS RELEASE

Ontario Temporarily Moving to Modified Step Two of the Roadmap to Reopen

Time-limited measures needed to preserve hospital capacity as province continues to accelerate booster dose rollout

January 03, 2022

[Premier's Office](#)

TORONTO — In response to recent trends that show an alarming increase in COVID-19 hospitalizations, the Ontario government, in consultation with the Chief Medical Officer of Health, is temporarily moving the province into Step Two of its Roadmap to Reopen with modifications that take into account the province's successful vaccination efforts. These time-limited measures will

help blunt transmission and prevent hospitals from becoming overwhelmed as the province continues to accelerate its booster dose rollout. As part of the province's response to the Omicron variant, starting January 5, students will pivot to remote learning with free emergency child care planned for school-aged children of health care and other eligible frontline workers.

"As we continue with our provincial vaccine booster efforts, we must look at every option to slow the spread of the highly contagious Omicron variant," said Premier Doug Ford. "Putting these targeted and time-limited measures in place will give us more opportunity to deliver vaccines to all Ontarians and ensure everyone has maximum protection against this virus."

Unlike other variants throughout the pandemic, [evolving data](#) is showing that while the Omicron variant is less severe, its high transmissibility has resulted in a larger number of hospital admissions relative to ICU admissions. Staff absenteeism is also expected to rise and affect operations in workplaces across Ontario due to Omicron infection and exposure, including in hospitals and schools. Real-world experience and evidence in Ontario reveal that approximately one per cent of Omicron cases require hospital care. The rapid rise of Omicron cases, which may soon number in the hundreds of thousands, could result in the province's hospital capacity becoming overwhelmed if further action isn't taken to curb transmission. When one in 100 cases goes to hospital, it means that with this rapid increase in transmission the number of new cases requiring hospitalization will also rapidly increase daily. For example, 50,000 cases per day would mean 500 hospital admissions per day, which is greater than the peak daily hospitalizations of 265 per day from last spring, when hospitals were under significant strain during the third wave of the pandemic.

In response, the province will return to the modified version of Step Two of the Roadmap to Reopen effective Wednesday, January 5, 2022 at 12:01 a.m. for at least 21 days (until January 26, 2022), subject to trends in public health and health system indicators.

These measures include:

- Reducing social gathering limits to five people indoors and 10 people outdoors.
- Limiting capacity at organized public events to five people indoors.
- Requiring businesses and organizations to ensure employees work remotely unless the nature of their work requires them to be on-site.
- Limiting capacity at indoor weddings, funerals, and religious services, rites and ceremonies to 50 per cent capacity of the particular room. Outdoor services are limited to the number of people that can maintain 2 metres of physical distance. Social gatherings associated with these services must adhere to the social gathering limits.
- Retail settings, including shopping malls, permitted at 50 per cent capacity. For shopping malls physical distancing will be required in line-

ups, loitering will not be permitted and food courts will be required to close.

- Personal care services permitted at 50 per cent capacity and other restrictions. Saunas, steam rooms, and oxygen bars closed.
- Closing indoor meeting and event spaces with limited exceptions but permitting outdoor spaces to remain open with restrictions.
- Public libraries limited to 50 per cent capacity.
- Closing indoor dining at restaurants, bars and other food or drink establishments. Outdoor dining with restrictions, takeout, drive through and delivery is permitted.
- Restricting the sale of alcohol after 10 p.m. and the consumption of alcohol on-premise in businesses or settings after 11 p.m. with delivery and takeout, grocery/convenience stores and other liquor stores exempted.
- Closing indoor concert venues, theatres, cinemas, rehearsals and recorded performances permitted with restrictions.
- Closing museums, galleries, zoos, science centres, landmarks, historic sites, botanical gardens and similar attractions, amusement parks and waterparks, tour and guide services and fairs, rural exhibitions, and festivals. Outdoor establishments permitted to open with restrictions and with spectator occupancy, where applicable, limited to 50 per cent capacity.
- Closing indoor horse racing tracks, car racing tracks and other similar venues. Outdoor establishments permitted to open with restrictions and with spectator occupancy limited to 50 per cent capacity. Boat tours permitted at 50 per cent capacity.
- Closing indoor sport and recreational fitness facilities including gyms, except for athletes training for the Olympics and Paralympics and select professional and elite amateur sport leagues. Outdoor facilities are permitted to operate but with the number of spectators not to exceed 50 per cent occupancy and other requirements.
- All publicly funded and private schools will move to remote learning starting January 5 until at least January 17, subject to public health trends and operational considerations.
- School buildings would be permitted to open for child care operations, including emergency child care, to provide in-person instruction for students with special education needs who cannot be accommodated remotely and for staff who are unable to deliver quality instruction from home.
- During this period of remote learning, free emergency child care will be provided for school-aged children of health care and other eligible frontline workers.

Please view the regulation for the full list of mandatory public health and workplace safety measures.

In addition, on January 5, 2022 the Chief Medical Officer of Health will reinstate Directive 2 for hospitals and regulated health professionals,

instructing hospitals to pause all non-emergent and non-urgent surgeries and procedures in order to preserve critical care and human resource capacity.

In recognition of the impact the Omicron variant and additional public health measures have on small businesses, the government is expanding the new Ontario Business Costs Rebate Program. Eligible businesses that are required to close or reduce capacity will receive rebate payments for a portion of the property tax and energy costs they incur while subject to these measures. Eligible businesses required to reduce capacity to 50 per cent, such as smaller retail stores, will receive a rebate payment equivalent to 50 per cent of their costs, while businesses required to close for indoor activities, such as restaurants and gyms, will receive a rebate payment equivalent to 100 per cent of their costs. A full list of eligible business types will be made available when applications for the program open later this month. To improve cash flows for Ontario businesses, effective January 1, 2022, the government is also providing up to \$7.5 billion for a six-month interest- and penalty-free period for Ontario businesses to make payments for most provincially administered taxes, supporting businesses now and providing the flexibility they will need for long-term planning.

The government is also exploring options for providing further targeted and necessary supports for businesses and workers impacted by the province's move into a modified Step Two of the Roadmap to Reopen, including grants. The government will also continue to call on the federal government to come to table and help us support Ontario businesses and Ontario workers by allowing eligible businesses to defer HST and to enhance supports available to workers affected by current public health measures.

"As cases continue to rise at a rapid rate and evidence on the Omicron variant evolves, additional time-limited measures are needed to help limit transmission as Team Ontario continues to get booster doses into arms," said Christine Elliott, Deputy Premier and Minister of Health. "While this was not an easy decision, these measures will help preserve hospital bed capacity and prevent our hospitals from becoming overwhelmed."

"Children will continue to receive live virtual learning during this period, led by their teacher, with full access to school-based academic and mental health supports," said Stephen Lecce, Minister of Education. "We will continue to work closely with the Chief Medical Officer of Health to keep our communities safe and ensure that Ontario students get back to in-person learning as soon as possible."

As of January 2, more than 3.7 million booster doses have been administered across the province. The government is focusing all efforts to speed up booster doses, including employer-led vaccination clinics and expanded GO-VAXX mobile clinics. To date, over 4,300 Ontarians have registered through the [Ontario COVID-19 Volunteer Portal](#) and [the Health Workforce Matching Portal](#) and have answered the province's call to arms to businesses,

volunteers and retired health professionals to help further boost capacity to administer vaccines and get more boosters into arms sooner.

The province is also continuing to urge the federal government to approve COVID-19 antivirals to support Canada's pandemic response.

"While the risks for severe illness are lower with Omicron than with the previous variants of concern, it is far more transmissible and hospitalizations are expected to continue to increase placing greater pressure on our health system," said Dr. Kieran Moore, Chief Medical Officer of Health. "It is difficult but necessary to apply additional public health and workplace safety measures to help stop the spread of the virus and protect our health system capacity. Please follow all public measures and get vaccinated with your first, second or booster dose if you have not done already."

Quick Facts

- As of January 2, 2022, more than 27 million doses of the COVID-19 vaccine have been administered, with more than 90 per cent of Ontarians aged 12 and over having received at least one dose and more than 88 per cent having received at least a second dose. More than 43 per cent of children aged five to 11 have received their first dose and over 3.7 million booster doses have been administered including to 47 per cent of individuals aged 50 and over and more than 31 per cent of individuals aged 18 and over.
- In consultation with the Chief Medical Officer of Health, Ontario updated its [COVID-19 testing and isolation guidelines](#) on December 30, 2021. These updates follow recent changes in other jurisdictions in Canada and the United Kingdom to ensure publicly funded testing and case and contact management resources are available for the highest-risk settings and to protect the most vulnerable and help keep critical services running.
- The Ontario government is amending O. Reg. 263/20 (Rules for Areas at Step 2) under the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020 (ROA) to apply additional or modify public health and workplace safety measures, and amending O.Reg. 363/20 (Steps of Reopening) to move Ontario to the amended Step Two, effective Wednesday, January 5th.

Additional Resources

- [Ontario Updating Public Health Measures and Guidance in Response to Omicron](#)
- [Updated Eligibility for PCR Testing and Case and Contact Management Guidance in Ontario](#)
- [Ontario Further Strengthening Response to Omicron](#)
- [All Ontarians 18+ Eligible for COVID-19 Booster Appointments at](#)

[Three-Month Interval](#)

- Anyone who meets provincial testing eligibility criteria can go to an assessment centre, participating pharmacy, or specimen collection centre for testing. Visit [Ontario.ca/covidtestinglocations](https://ontario.ca/covidtestinglocations) to find a testing location and for eligibility criteria to be tested.
- For public inquiries, please contact the Provincial Vaccine Contact Centre at 1-833-943-3900 (TTY for people who are deaf, hearing-impaired or speech-impaired: 1-866-797-0007).
- For resources in multiple languages to help local communication efforts in responding to COVID-19, visit Ontario's [COVID-19 communication resources webpage](#).
- Visit Ontario's [website](#) to learn more about how the province continues to protect the people of Ontario from COVID-19.
- Business who have questions about public health and workplace safety measures can call the Stop the Spread Business Information Line at 1-888-444-3659.
- For public inquiries call ServiceOntario, INFOline at 1-866-532-3161 (Toll-free in Ontario only)

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA News Release - OCSTA Concerned About Disruption and Calls for Mandatory Vaccinations of Eligible Students and Staff
Date: Monday, January 3, 2022 4:17:13 PM
Attachments: [image002.png](#)

Loretta Notten

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

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Monday, January 3, 2022 1:18 PM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA News Release - OCSTA Concerned About Disruption and Calls for Mandatory Vaccinations of Eligible Students and Staff

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Ontario Catholic School
Trustees' Association

NEWS RELEASE

OCSTA Concerned About Disruption and Calls for Mandatory Vaccinations of Eligible Students and Staff

FOR IMMEDIATE RELEASE

TORONTO-January 3, 2022—"In response to today's government announcement that the reopening of in-school learning will be delayed for two weeks, OCSTA, on

behalf of the Catholic District School Boards we represent, defers to the expertise of the medical health experts arriving at these difficult decisions and we remain committed to supporting Catholic school boards in their priority on the health and safety and well-being of their students and staff,” said OCSTA President, Patrick Daly.

“Although we were not consulted regarding recent decisions, we very much regret the disruption this has caused to students, staff and parents,” added Mr. Daly.

“We continue to call upon the government to give priority to students and all school staff to receive all of the vaccine doses for which they are eligible and add COVID-19 to the list of designated diseases in Ontario Regulations 261/13 Designated Diseases under the *Immunization of School Pupils Act* (ISPA).

We express deep gratitude to system and school leaders, teachers, support staff, students, parents and trustees for their heroic service and understanding throughout these unprecedented times.”

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

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

Sharon McMillan, Director of Communications, smcmillan@ocsta.on.ca/416-460-7937

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Ontario Catholic School
Trustees' Association

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

October 13, 2021

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

CC: Board Secretaries and Administrative Assistants
- All Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2022 OCSTA Trustee Award of Merit**

Boards or individual trustee members are encouraged to submit nominations for the 2022 OCSTA Trustee Award of Merit. This award recognizes current and former Catholic trustees who have rendered exceptional service to Catholic education over the years.

The recipient(s) of the Trustee Award of Merit will be honoured during the Annual Dinner on Friday, April 22, as part of the 2022 Annual General Meeting & Conference.

Please see the attached guidelines and nomination form, as well as a list of past recipients of this award, for reference purposes.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Monday, January 10, 2022.**

OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

- Only current and former Ontario Catholic school trustees are eligible to receive this award.
- Nominations may be made by OCSTA member boards or individual trustees.
- A trustee may nominate another current or former trustee who is not from his or her own board.
- Current members of the OCSTA Board of Directors are not eligible to receive this award.

EVALUATION CRITERIA

This award is given to current and former trustees who have demonstrated one or more of the following three criteria, given a weighted value in points totalling 100:

- The nominee has made a significant contribution to the Catholic education community while serving as a Catholic trustee. (50 points)
- The nominee has strong Catholic leadership qualities and gives witness to their faith commitment. (30 points)
- The nominee has served as a Catholic trustee for a significant period of time. Although this award is not a reward for long-term service, length of service will be taken into account. (20 points)

PROCESS

- Up to three awards may be presented in any given year.
- All nominations will be reviewed, and the winner selected at the February Board of Directors' meeting.
- For information purposes, a list of past winners will be provided to the OCSTA Board of Directors (included in this package).
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- OCSTA will reimburse each award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be submitted using the forms below and preceded by the Nomination Cover Sheet.
- The response in support of the nominee for each of the three criteria must **not** exceed 400 words. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca.
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EST, Monday, January 10, 2022**. The deadline is firm and will not be extended.

“To their Catholic school trustees, families entrust hundreds of thousands of human lives with the capability, the possibility, and finally the promise of achieving human greatness. It is these small, fragile and ultimately marvellous lives that you as a trustee are called to serve.”

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet

OCSTA Trustee Award of Merit

Name of Nominee: _____

Nominated by: _____

Board: _____

Contact Person: _____

Telephone #: _____

Email: _____

Please provide details of the nominee's contributions to the Catholic education community that, in your opinion, exceed the community's expectations of a Catholic trustee. (50 points)

Please provide details of how this nominee's strong Catholic leadership qualities exemplify their faith commitment. (30 points)

The term of service will be taken into consideration. How long has the nominee served as a trustee? What positions have they held? (20 points)



Ontario Catholic School
Trustees' Association

OCSTA Award of Merit Recipients Since 1974 to Present

YEAR	RECIPIENT
2021	Bruno Iannicca , Trustee, Dufferin-Peel CDSB
2020	Bob Schreder , Vice-Chair, Renfrew County CDSB
2019	Vikki Dupuis , Trustee, Wellington CDSB Anne-Marie Fitzgerald , Northwest CDSB
2018	John Curry , Trustee, Ottawa CSB
2017	Andy Bray , Vice Chair, Renfrew County CSB
2016	Norm Bethune , Vice Chair, Bruce-Grey CDSB
2015	Wilf Garrah , Former Trustee, Algonquin & Lakeshore CDSB
2014	John Grisé , Former Trustee, Simcoe-Muskoka CDSB
2013	Gerald Beerkens , Huron-Superior CDSB Betty-Ann Kealey , Ottawa CSB
2012	Mike Favreau , Kenora CDSB
2011	Bernard Murray , Huron-Perth CDSB
2010	Ronald Eamer , CDSB of Eastern Ontario Alice Anne LeMay , Halton CDSB
2009	Kathy Ablett , Ottawa CSB
2008	Ron Marcy , Huron-Perth CDSB Ken Adamson , Dufferin-Peel CDSB Donald Clune , Toronto CDSB
2007	Louise Ervin , Waterloo CDSB
2006	Joe Corey , Durham CDSB Barbara McCool , Nipissing Parry Sound CDSB Ed McMahon , Toronto CDSB
2005	Philip Colosimo , Thunder Bay CDSB Regis O'Connor , Huron Superior CDSB Ed Viana , Halton CDSB
2004	Patrick Daly , Hamilton-Wentworth CDSB
2003	Dave McCann , Kenora CDSB

2002	Donald Sunstrum , Huron-Superior CDSB
2001	Patrick Meany , Dufferin-Peel CDSB
2000	A. J. M. (Art) Lamarche , Ottawa-Carleton CDSB
1999	Robert Hubbard , St. Clair CDSB Joseph Kraemer , London DSCB
1998	Jacqueline Legendre-McGuinty , Ottawa-Carleton RCSS Board Tina Rotondi-Molinari , York Region County RCSS Board Donald Schrenk , Halton County RCSS Board
1997	Mary Hendriks , Lincoln County RCSS Board Rev. Tom Day , Metropolitan Separate School Board
1996	Monsignor Edward Boehler , Metropolitan Separate School Board Michael Kelly , Ottawa RCSS Board Ray Voll , Waterloo Region RCSS Board
1995	Fr. Carl J. Matthews , Metropolitan Separate School Board John Shrader , London & Middlesex County RCSS Board
1994	James V. Sherlock , Halton County RCSS Board Mary O. O'Connor , Kirkland Lake-Timiskaming District RCSS Board Roberta B. Anderson , Ottawa RCSS Board
1993	Jim Carpenter , London & Middlesex County RCSS Board Robert Flanagan , Welland County RCSS Board Paul Duggan , Metropolitan Separate School Board
1992	Dr. Angelo Albanese , Welland County RCSS Board Robert O'Brien , Halton County RCSS Board Charles (Chuck) Yates , Waterloo Region RCSS Board
1991	Joseph H. Duffey , Frontenac-Lennox & Addington County RCSS Board Bertram R. Garrett , Frontenac-Lennox & Addington County RCSS Board William J. Hillyer , Bruce-Grey County RCSS Board
1990	Robert Hall , Dufferin-Peel County RCSS Board Lillian O'Connor , Hastings-Prince Edward County RCSS Board Fergie St. Cyr , Kirkland Lake & Timiskaming District RCSS Board
1989	Martha Joyce , London-Middlesex County RCSS Board Angus MacLellan , Dryden District RCSS Board
1988	Kathleen Nolan , Hamilton-Wentworth County RCSS Board Cecil Poirier , Kenora District RCSS Board

	William Winters , Renfrew County RCSS Board
1987	Gerry Meehan , Dufferin-Peel RCSS Board
1986	Rev. Raymond Durocher, O.M.I. , Metropolitan Separate School Board Frank Furlong , Waterloo Region RCSS Board John Hourigan , Wellington County RCSS Board James Jordan , Lanark, Leeds & Grenville County RCSS Board Dr. N. A. Mancini , Hamilton-Wentworth County RCSS Board B. E. Nelligan , Metropolitan Separate School Board Pat Whelan , Lincoln County RCSS Board
1985	Betty Biss , Dufferin-Peel RCSS Board Rev. Patrick H. Fogarty , Metropolitan Separate School Board T. T. Joyce , York Region County RCSS Board Phil McAllister , Metropolitan Separate School Board Chris Asseff , Lakehead District RCSS Board
1984	Gerald E. Dwyer , Windsor-Essex County RCSS Board Frank E. Shine , Durham Region RCSS Board Archbishop J.L. Wilhelm , Frontenac-Lennox & Addington County RCSS Board Archbishop Philip F. Pocock , Metropolitan Separate School Board
1983	Lorne Charbonneau , Kirkland Lake & Timiskaming District RCSS Board A.F. (Al) Dunn , Elgin County RCSS Board C.F. Gilhooly , Ottawa RCSS Board Carl Mundy , Lambton County RCSS Board
1982	Sr. Emeline Forbes , Windsor-Essex County RCSS Board Rev. Ken A. Burns , Welland County RCSS Board Mary Cowley , Lambton County RCSS Board Joseph Hugel , Dufferin-Peel RCSS Board Monsignor Percy Johnson , Metropolitan Separate School Board Rev. Cornelius Siegfried , Waterloo Region RCSS Board Les Silaj , North Shore District RCSS Board
1981	Aime Arvisais , Ottawa RCSS Board John Trepanier , Brant, Haldimand & Norfolk County RCSS Board Janis Bunkis , North of Superior District RCSS Board Rev. L.P. Casartelli , Hastings-Prince Edward County RCSS Board Dr. Joseph W. Fyfe , Sudbury District RCSS Board Albert (Al) Klein, Q.C. , Nipissing District RCSS Board
1980	Almon Doolan , Frontenac-Lennox & Addington County RCSS Board John Pearson , Lincoln County RCSS Board

	Alexander Kuska , Welland County RCSS Board
1979	Rev. Blake Ryan , Wellington County RCSS Board Nicholas Marino , Lincoln County RCSS Board Rita Desjardins , Ottawa RCSS Board A.C. Thompson , Dufferin-Peel RCSS Board Rosario Paquet , Nipissing District RCSS Board Robert Butler , Huron-Perth County RCSS Board
1978	Monsignor Charles Colgan , Hamilton-Wentworth County RCSS Board Dr. John Andrachuk , Metropolitan Separate School Board Jean Paul Parent , Cochrane-Iroquois Falls, Black River-Matheson District RCSS Board Daniel Murawksy , Waterloo Region RCSS Board Sylvia Brown , Windsor-Essex County RCSS Board Eugene Jacobs , York Region RCSS Board Dr. Bernard Nolan , Windsor-Essex County RCSS Board
1977	Edward J. Brisbois , Metropolitan Separate School Board James Copeland , London & Middlesex County RCSS Board Eileen Coombs , London & Middlesex County RCSS Board Sr. Bernadette Boivin , Kirkland Lake-Timiskaming District RCSS Board Joseph Donihee , Frontenac-Lennox & Addington County RCSS Board John Johnson , Windsor-Essex County RCSS Board Morgan O'Connor , Durham Region RCSS Board Monsignor Delaney , Lincoln County RCSS Board Rev. Francis Grant , Peterborough Victoria Northumberland & Newcastle County RCSS Board Rev. Bernard Cox , Hamilton-Wentworth County RCSS Board
1976	Joseph Gruzleski , Wellington County RCSS Board Joseph Mahoney , Lakehead District RCSS Board Millard McGill , Bruce-Grey County RCSS Board
1975	George Charron , Lincoln County RCSS Board J. Lamarche , Frontenac-Lennox & Addington County RCSS Board
1974	T. Meyers , Hamilton-Wentworth County RCSS Board T. Melady , Metropolitan Separate School Board A. Eastdale , London-Middlesex County RCSS Board

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Ontario Catholic School
Trustees' Association

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20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

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

October 13, 2021

MEMORANDUM

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

CC: Student Trustees
Board Secretaries & Administrative Assistants
– All Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2022 OCSTA Student Trustee Alumni Award**

OCSTA is pleased to invite nominees for the Student Trustee Alumni Award, designed to recognize the achievements of former student trustees and celebrate the positive impact of Catholic education on their lives and the communities they reach.

Boards or individual trustee members are encouraged to submit nominations for the 2022 OCSTA Student Trustee Alumni Award.

The recipient of the Award will be honoured during the Annual Dinner on Friday, April 22, as part of the 2022 Annual General Meeting & Conference.

Please see the attached guidelines and nomination form.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Monday, January 10, 2022.**

OCSTA Student Trustee Alumni Award: Guidelines

NOMINATION ELIGIBILITY

- The nominee must be a former Catholic school Student Trustee.
- The nominee must have graduated from a Catholic secondary school in Ontario at least five years prior to his/her nomination.
- Any OCSTA trustee member or Ontario Catholic school board can submit nominations to help recognize the positive impact of Catholic education on the lives of student trustees and the communities they reach after graduation.

EVALUATION CRITERIA

This award is given to student trustee alumni who have demonstrated exceptional achievement in any field—vocational or voluntary—and positive Catholic values reflective of the characteristics described in the Ontario Catholic School Graduate Expectations. The nominations will be assessed based on the following three criteria, given a weighted value in points totalling 100:

- The nominee has distinguished themselves through service to their community and/or serving as a positive, inspiring role model to others. (40 points)
- This award is given to Catholic student trustee alumni who have demonstrated outstanding leadership, philanthropic and/or service capabilities and orchestrated exceptional and meaningful change as leaders in their profession or community. (30 points)
- The nominee has reflected the characteristics of the Ontario Catholic School Graduate Expectations: (30 points)
 - a discerning believer formed in the Catholic faith community
 - an effective communicator
 - a reflective and creative thinker
 - a lifelong learner
 - a collaborative contributor
 - a caring family member
 - a responsible citizen

PROCESS

- Only one person will be honoured in any given year. The Board of Directors is not required to present an OCSTA Student Trustee Alumni Award each year.
- All nominations will be reviewed, and the winner of the award selected at the February Board of Directors' meeting.
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- OCSTA will reimburse the award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be submitted using the OCSTA Student Trustee Alumni Award Nomination Form below.
- The response in support of the nominee must **not** exceed 400 words. Please explain why the individual is deserving of this recognition. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca.
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EST, Monday, January 10, 2022**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumni Award Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

City: _____ Province/State: _____ Postal/Zip Code: _____

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

Dates of Service as Student Trustee _____ / _____ to _____ / _____
(month/year):

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

Please explain why the individual is deserving of this award. The submission must **not** exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca.

Nomination must be received by **12:00 p.m. EST, Monday, January 10, 2022.**



Ontario Catholic School Trustees' Association

OCSTA Student Trustee Alumni Award Recipients since 2017

YEAR	RECIPIENT
2021	Nadia Zanatta , Huron-Superior CDSB
2020	Dr. Robert Murray , Niagara CDSB
2019	Trevor Arnason , Ottawa CSB
2018	Dr. Anthony Silva , Kenora CDSB
	Ben Verboom , Durham CDSB
2017	Kristine Soufian , York CDSB

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: Ministry of Education Update (Jan 5)
Date: Wednesday, January 5, 2022 8:06:53 PM
Attachments: [image005.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Wednesday, January 5, 2022 7:10 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Ministry of Education Update (Jan 5)

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

January 5, 2022

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: Ministry of Education Update (January 5)

I thought that the following Ministry of Education Update would be of interest to you.



Memorandum to: Principals of First Nations/Federally-Operated Schools
First Nations Education Partners

From: Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well-Being Division

Subject: Ministry of Education Update

On January 3, 2022 the government of Ontario announced a range of time-limited public health actions to help curb the spread of COVID-19 variants in Ontario. As part of this announcement, all publicly funded and private schools will move to remote learning starting January 5 until at least January 17, subject to public health trends and operational considerations.

This requirement does not apply to First Nations/federally-operated schools, however, can be used as a resource for local planning and guidance. For licensed childcare, operators are to continue working with their regional office.

The ministry is also receiving an increase in requests to coordinate additional COVID-19 related supports for First Nations/federally-operated schools including testing and non-fitted N-95 masks. We will be following up soon with further communication to provide you with an update.

For students experiencing, or could be expected to experience mental health challenges, students and families should be provided with information about the mental health resources that are available to them, including Kids Help Phone, which offers 24/7 counselling and referral services across the province. To use this free resource, children can call 1-800-668-6868, or text CONNECT to 686868. Kids Help Phone offers Indigenous supports and staff to assist.

School Mental Health Ontario also has a number of great resources for students, parents and families on their website at www.smho-smso.ca. In addition, child and youth mental health agencies across the province continue to provide services.

Learning Resources

The Ministry of Education's [TVO Learn](https://www.tvo.org/learn) and [TFO IDÉLLO. apprendre à la maison portals](https://www.tfo.ca/idello) will continue to

provide supports for students learning remotely by accessing additional educational resources developed by Ontario certified teachers.

Schools are encouraged to share links to these resources with all students and families, as well as educators who may choose to incorporate these resources in their lessons.

Promoting Vaccination

Vaccination continues to represent our most effective strategy to prevent COVID-19 transmission and we are pleased to see the growing vaccination rates for school staff and eligible students.

We ask that you continue this work and promote vaccination efforts for students, families and staff.

Thank you for your continuing efforts and partnership to keep students safe and learning despite our current challenging circumstances.

Sincerely,

Denise Dwyer

Denise Dwyer
Assistant Deputy Minister
Email: denise.dwyer@ontario.ca

If you have any accommodation needs or require communication supports or alternate formats, please let me know.

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



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