



Board of Trustees' Board Meeting

Date: Monday, January 24, 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

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Board Pastoral Team		
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: In-Camera meeting of December 13, 2021 regarding property and HRS matters.			
2. Consent Agenda: Director of Education (e.g.: day –to – day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustee's Meeting - December 13, 2021 3.2 SEAC Minutes of December 1, 2021 3.3 2022-2023 Estimates Budget Plan 3.4 Trustee Committee Assignments 3.5 Interim Financial Report #1	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.4-9 pp.10-13 pp.14-16 pp. 17 pp.18-23	Approval Information Information Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Monthly Report 5.2 Early Literacy Strategy 5.3 Annual Report on Board Properties 5.4 Leadership Strategy Update 5.5 Period Poverty/Menstrual Equity Update 5.6 Update on WCDSB Pandemic Management	L. Notten J. Ritsma/ K. DeGasperis/ B. Wolf S. Maharaj/J. Passy/J. Admans A. Varano J. Klein/J. Ritsma/B. Webster L. Notten	pp.24-26 pp.27-33 pp.34-37 pp.38-52 pp. 53-54 pp.55-60	Information Information Information Information Information Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	S. Simoes, S. Wilson	pp61-63.	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Report 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.64 pp.65-92	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy II 006 Celebration of Excellence Is there a need to review the Policy?	W. Price	pp.93-94	Approval
10.2 Board Policy III 002 Unity of Control Is there a need to review the Policy?	Chair	pp.95	Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Report - Board Policy IV 013 Leadership	L. Notten	pp.96-99	Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 OCSTA Resolutions 12.2 Notice of Motion	Trustees Trustees	pp.100 pp. 101-102	Approval Information

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Feb 3 – Governance Workshop Feb 7 – Committee of the Whole Feb 28 - Board of Trustees' Meeting Mar 7 – Committee of the Whole 	Chair	--	Information
13.3 Pending Items: 13.4 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
Committee of the Whole – February 7, 2021: <ul style="list-style-type: none"> Parent Engagement Update Early Years Report Annual Report on STSWR 	Chair	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Confirm Decision made tonight 15.2 Move into Private, Private, Private	Recording Secretary Trustees	-- --	Information Approval
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Monday, December 13, 2021, at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

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

Student Trustees Present:

Sarah Simoes, Sarah Wilson

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair of the Board called the meeting to order at 6:06 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Resurrection CSS students.

1.2 Territorial Acknowledgment

The Territorial Acknowledgement was declared by Resurrection CSS students.

1.3 Approval of Agenda

2021-155-- It was moved by Trustee Price seconded by Trustee Weiler:

THAT the agenda for Monday, December 13, 2021, be now approved. --- Carried by *consensus*.

Trustee Conway requested clarification on whether 12.1 was for information or discussion. It was confirmed that it was for information at the time the information was provided.

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

1.5 Items for Action: N/A

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

3 Consent Agenda: Board of Trustees (Minutes of meetings) **Approval of Minutes of Regular and Special Meetings**

- 3.1.1 November 22nd, 2021, Board of Trustee's Minutes
- 3.1.2 December 6, 2021, Inaugural Board of Trustee's Minutes
- 3.2 SEAC Minutes of November 3, 2021
- 3.3 CPIC Minutes of September 28, 2021

**2021-156- It was moved by Trustee Conway and seconded by Trustee da Silva:
THAT the Consent Agenda Board of Trustees and the recommendations, contained therein, be now approved. ---
Carried by consensus**

Trustee Weiler requested point of clarification in the SEAC minutes with respect to the OCSTA resolution. It was clarified that SEAC will be writing a letter to advocate for funding, once the letter is received by Trustees, that can be reviewed and discussed.

4 Delegations

5 Advice from the CEO

5.1 Director's Monthly Report

Director Notten provided an update on various meetings and events attended locally and provincially.

5.2 Well-Being Plan – Equity Action Plan

Superintendent Ritsma, Jennifer Staats, K-12 Indigenous and Equity Consultant and Lynn Garrioch Equity Officer provided Trustees with an update on the Equity Action Plan. The Equity teams was introduced, key performance indicators, alignment to MYSP, school and classroom data and ongoing work were discussed.

Trustees asked clarifying questions and provided feedback.

5.3 Revised Estimates – Impacts on Approved Budget

Superintendent Maharaj provided Trustees with an update on revised estimates.

5.4 Annual Report on Accumulated Surpluses

Superintendent Maharaj presented the annual report on accumulated surpluses to Trustees with recommendation for approval.

Trustees asked clarifying questions and provided feedback.

**2021-157- It was moved by Trustee Price and seconded by Trustee Conway:
That the CEO be given permission to use up to \$343,389 from the WSIB surplus to service
WSIB related costs.
--- Carried by consensus**

**2021-158- It was moved by Trustee da Silva and seconded by Trustee Roach:
That the CEO be given permission to use up to \$241,870 from the Student Support Fund
surplus to offset related costs.
--- Carried by consensus**

5.5 Broadcasting Update

In response to the motion of October 25th, 2021, Director Notten provided a detailed report on the required infrastructure, personnel and training and support process with respect to broadcasting Board meetings. Round table discussion took place amongst Trustees. Pros and cons were discussed and debated. Chair Gravelle read the motion being sought for approval "*That the board of trustees instructs the Director of Education to proceed with purchasing the necessary equipment and assign necessary staff to broadcast live only committee of whole, regular and special board meetings beginning with the March 28, 2022 board meeting and continuing onwards*". Chair Gravelle requested a mover and seconder. It was moved by Trustee Conway and seconded by Trustee Roach. Chair Gravelle asked if there was consensus and any discussion.

Trustees continued discussion on live recordings, retention policy and broadcasting without recording. It was noted that we cannot stop others from recording and sharing. Trustees discussed transparency, risks and shared opinions.

Once discussion ended, Chair Gravelle asked for a show of hands for Trustees in favour of the motion presented. Trustee Conway requested a recorded vote with names.

Trustees in favour of motion:

Bill Conway
Hans Roach
Melanie Van Alphen
Tracey Weiler

Trustees not in favour of the motion:

Jeanne Gravelle
Brian Schmalz
Manuel da Silva
Wendy Price
Shannon Nash.

Chair Gravelle confirmed that the motion will not move forward.

5.6 Update on WCDSB Pandemic Management

Director Notten updated the Trustees on WCDSB Pandemic Management including vaccination/staff testing, vaccination for students 5-11, case/contact management, masking, screening, testing and ventilation.

Trustees asked clarifying questions and provided feedback.

5.7 Director's Annual Report

Director Notten presented the Director's Annual Report and requested approval of recommendations.

**2021-159- It was moved by Trustee da Silva and seconded by Trustee Conway:
That the Board accept this report indicating compliance with our obligations under Section 282(3) of The Education Act.
--- Carried by consensus**

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

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

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

8.1 OCSTA/CCSTA Communications

OCSTA communications briefly discussed.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy I 001 Ends - Broad Policy Provision

Trustees confirmed review of Board Policy I 001 Ends. Chair Gravelle requested a mover and seconder.

2021-160 -- It was moved by Trustee Price and seconded by Trustee Conway:

THAT the Board of Trustees reviewed Board Policy I 001 Ends - Broad Policy Provision and find that the Board is in compliance.

--- Carried by consensus.

Chair Gravelle asked if there is a need to review the policy. Trustees confirmed this policy is already on the agenda to be reviewed at the upcoming Governance meeting on January 17th.

10.2 Board Policy II 005 Consultation

Trustee Schmalz confirmed review of Board Policy II 005 Consultation and moved for compliance.

2021-161 -- It was moved by Trustee Schmalz and seconded by Trustee Roach:

THAT the Board of Trustees reviewed Board Policy II 005 Consultation and find that the Board is in compliance. ----- Carried by consensus.

Chair Gravelle asked if there is a need to review the policy, Trustees confirmed there was no need to review the policy.

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

12.1 Access to Rapid Antigen Testing

Chair Gravelle confirmed that Trustee Nash brought forth a motion, to be discussed and approved at the January Board meeting. Trustees Nash requested to bring forth a motion to be assessed this evening if it was the will of the Board.

2021-162 -- It was moved by Trustee Nash and seconded by Trustee Roach:

That the matter of Access to Rapid Antigen Testing be discussed this evening.

--- Carried by consensus.

Trustee Nash introduced her motion to write a letter to the Minister of Education requesting funding and expansion of access to rapid antigen tests to students and their families. Trustee Nash read the motion put forward “That the WCDSB of Trustees directs the Chair of the Board to write a letter to the Ministry of Education requesting that the Ministry fund and expand access to rapid antigen tests to make them widely available for students and their families and education workers through a clear strategy that opens access to rapid testing as it has in workplaces and other high-risk settings”.

Chair Gravelle confirmed with Trustees that in this point they were only discussing the motion and asked for a seconder.

2021-163 -- It was moved by Trustee Nash and seconded by Trustee Weiler:

That the WCDSB of Trustees directs the Chair of the Board to write a letter to the Ministry of Education requesting that the Ministry fund and expand access to rapid antigen tests to make them widely available for students and their families and education workers through a clear strategy that opens access to rapid testing as it has in workplaces and other high-risk settings”.

Chair Gravelle opened the floor for discussion. Trustee Conway fully supported the motion. Trustee Price suggested that the motion be amended to include “and education workers” to include all staff. Chair Gravelle confirmed the amendment brought forth by Trustee Price and asked if there was a seconder.

2021-164 -- It was moved by Trustee Price and seconded by Trustee Weiler:

That the WCDSB of Trustees directs the Chair of the Board to write a letter to the Ministry of Education requesting that the Ministry fund and expand access to rapid antigen tests to make them widely available for students and their families and education workers through a clear strategy that opens access to rapid testing as it has in workplaces and other high-risk settings.

Trustee Gravelle asked if there was further discussion. Trustee da Silva and Weiler noted their support of the motion. Director Notten appreciated the sentiment of the motion but wanted to point out that vaccination is the primary strategy to protect staff and students and that this could be a difficult task for schools to undertake. Trustee Nash noted testing should be used in combination and both be emphasized. Trustee da Silva noted that this may be something OCSTA helps us advocate. Chair Gravelle noted her concerns of test disturbed through schools and feels it should be distributed through community. Trustee Nash noted that this is an open-ended motion as a baseline to put the request in.

Chair Gravelle noted there was no more comments and that there was a motion and seconder and asked for consensus. Chair Gravelle was directed to draft a letter and confirmed that consensus was carried.

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

Trustee Conway introduced the motion to allow Student Trustees to move and second motion. This initiative was introduced by OSTA-AECO. Student Trustee Wilson and Simoes discussed compelling reasons and feel this would make them feel more heard and the current models does not hear their voice.

Chair Gravelle opened the motion for discussion. Director Notten noted that she reached out to OCSTA for advice and noted they were not necessarily in favour and noted their reasons. Trustee da Silva disagreed with OCSTA stance.

Trustee Van Alphen asked for clarification as to whether Student Trustees will bring forward motions for Trustees to discuss but not to pass a vote. Student Trustees confirmed this was correct.

Trustee Conway read the motion being sought. Chair Gravelle asked for a seconder. There was no further discussion.

**2021-165 -- It was moved by Trustee Conway and seconded by Trustee Weiler:
That the Chair of the Board send a letter to the Ministry of Education on behalf of the Waterloo Catholic District School board with copies to all local MPPs, OCSTA, OSTA-AECO, requesting the Ministry of Education make changes to the Education Act that student trustees be allowed to independently move and second motions during board meetings.
--- Carried by consensus**

13 Announcements

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

14. Chair noted items for upcoming agenda.

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed the meeting decisions.

16 Closing Prayer

17 Motion to Adjourn

**2021-166-- It was moved by Trustee Conway and seconded by Trustee da Silva:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:55 p.m.**

Chair of the Board

Secretary



SEAC Committee Meeting Minutes

Date& Time:	December 1, 2021, at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	January 5, 2022
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke, Cindy Benedetti Administrative Officials: Gerald Foran, Erin Lemak Regrets: John Gilbert, Cindy Benedetti	

1. Opening Prayer Welcome	E. Lemak
2. Approval of Agenda NOTE: Special Education Plan sections being reviewed – numbering to be updated to 13-16. Motion by: Jeanne Gravelle Seconded: Sue Simpson	
3. Approval of the November 3rd Minutes Motion by: Kim Murphy Seconded: Jeanne Gravelle	
4. School System Operational Business 4.1. Summer Programs at WCDSB <ul style="list-style-type: none"> All programs were aligned with the MYSP Programs available: <ul style="list-style-type: none"> Reading Interventions – Gr. 1 & 2 that did not meet the BLAM marks Transitions programs – By invitation from the Special Education Teacher, Social Worker or Administrator. Mental Health Support programs Summer Boost, Summer Expedition & Headstart programs that were available in the past were enhanced as more funds were available to support students with special needs. Q&A <ul style="list-style-type: none"> Motion: <ul style="list-style-type: none"> ➤ That the chair of SEAC write the letter of advocacy for continuing funding of the programs: <ul style="list-style-type: none"> Schedule B1: Supporting Student Mental Health Schedule C1: Special Education: Return to School Schedule D1: Additional Special Education Staffing Supports for 2021 Summer Learning and Summer Transition Program for Students with High Special Education Needs, Schedule E1: Reading supports for students affected by COVID Schedule F1 Additional summer reading supports for students affected by COVID 	G. Foran

<p>➤ SEAC also recommends that the Board of Trustees write the letter of support of programs Schedule B1, C1, D1, E1 & F1.</p> <p>Motion by – Kim Murphy Seconded – Karen Kovats</p>					
<p>6. Ministry Updates (10 min)</p> <p>6.1. WRDSB Letter to the Minister of Education Chair of SEAC at WRDSB supporting ADSB & DDSB in raising their concerns about online learning resources for students in the rural areas.</p> <p>6.2. Ministry announcement regarding moving to semesters in high schools – Ministry supports the switch depending on regional public health approval.</p> <p>6.3. Rapid antigen tests will be provided to students to use during holidays and will be going home soon.</p>					G. Foran
<p>7. SEAC Committee Functions</p> <p>7.1. Review of the Sections 13-16 of the Special Education Plan</p>					All
	Section 13	Section 14	Section 15	Section 16	
<p>1.</p> <p>Please highlight any information you feel is unclear or needs to be clarified in this section.</p>	<p>Board Improvement Plan for Student Achievement (BIPSA) is now the Board Improvement Equity Plan for Student Achievement (BIEPSA)</p>	<p>14. 1 Section needs updating – (Erin and Chris R already starting to update this) Who initiates the process of a SEA claim?</p>	<p>See Below**</p>	<p>- How is the information gathered collaboratively from parents & appropriate school personnel? Would parents be made aware of this & how?</p> <p>- Mentions that transportation drivers for students who are medically fragile are trained in First Aid and CPR. Would they be trained in administration of inhalers and/or seizure procedures? At what point would 911 be called?</p>	
<p>2.</p> <p>Please highlight any information you feel has been left out or should be added in this section.</p>	<p>- PD provided directly to staff when Student Services staff is working 1:1 with staff or following up on direct referrals???</p> <p>- These are formal workshops</p> <p>- Does this include voice over PD sessions provided to staff or tracked how many times</p>	<p>Who initiates the process of a SEA claim?</p>	<p>Multi-Year Accessibility Plan 2018 – 2023 says on pg. 5 notifies employees and the public about the availability of accommodations in employee recruitment processes". I looked a WCDSB job posting, and it does in fact say, "If you require a disability related accommodation to participate in the recruitment process, please contact us". We could go one step further and add to our job posting "WCDSB welcome applications from people with disabilities"</p>	<p>The wording around having a Criminal Record Check isn't the best. Perhaps change it to show that ALL drivers (at least non-volunteers) would have this check.</p>	

	posted resources of PD have been accessed? – For example, Return to Learn website accessed over 5000 times		(ThoughtExchange and Igloo and many other employers have added that to their job ads).	
3. Overall General Comments for this section.	<p>Is this information too granular or is it sufficient at this level of detail?</p> <p>Would like to see CT numbers higher but challenge with unfilled jobs and limited PD opportunities.</p> <p>Is PD trending upwards or downwards year over year?</p> <p>State how PD aligns with Ministry objectives?</p> <p>How are we responding to needs?</p> <p>Roll PD up into categories.</p> <p>Is PD moving in right direction based on data.</p> <p>Compare with other boards or provincial data?</p>	14.1 needs updating	<p>Link to multi-year accessibility plan worked. Page 2 says “In 2017-18, WCDSB has 44 elementary schools, five secondary schools, a four-campus Adult and Continuing Education program serving more than 13,000 adult learners, and an alternative education high school serving approximately 65 students via various programs.” Is this relevant now, do we leave it until it's revised for 2023?</p> <p>If you look at the Spec Ed Plan, Section 15 and click on the link it opens Multi Year Strategic Plan (2018-2023) that, on the last page has a link for Capital Renewal Plan which is not the accessibility information a parent would be looking for.</p> <p>Also, if you click on this link to view the specific Policies and administrative procedures, it opens a document where policies and procedures are buried under other titles.</p>	Information is clear. Parent's role is clearly defined re: provision of specialized transportation
4. Does this section adequately address the section topic (Yes/No)	Yes	Yes	Yes	Yes
<p>7.2. PRO Grant opportunity for the SEAC Committee (\$2500)</p> <ul style="list-style-type: none"> Consensus reached to accept the Pro Grant. Follow up in January to brainstorm how to spend funds available. 				

<p>Suggestions:</p> <ul style="list-style-type: none"> ○ To create the video or video clips that answers some questions that parents of special education students might have ○ Creating brochures or media that we believe are missing ○ Helping parents navigate current changes ○ Special Education plan – how to help families understand the plan better ○ Mental health ○ Technology ○ Resource list (mental health and technology) – hiring the graphic designer ○ Is there a hot topic that the parents would be interested in (any experience from other boards) ○ Social media awareness (How to protect kids) ○ Paul Davis – internet safety ○ Tips to support students with anxiety 	
<p>8. Policy Advice to the Board N/A</p>	
<p>9. Updates (20 minutes)</p> <p>9.1. Association Updates</p> <ul style="list-style-type: none"> • WFRN <ul style="list-style-type: none"> ○ Artful Connection - Expressive Arts Group (flyer link) • WWDSS <ul style="list-style-type: none"> ○ Ongoing virtual and socially distanced initiatives: <ul style="list-style-type: none"> ➤ Cooking Classes ➤ Social Skills groups ➤ Member Christmas Party ➤ 2022 calendars are available for purchase and will be distributed soon! <p>9.2. Trustee Updates</p> <ul style="list-style-type: none"> • WCDSB Board Meeting Bulletin — November, 2021 	
<p>10. Pending Items</p> <ul style="list-style-type: none"> • Pro Grant 	
<p>11. Adjournment</p> <p>Motion by: Kim Murphy Seconded: Jeanne Gravelle</p>	
<p>12. Action Items Place Holder N/A</p>	



Date: January 24, 2022
To: Board of Trustees
From: Director of Education
Subject: 2022-2023 Estimates Budget plan

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-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which the director must adhere in the preparation, planning, and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees in June. This year, administration will present a budget to Trustees on June 6, 2022 and request budget approval on June 13, 2022 in order to file the budget with the Ministry on time.

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

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system ...
6. Present a budget that does not allow sufficient time for decision-making"

Alignment to the MYSP:

Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all



Background/Comments:

The **2021-22 budget** preparation was challenging with respect to predicting costs, enrolment, and staff modelling due to the pandemic. Despite these challenges, the management was able to complete the estimates budget within planned timelines.

For the **2022-2023 budget**, the development process will follow a similar structure to prior years. The major timelines are proposed below, assuming the Ministry does not delay the release of grant information.

Board Policy IV007 “Budget Planning” requires management to engage in consultation with Board stakeholders as relates to their views on budget and system priorities. While management has followed this policy provision faithfully, there are some shortcomings to engaging stakeholders in this way.

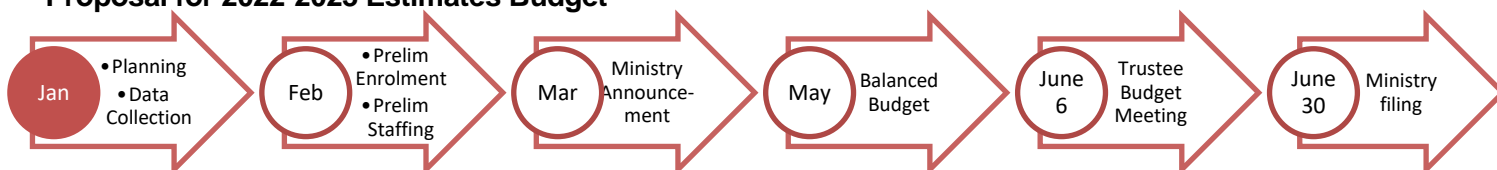
- Funding provided by the province comes with prescriptive spending requirements. There is often very little that school boards can do to modify programs based on stakeholder feedback.
- Our stakeholders often provide feedback that they do not have the expertise to meaningfully engage in a feedback process and would prefer to defer to staff and other subject matter experts.
- The feedback that has been received from stakeholders is difficult to incorporate into budget.
- The budget should be based on the Board’s multi-year strategic plan (MYSP) as well as contractual commitments, legislative requirements, and in year operating needs.

As the MYSP is due to be updated, and because the MYSP should contain the high-level priorities important to WCDSB and its community, it would be more appropriate to engage stakeholders through this process. The budget supports system priorities, so as long as meaningful feedback is solicited through the MYSP process, then the contents of the budget will have been developed through consultation. Consultation would therefore be composed of the following:

- 2022 – full consultation to support development of MYSP (2022-2025)
- 2023 – solicitation of feedback on progress made with commitments in the MYSP plus changes if required.
- 2024 - solicitation of feedback on progress made with commitments in the MYSP plus changes if required.
- 2025 – full consultation to support development of MYSP *(2025 to 2028)

This proposal has been brought to the Board Chair and Vice-Chair with a request that that if Trustees agree, the Governance Committee review and amend policy IV007 as required. In the interim, management has proposed dates that consider a traditional budget consultation process.

Proposal for 2022-2023 Estimates Budget



Major Timelines:

1. Development of budget consultation survey
 - a. Engage budget holders **mid-January** to pre-determine questions for survey
2. Trustee updates will commence January
3. Public budget consultation survey
 - a. Online questionnaire open **February 22 – April 1, 2022**
4. Analysis of Results
 - a. **April 5, 2021**: distribution of survey results to budget holders
5. Balancing of budget by **May 13, 2022**
6. Budget finalization and presentation:
 - a. Formal budget presentation: **June 6, 2022**
 - b. Budget deliberation period: **June 7 – 12, 2022**
 - c. Budget approval: **June 13, 2022**
 - d. Ministry submission: **June 30, 2022**



Management will necessarily need to make several assumptions as the budget for 2022-23 is prepared. These assumptions will be disclosed in budget materials for purposes of transparency and decision-making.

Management will continue the practice of providing monthly reports on the progress of budget development.

Recommendation:

This report is being provided as information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

*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."



Committee Assignments 2021/2022

Committee	Needs	Bill	Brian	Hans	Jeanne	Manuel	Melanie	Shannon	Tracey	Wendy	Sarah S	Sarah W
Audit	3 trustees											
Awards	Vice Chair											
Budget Advisory	2 trustees											
Catholic Parent Involvement	2 trustees + 1 alt		ALT									
Director Performance	Chair/Vice + 2											
FACE	Chair											
Governance	Chair/Vice + 2											
Linkages	4 Trustees + 1 Student											
Pastoral Care	5 Trustees + 1 Student											
SAL*	3 trustees											
SEAC	2 trustees + 1 alt	ALT										
Board School Year Calendar	1 trustees											
Suspension/Expulsion	3 trustees + 2 alt					ALT	new	ALT				
Student Trustee Mentor		Sarah S.							Sarah W.			
Trustee Mentor						Hans				Shannon		
# of assignments (including alt)		5	5	3	5	5	5	3	5	5	1	1
* NOTE for SAL	Wendy for Cambridge SAL Any of the 3 assigned can serve as an alternate for the other 2 but any trustee could be called.											
	Shannon for Kitchener SAL											
	Melanie for Waterloo SAL											



Date: January 24, 2022
To: Board of Trustees
From: Director of Education
Subject: Interim Financial Report - #1 of 3

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-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. Interim reports are presented to the Board of Trustees three times per school year (January, March, and June). Reports are reviewed by the Audit Committee prior to being sent to the Board of Trustees.

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

Executive Limitation IV008: Financial Conditions and Activities

"With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget."

Alignment to the MYSP:

Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

Attached to this report are the following:

1. Dashboard Report
2. Expenditure Summary
3. Revenue Summary

This report contains data up to and including November 30, 2021. Notes, where appropriate are included to provide the reader with additional information.



General Commentary:

Changes have been made to the approved budget as a result of updated enrolment projections and expense information. A summary of changes has been provided below:

Enrolment changes:

Day School Enrolment	2021-2022 Estimates	2021-2022 Revised Estimates	Change
Elementary	17,035	17,023	(12)
Secondary	7,245	7,280	35
Total	24,280	24,303	23
Elementary – VISA	20	16	(4)
Secondary – VISA	150	135	(15)
Total Students of the Board	24,450	24,454	4

Changes to budget:

Revenue Adjustments

COVID PPFs received (November 2021)	\$ 2,533,995
Reduced Con Ed, Extended Day and International program revenues	\$ (764,806)
Other revenue adjustments	213,227
Total revenue adjustments	\$ 1,982,416

Expense Adjustments

Additional school support staff (ECEs, CYCWs, Library Technicians, LHS, Social Workers, Custodians)	629,344
Other staffing and benefit adjustments (collective agreement compliance)	528,902
New administrative staff (Human Resources and Pension Analyst)	357,724
Increased costs due COVID (staff training, internet sticks, COVID response team)	354,171
Additional school administrative staff (VPs and Admin Asst)	233,263
Program changes (School budgets, supplies, PD, contracts, insurance premiums)	(120,988)
Total expense adjustments	1,982,416

2021-2022 Revised Estimates submission - December 2021

-

**Filing Date: Dec 15, 2021

- The enrolment change over the estimates budget is an increase of 23 students. The stable enrolment can be attributed to the use of conservative data-driven enrolment projections for the June 2021 estimates budget, as well as confirmation of the underlying projection assumption that families had become more comfortable sending their children to school as compared to the previous fiscal year.
- The Ministry of Education has provided additional COVID-related funding, which has been incorporated into the revised budget. These revenues have been partially offset by losses expected within the Extended Day program, Continuing Education, and the International Education program.
- Adjustments to staffing levels and budgets have been made where necessary to meet operational needs, collective agreement requirements, and legislative provisions.
- Management will continue to closely monitor supply teacher costs, utilities, and EA costs as these are perennial areas of risk.
- Lawsuits, grievances, and any employee-related contractual financial pressures, if any, have been disclosed in private to the Audit Committee.



The overall risk assessment related to the Board's financial well-being for the 2021-2022 school year is **MODERATE**, given the continued uncertainty of the pandemic.

There have been no significant deviations from the budget priorities set in June 2021.

Recommendation:

That the Board of Trustees receive this interim financial report as information on the financial well-being of the Board as at November 30, 2021.

Prepared/Reviewed By: Loretta Notten
 Director of Education

 Shesh Maharaj
 Chief Financial Officer

 Laura Isaac
 Senior Manager of Financial Services

 Renee King
 Manager of Budget

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



Waterloo Catholic District School Board
2021-2022 First Quarter Interim Financial Report - Revised Estimates
For the Period Ended November 30, 2021

Summary of Financial Results				
	Budget	Revised Budget	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	278,807,650	278,145,683	(661,967)	(0.2%)
Grants for Capital Purposes	7,559,580	7,614,124	54,544	0.7%
Other Grants	6,083,657	16,503,763	10,420,106	171.3%
Other Revenues	11,385,444	12,235,198	849,754	7.5%
Amortization of DCC	18,521,699	18,477,097	(44,602)	(0.2%)
Total Revenue	322,358,030	332,975,865	10,617,835	3.3%
Expenses				
Classroom	225,305,372	228,011,887	2,706,515	1.2%
Non-Classroom	41,740,500	44,623,102	2,882,602	6.9%
Transportation	7,552,215	7,913,437	361,222	4.8%
Pupil Accommodation	26,586,115	26,446,777	(139,338)	(0.5%)
Capital and In-Kind Expenditures	2,542,730	7,389,638	4,846,908	190.6%
Amortization/Write downs	18,631,098	18,591,024	(40,074)	(0.2%)
Total Expenses	322,358,030	332,975,865	10,617,835	3.3%
Balance before Accum Surplus	-	-	-	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	-	-	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Changes in Revenue

- GSN:** Decrease due to lower teacher experience and reduced continuing education enrolment
- Other Grants:** Increase due to PPFs and in-kind grant provided since budget announced
- Other Revenues:** Increase due to day care capitlal lease constructions projects
- Amortization:** Decrease due to the timing of the completion of construction projects

Changes in Expenses

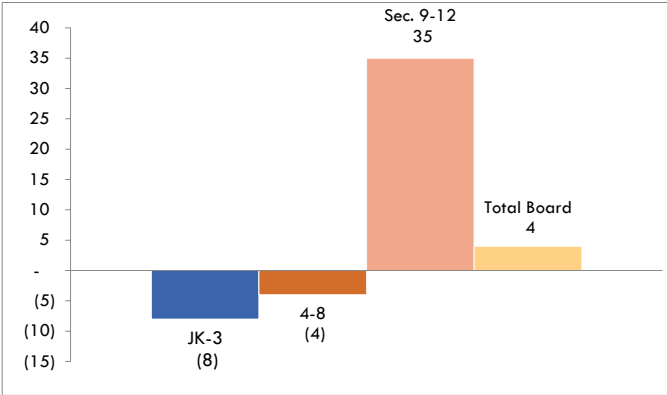
- Classroom:** Increase due to enrolment, additional PPFs announced, pandemic costs, missed planning time and final year of earned leave plan obligations
- Non-Classroom:** Increase due to PPFs provided since budget announced
- Capital and In-Kind Expenditures:** Increase due to in-kind grant provided by Ministry since budget was announced

Summary of Enrolment				
ADE	Budget	Revised Budget	In-Year Change	
			#	%
Elementary				
JK-3	8,338	8,330	(8)	-0.1%
4-8	8,697	8,693	(4)	0.0%
VISA Students	20	16	(4)	-20.0%
Total Elementary	17,055	17,039	(16)	-0.1%
Secondary <21				
Pupils of the Board	7,245	7,280	35	0.5%
VISA Students	150	135	(15)	-10.0%
Total Secondary	7,395	7,415	20	0.3%
Total	24,450	24,454	4	0.0%

Note: ADE is comprised of actual enrolment reported at October 31, 2021 and projected enrolment as at March 31, 2022

Note: VISA students pay tuition & their enrolment does not affect our GSNs

Changes in Enrolment: Budget vs. Revised Budget



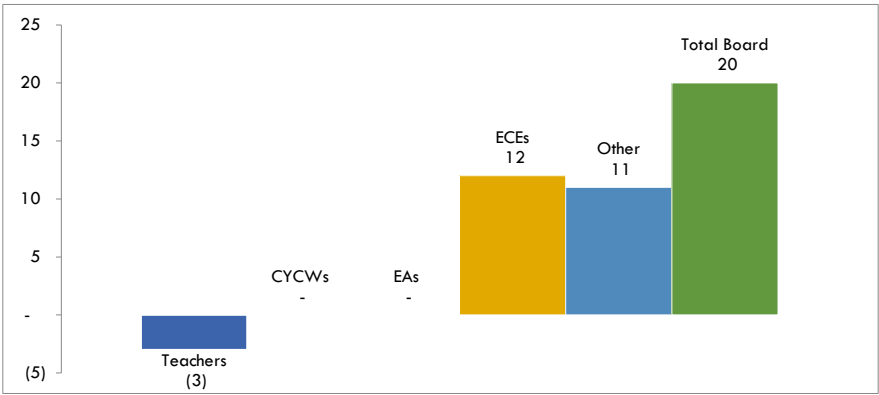
Highlights of Changes in Enrolment:

- Elementary:** Decrease is attributed to families delaying entry into kindergarten or families choosing to home schooling due to pandemic
- Secondary:** Increase due to students returning to in person learning
- VISA Students:** Decrease is due to travel restrictions as a result of the pandemic

Summary of Staffing				
FTE	Budget	Revised Budget	In-Year Change	
			#	%
Classroom				
Teachers	1,501	1,498	(3)	-0.2%
Child & Youth Care Workers (CYCWs)	54	54	-	0.0%
Educational Assistants (EAs)	372	372	-	0.0%
Designated Early Childhood Educators	156	168	12	7.7%
Total Classroom	2,083	2,092	9	0.4%
Other Support Staff				
School Administration	167	168	1	0.6%
Board Administration	81	87	6	7.4%
Facility Services	206	205	(1)	-0.5%
Consultants/Co-ordinators	28	29	1	3.6%
Paraprofessionals	101	104	3	3.0%
Library & Guidance	64	65	1	1.6%
Total Other Support Staff	647	658	11	1.7%
Total Staffing	2,730	2,750	20	0.7%

Note: FTE is calculated as of Oct 31, 2021

Changes in Staffing: Budget vs. Revised Budget



Highlights of Changes in Staffing:

- Classroom Teachers:** Decrease due to class size changes which did not materialize offset with an increase for enrolment and operational changes required to accommodate the virtual school
- Classroom Support Staff - DECEs:** Increase due to enrolment
- Other Support Staff - Board Administration:** Increase need identified in Human Resources due to pandemic and Information Technology due to student information system transition
- Other Support Staff - Paraprofessionals:** Increase due to lunch hour supervision

Waterloo Catholic District School Board
2021-2022 First Quarter Interim Financial Report - Revised Estimates

Revenues
For the Period Ended November 30, 2021

	Budget Assessment				Material Variance Note
	2021-2022				
	Budget	Revised Budget	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	136,572,111	136,680,451	108,340	0.1%	
School Foundation	17,185,386	17,169,411	(15,975)	(0.1%)	
Special Education	35,602,021	35,607,826	5,805	0.0%	
Language Allocation	8,364,431	8,369,045	4,614	0.1%	
Learning Opportunities	6,711,883	6,643,693	(68,190)	(1.0%)	
Adult Education, Continuing Education	3,289,351	3,062,129	(227,222)	(6.9%)	
Teacher and DECE Q&E	28,948,873	28,507,254	(441,619)	(1.5%)	
Transportation	7,415,172	7,446,855	31,683	0.4%	
Administration and Governance	7,701,298	7,705,437	4,139	0.1%	
School Operations	24,687,184	24,557,698	(129,486)	(0.5%)	
Community Use of Schools Grant	326,422	326,422	-	0.0%	
Indigenous Education	436,948	485,562	48,614	11.1%	
Safe Schools Supplement	716,596	717,152	556	0.1%	
New Teacher Induction program	227,157	243,920	16,763	7.4%	
Rural and Northern Education Fund	91,449	91,429	(20)	(0.0%)	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
Support for COVID-19 Outbreak	133,393	133,424	31	0.0%	
Regular Operating On-going Grants	278,807,650	278,145,683	(661,967)	(0.2%)	a.
Grants for Capital Purposes					
School Renewal	309,487	371,755	62,268	20.1%	b.
Temporary Accommodation	4,662,081	4,662,081	-	0.0%	
Short-term Interest	352,780	345,056	(7,724)	(2.2%)	
Debt Funding for Capital	2,235,232	2,235,232	-	0.0%	
Total Capital Grants	7,559,580	7,614,124	54,544	0.7%	
Other Grants					
Continuing Education	2,441,622	2,420,893	(20,729)	(0.8%)	
Partnership and Priorities Fund (PPF)	3,642,035	9,731,432	6,089,397	167.2%	c.
In-Kind Grant	-	4,351,438	4,351,438	100.0%	d.
Total Other Grants	6,083,657	16,503,763	10,420,106	171.3%	
Other Revenues					
Continuing Education Fees	2,668,874	2,936,041	267,167	10.0%	
Rentals	667,359	667,546	187	0.0%	
Interest	300,000	300,000	-	0.0%	
Tuition Fees	3,054,750	2,729,450	(325,300)	(10.6%)	e.
Extended Day Fees	3,035,726	3,258,353	222,627	7.3%	
Other International Fees	925,950	925,950	-	0.0%	
Other	732,785	1,417,858	685,073	93.5%	f.
Total Other Revenue	11,385,444	12,235,198	849,754	7.5%	
Deferred Revenues					
Amortization of DCC	18,521,699	18,477,097	(44,602)	(0.2%)	
Net Deferred Revenue	18,521,699	18,477,097	(44,602)	(0.2%)	
Total Revenue and Grants	322,358,030	332,975,865	10,617,835	3.3%	

Explanations of Material Grant Variances

- a. Decrease due to lower teacher experience and reduced continuing education enrolment
- b. Increase due to nature of construction projects
- c. Increase due to PPFs announced since budget
- d. Increase due to In-Kind grant from Ministry for PPE, rapid test kits and menstrual products
- e. Decrease due to travel restrictions and border closures impacting the Long-Term International program
- f. Increase due to day care capital lease constructions projects

Waterloo Catholic District School Board
2021-2022 First Quarter Interim Financial Report - Revised Estimates

Expenses
For the Period Ended November 30, 2021

	Budget Assessment				Material Variance Note
	2021-2022				
	Budget	Revised Budget	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING					
Classroom Instruction					
Teachers	163,908,112	163,512,210	(395,902)	(0.2%)	
Supply Teachers	4,734,250	5,297,050	562,800	11.9%	a.
Educational Assistants	18,393,181	18,216,173	(177,008)	(1.0%)	
Designated Early Childhood Educators	8,746,606	9,646,542	899,936	10.3%	b.
Classroom Computers	3,179,388	4,252,922	1,073,534	33.8%	c.
Textbooks and Supplies	5,937,019	6,109,091	172,072	2.9%	
Professionals and Paraprofessionals	13,206,465	13,655,494	449,029	3.4%	
Library and Guidance	5,455,206	5,545,229	90,023	1.7%	
Staff Development	1,207,139	1,279,662	72,523	6.0%	
Department Heads	538,006	497,514	(40,492)	(7.5%)	
Total Classroom	225,305,372	228,011,887	2,706,515	1.2%	
Non-Classroom					
Principal and Vice-Principals	10,326,692	10,579,399	252,707	2.4%	
School Office	6,304,864	6,178,790	(126,074)	(2.0%)	
Co-ordinators and Consultants	5,375,459	5,565,562	190,103	3.5%	
Continuing Education	9,363,388	11,281,993	1,918,605	20.5%	d.
Total Non-Classroom	31,370,403	33,605,744	2,235,341	7.1%	
Administration					
Trustees	246,163	246,165	2	0.0%	
Director/Supervisory Officers	1,678,405	1,630,706	(47,699)	(2.8%)	
Board Administration	8,445,529	9,140,487	694,958	8.2%	e.
Total Administration	10,370,097	11,017,358	647,261	6.2%	
Transportation	7,552,215	7,913,437	361,222	4.8%	
Pupil Accommodation					
School Operations and Maintenance	26,276,627	26,075,020	(201,607)	(0.8%)	
School Renewal	309,488	371,757	62,269	20.1%	
Other Pupil Accommodation	2,542,730	7,389,638	4,846,908	190.6%	f.
Amortization and Write-downs	18,631,098	18,591,024	(40,074)	(0.2%)	
Total Pupil Accommodation	47,759,943	52,427,439	4,667,496	9.8%	
TOTAL OPERATING	322,358,030	332,975,865	10,617,835	3.3%	

Explanations of Material Budget Variances

- a. Increase due to anticipated missed planning time and final year of earned leave plan obligations
- b. Increase due to enrolment
- c. Increase due to additional PPFs announced and pandemic costs
- d. Increase due to additional PPFs announced
- e. Increase due to additional staff hired, new PPFs announced and COVID absence management
- f. Increase due to additional PPFs announced and in-kind donation from Ministry for PPE, rapid test kits and menstrual products

Notes:

1. Budget is the 2021 - 2022 Estimates Budget as approved by the Board of Trustees in June 2021



Date: January 24th, 2021
To: Board of Trustees
From: Director of Education
Subject: January Director's Report

Type of Report:

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

Type of Information:

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

It has been an eventful month and a bit since we last met in Mid-December. The joy and excitement of the Christmas season gave way to the heavy spectre and challenges of the Omicron wave of the pandemic. As a result, we continue to be a board – like most of the province – in a state of flux and evolution. We have continued to genuinely feel and offer gratitude to our staff for the myriad ways they have responded to the challenges of the pandemic. Everyone is centered on the core purpose of meeting the needs of our students, but we are also endeavouring to be attentive to the demands on our staff and all who serve our WCDSB system. We continue to deal with various layers of complexity and challenge, and a variety of different perspectives on the best course of action. The pandemic continues to make school and board life different from every other pre-pandemic school year. Staff at every level have been working exceptionally hard to ensure a positive learning experience for our students, with a full eye toward preserving the health, safety and wellbeing of all our WCDSB community members.

Some of the meetings that were common-place into late December and January have included:



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

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

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

- Visited St Agnes to speak with the administrators and tour/visit the building and staff.
- Participated in the CEC Christmas mass and Christmas celebration
- Met with ThoughtExchange to discuss strategic vision for WCDSB and our use of the product
- Participated in the completion of Secondary Vice Principal interviews
- Participated on the Ministry's Initiatives committee, and on the Equity Ad Hoc Committee, in both cases as ECCODE's representative
- Participated in the CODE Executive Meeting and the CODE Executive Meeting with the Deputy Minister.
- Attended a number of emergency meetings in relation to school opening plans – both with Minister, Deputy Minister and Public Health, as well as with our own staff
- Chaired two meetings with Administrator Association representatives
- Met a minimum of once a week with the Equity Officer to discuss strategy and resources; also attended meetings in relation to our staff and student census work.
- Presented on a Institute for Educational Leadership Panel as the Director of Education rep on the topic of Courageous Leadership in Challenging times – audience was new Directors and SOs
- Attended CODE Executive meeting and CODE Affiliate chair meeting
- Attended the OCSTA PD Seminar with Trustees
- Facilitated a Knowledgehook Leadership Series evening breakout session
- Completed a seventh and eighth interview with CTV profiling our journey through the pandemic for this new school year. Have been asked to continue the series every other week through to March.
- Participated (offered remarks) at Minister's Announcement regarding 2 new schools for WCDSB – Rosenberg and the New St Joseph

- Attended OCSOA Board of Directors' mtg
- Participated in meetings as ECCODE Chair with OCSTA President and Executive Director, with the Deputy Minister and 2 ADMs in relation to eLearning in Catholic schools; follow up meetings with OCSTA president and ED and OCSOA ED
- Attended the CCFOWR Board meeting
- Attended the Monthly CEC mass, in memory of our colleague Melissa Resmer
- Attended the IT Governance Council
- Participated in Laurier University Senate as a representative of Secondary Education.
- Attended STSWR meeting with WRDSB, to discuss strategy in relation to bus driver shortages.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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





Date: January 24, 2022
To: Board of Trustees
From: Director of Education
Subject: Literacy 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:

- ❖ Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- ❖ 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:

Nurturing Our Catholic Community

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

- ❖ Goal: Successful Implementation of WCDSB equity action plan to facilitate organizational change

Student Engagement, Achievement & Innovation

Strategic Direction: Foster maximum opportunity for success for all

- ❖ Continue to seek and support reciprocal partnerships with community/educational partners and leverage the mutual learning
- ❖ Goal: Improve Secondary Literacy Achievement
- ❖ Goal: Improve Graduation Rate

KPI's

→Increased diversity in the materials being used in schools eg., classrooms and learning commons (representative of our student population)
→PD Statistics

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



Building Capacity to Lead, Learn and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

→Classroom Evidence
(pedagogical documentation) from
Instructional coach reports

Strategic Direction: Nurture the wellbeing of all staff and students

❖ Goal: Increase in Student Engagement

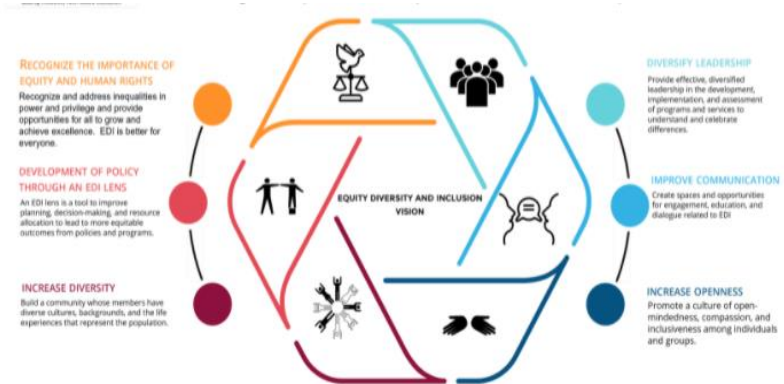
PURPOSE:

This report will provide information with respect to Literacy Programs, Kindergarten-Grade 12.

1. An overview of the updated resources purchased to support effective literacy instruction using culturally responsive texts, resources and materials.
2. Professional Learning
3. Itinerant Early Literacy Support Teachers (IELST), Supporting Growth In Literacy Learning Through Responsive Instruction:
4. Phonological and Phonemic Awareness Support Provided by Speech Language Pathologists in Kindergarten Classrooms
5. Reading at Home
6. WCDSB Joy of Reading Clubs -After School Literacy Program

1. Updated Resources:

- Heggerty
 - Pre-Kindergarten Curriculum
 - Kindergarten Curriculum
 - Primary Curriculum
- Words Their Way, Seventh Edition (K-8)
- Words Their Way, Letter-Name Alphabetic (Primary)
- Words Their Way Digital Resource, 1-8 (St. Isidore)
- Sing a Song of Poetry, Kindergarten
- Sing a Song of Poetry, Grade 1
- Literacy Place, Shared eReading, K-3 (digital)
- Fountas and Pinnell Benchmark Assessment System, K-2 and 3-8
- Updating our Levelled Text Collections-Diversity, Equity, and Inclusion
 - Fountas and Pinnell Guided Reading Text Sets for all elementary schools, grade 1, grade 2, and some grade 3.
 - Replacing RAZKids with Spark Reading, K-3/4 to ensure that all students see themselves in the texts they read
- Fountas & Pinnell-Levelled Literacy Intervention Kits, Gr. 6, 7 & 8
 - identifying and providing literacy intervention for students who struggle prior to entering high school and attempting the OSSLT in Grade 10
 - multiple reading levels (grades 3-8) addressed
- Diversity Book Club K-8 - updating novels used for classroom instruction



- kits providing multiple copies of a variety of culturally relevant and responsive novels, allowing students to choose according to their interest and reading level
- support materials for teachers provided (highlighting themes and big ideas, sample lessons, media connections, potential triggers for students, etc.)
- Culturally Responsive Resources for Learning Commons and Classrooms in Elementary Schools
- OSSLT Preparation through Student Success
 - access to D2L and Google Classroom for student self-directed practice at all 5 high schools
 - targeted instruction for identified in-risk students through lunch and learns and after-school invitational sessions

What's Next? We will continue to update our literacy resources, texts, and materials to ensure students are receiving instruction rooted in current research and pedagogy. We will continue to update the instructional texts we use to ensure students are exposed to current and culturally responsive information within lessons that promote diversity, equity, and inclusion.

2. Professional Learning:

- **System professional learning** was provided to all elementary educators on September 2nd PD day
 - All kindergarten and primary educators learned more on supporting phonological awareness development using Heggerty mini-lessons alongside systematic phonics instruction using shared and guided reading experiences
 - All junior and intermediate educators learned more on supporting the development of Tier 2 high frequency vocabulary words and transfer of meaning; teachers were encouraged to use this type of word study in all subject areas alongside their unit-specific vocabulary development
- **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
- **Words Their Way**
 - Interactive Professional Learning Sessions, Building a Community of Practice
 - 92 Registrants
 - Additional Professional Learning support provided at 13 schools
- **Spark Reading**
 - Training provided to all interested educators on using this new resource
- **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
- Fountas and Pinnell Leveled Literacy Intervention



- piloted at 7 elementary schools in the system, with individualized professional development and modelling the use of the kit
- Literacy Boost Participation (formerly known as Skills Builder After-school Reading Program). It is a scripted, teacher-directed instruction model which is based on 90% repetition from lesson to lesson.
 - Seven schools, with nineteen teachers volunteering to address multiple cohorts at these schools; grade 3 and 6 are the target grades
 - Students are initially tested after being identified by classroom teachers, then placed into homogeneous groups (4 levels available)
 - 1-2 hours a week
 - Utilizes the Corrective Reading program; all teachers implementing this program have been specifically trained by our SELs for effective use

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

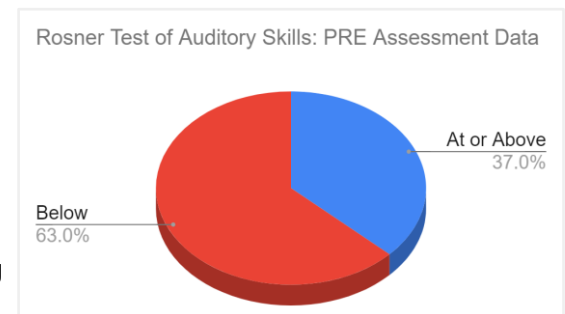
3. Itinerant Early Literacy Support Teachers (IELST), Supporting Growth In Literacy Learning Through Responsive Instruction:

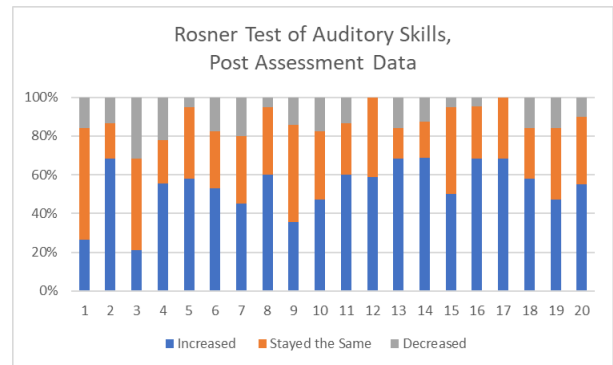
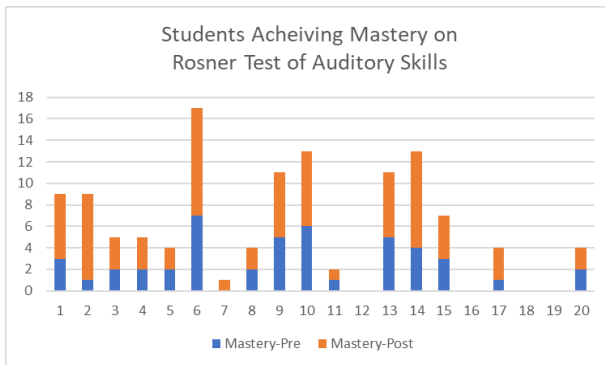
IELSTs have been hired this year to support 16 schools and 40 classrooms across the system. The following is an overview of the work for Term 1 which includes 8 schools and 20 classrooms.

- In order to provide responsive instruction, IELSTs 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. Educators and administrators were appreciative of this extra support with data collection. 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

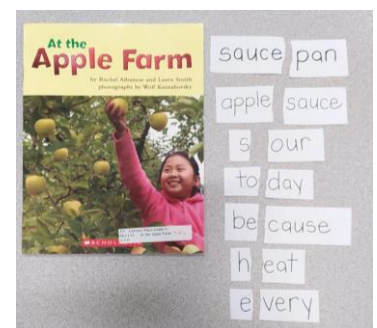
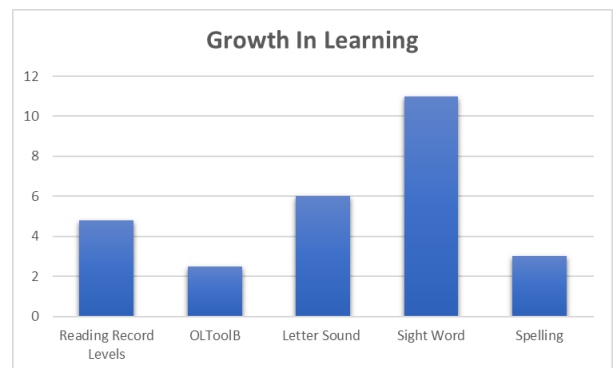
- From pre-assessment data, 63% of students scored below standard on the Rosner Test of Auditory Skills in September, 2021 and 37% of students scored at or above grade level. This tells us that 63% of students from these 20 classrooms were below where they should be in their phonological skill development.
- Together, IELSTs and classroom educators are implementing Heggerty mini-lessons in both small and large instruction to build phonological skills in students. With support from the IELST, classroom teachers are building an awareness of the importance of phonological awareness and implementing Heggerty mini-lesson routines in their classrooms. IELST's are supporting this work by modeling lessons, holding lunch and learns, and co-planning for responsive instruction during planning time. Together, the IELST and the classroom teacher monitor student progress. 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.





Some students from each classroom are currently receiving 40 minutes of targeted and responsive small group instruction led by the IELST and supported by the classroom educator. The IELST and the classroom teacher work together to co-plan lessons, model small group instruction lessons, and monitor student progress using formative assessments. Classroom teachers, administrators, and parents are appreciative of the extra support being provided to these students and students are excited about their growth in learning. 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? IELSTs 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. We are preparing to transition from Term 1 into Term 2 schools.

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

- In term 1, seven kindergarten classrooms received support
- SLP's are modeling Heggerty mini-lessons, modeling small group instruction, and meeting with classroom teachers and early childhood educators to build an understanding of what phonological awareness is and effective strategies that support the development of phonological awareness skills. Kindergarten educators are implementing Heggerty mini-lessons into their instruction and are



developing an understanding of how they build phonological awareness skills as a result of this support. Educators and administrators are requesting this support and appreciate the work.

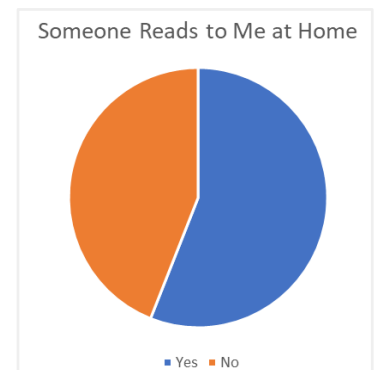
- Year 2 students were chosen for small group instruction based on Rosner Test of Auditory Skills and Oral Language Tool B
- Heggerty Assessment is being used to learn more about the phonological needs of the students and track progress over time
- Although we are early in this work, SLP's are already noting growth in oral language development as a result of small group instruction
- SLPs are also noting that there is capacity building in the classroom with educators. In some classrooms that were not yet using the Heggerty resource, there has been increased uptake. As well as an eagerness to know the program more deeply and to learn closely from the SLPs how to teach using the resource
- Pre data is being collected and post data will be gathered at the end of term 1.

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. A new cycle will begin in Term 2 as we hope to reach as many students and educators as possible.

5. 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.

6. 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



For Information

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

Beth Wolf
Student Achievement Consultant, Literacy 4-10





Date: January 24, 2022
To: Board of Trustees
From: Director of Education
Subject: 2022 Property and Major Capital Construction 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:

Annually a report is provided to the Board of Trustees summarizing various property transactions that have occurred in the past year, and that will be carried out in the near future. Further, a summary of major construction projects is also provided for information.

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

Executive Limitation IV 008 "Financial Conditions and Activities"

"... the CEO shall not:...

9. Acquire, encumber or dispose of real property"

Executive Limitation IV 009 "Asset Protection"

"...the CEO shall not:...

3. Subject plant and equipment to improper wear and tear or insufficient maintenance."

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Foster maximum opportunity for success for all

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

Strategic Direction: Nurture the well-being of students and staff



Background/Comments:

Capital Priorities Requests

In May 2021, the Board submitted the following Capital Priority funding requests for consideration by the Ministry:

- Funding for a 409 pupil place elementary school in south west Kitchener (Rosenberg)
- Funding for a 409 pupil place elementary school in east Kitchener (St. Patrick) plus child care centre
- Funding for a 4-classroom addition to St. Boniface CES in Breslau
- Funding for a 4-classroom addition to St. Gregory CES in Cambridge

The board continues to await notification of the funding of the requested priorities.

Property Disposition Update

BIEHN DRIVE, KITCHENER

In 1987, the Board agreed to trade a surplus 6 acre parcel of property in Kitchener with Hallman Aberdeen Limited for a 7 acre parcel of property in Brigadoon. Subsequently, in 1993 the board entered into an agreement to transfer that 7 acre interest to a future 7.75 acre site in Brigadoon south. The board continues to negotiate with the developer to secure compensation for the notional 7.75 acre property which is no longer needed in the available location.

ST. BONIFACE, MARYHILL

The St. Boniface CES closed on June 30, 2021. The board has circulated the property in accordance with O.Reg. 444/98 and no public agencies have expressed an interest in acquiring the school and property. Further information will be forthcoming to the Board of Trustees with respect to next steps.

New Site Acquisitions Update

GRAND RIVER CONSERVATION AUTHORITY (EAST KITCHENER)

In December 2020, the board entered into an agreement with GRCA for the purchase of a site for a new grade 7 to 12 school in east Kitchener. The board continues to work through the required approvals for this property and expects no issues in completing the purchase. An architect has been appointed to begin work on the school's design, which management hopes to open in September 2024.

SOUTH WEST CAMBRIDGE JOINT CAMPUS

The City of Cambridge owns a parcel of land in south west Cambridge where WRDSB and WCDSB plan to build a shared school campus. The surrounding subdivision was graded and serviced in 2021. Having jointly retained an architect, the boards are advancing design of the joint school and continue to work with City staff to secure purchase of the school campus portion of the site. In the future the City plans to build a recreation centre and a public library on the property. The joint campus is scheduled to open in September 2024.

ROSENBERG (SOUTH WEST KITCHENER)

The SHAIR Inc./South Estate Farms Ltd. subdivision which contains the Rosenberg school site was registered in October 2021. The board is in discussions with the developer to establish an agreement to acquire the school site. If funding is received for this new school, management will work toward an opening date in September 2024.

DOON SOUTH (SOUTH WEST KITCHENER)

The Kitchener Growth Management Plan (KGMP) 2019-2021, identifies the Doon South school site as being within lands planned for development in the 2023-2025 timeframe. A site in this planning area will be acquired in future years.



ROSENBERG WEST (SOUTH WEST KITCHENER)

The Kitchener Growth Management Plan (KGMP) 2019-2021, identifies the Rosenberg West school site as being within lands planned for development in the 2022-2024 timeframe based on the extension of services necessary to facilitate development. A site in this planning area will be acquired in future years.

BADEN

Snyder's Road (Baden) GP Inc. draft plan of subdivision at 1012 Snyder's Road West has filed application for approval of a draft plan of subdivision. The plan includes a 2.04 ha (5.0 ac.) school block as requested by the board. Construction of a school in this area will support enrolment pressure at Holy Family School in New Hamburg, students that will live in this new subdivision, and students living in Baden who wish to attend a nearby Catholic School. Depending on the speed of approvals and availability, a new school may be possible in 3 to 4 years, subject to provincial funding approvals.

Major Construction Update

ST. AGNES CES, WATERLOO

The Ministry of Education confirmed funding of the addition to St. Agnes CES in the fall of 2020. The project design phase is complete, and the Board awaits provincial approval to proceed to tender for construction. With timely approval, it is expected that construction will get underway in early 2022 and substantially completed by December 2022.

HURON BRIGADOON, KITCHENER

This project has been awarded to a general contractor for construction with a scheduled opening date of September 2023. 🎉

Proceeds of Disposition

The table below provides a projected statement of the board's Proceeds of Disposition (POD) revenues from the sale of school and administrative sites. The board's ability to spend POD is restricted as follows

- POD-Schools – can be used on renewal work in schools, and
- POD-Admin – can be used on renewal work on administrative buildings.

Any use these funds that is not related to building renewal (i.e., addition of classrooms or square footage) requires Ministry approval.

Proceeds of Disposition - Schools			
Opening Balance (September 1, 2021)			\$ 8,836,996
Draws:			
Huron Brigadoon Construction	\$ (766,349)		
St. Francis K - Project Close Out	(20,000)		
St. John Playfield Work	(160,000)		
St. Clement - Project Close Out	(95,000)		
Capital Project Contingencies	(1,000,000)		
Total Draws		\$ (2,041,349)	
Contributions:			
Sale of Biehn Drive Property Rights (FMV)	-		
Total Contributions:		-	
Net Draws on POD - Schools			(2,041,349)
Projected Balance (August 31, 2022)			\$ 6,795,647
Proceeds of Disposition - Admin			
Opening Balance (September 1, 2021)			\$ 54,075
Draws			-
Projected Balance (August 31, 2022)			\$ 54,075

Recommendation:

That the report entitled "2022 Property and Major Capital Construction Update" be received for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manger of Planning

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





Date: January 24, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Leadership Strategy 2021-2022

Type of Report:

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

Type of Information:

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

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

- Board Policy I 001 – Ends
- Ontario Leadership Strategy - <http://www.edu.gov.on.ca/eng/policyfunding/leadership/threeYear.html>

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

- Achieving Excellence: A Renewed Vision for Education in Ontario - <http://www.edu.gov.on.ca/eng/about/excellent.html>
- Board Leadership Development Strategy (BLDS) - <http://www.edu.gov.on.ca/eng/policyfunding/leadership/BLDS2012Manual.pdf>

Alignment to the MYSP:

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

Strategic Direction: Nurture the wellbeing of all staff and students

Strategic Priority: Nurturing our Catholic Community

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

Background/Comments:

The Ontario Leadership Strategy was developed in 2008-2009 to foster leadership of the highest possible quality in schools and school boards. The WCDSB maintains that our goals mirror the goals of the OLS – that is, to:

- attract the right people to leadership roles;



- develop personal leadership resources in individuals and promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being; and
- develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

The Board Leadership Development Strategy Goals for the Waterloo Catholic District School Board are the following:

Overall Goal:

To develop leadership capacity to support the achievement of goals outlined in the Multi-Year Strategic Plan and the Board Improvement Plan for Student Achievement.

Goal One:

Create and promote leadership opportunities that engage all school and system leaders in order to strengthen staff capacity for instructional and spiritual leadership, to enhance organizational effectiveness, and to support succession planning as defined by research, Strong Districts and their Leadership and the Catholic Leadership Framework.

Goal Two:

School and system leaders in the WCDSB will develop the capacity to appropriately respond to the needs of learners by fostering a holistic view of student learning that encourages shepherd, servant and steward leadership.

Goal Three:

Create and provide opportunities for enhancing leadership capacity for the entire system by engaging in active professional lifelong learning, faith formation, mentorship, and coaching.

Waterloo Catholic District Leadership 2021-2022

Strategic leadership planning for the 2021/2022 school year has been responsive to the ever-shifting landscape that has shaped our most recent experiences since the onset of the Covid19 pandemic.

For 2021-2022 our comprehensive leadership strategy is structured around the following robust offerings which include:

- Catholic Leadership Through an Equity Lens (April 2021)
- Catholic Leadership Program : Part 1, 2 and 3
- Seeking Positive Solutions : Conflict Management and Equity: Recognizing Power and Privilege
- Deepening the Personal Leadership Resources: Institute for Education Leadership
- [Onward](#) Workshop Series
- Information to Transformation Program
- [Crucial Conversations](#) Training
- Mentorship 101 Learning Series
- New Teacher Induction Program
- Induction Series for Newly Appointed Administrators
- CPCO Principal's Qualification Part I and II
- Building Thinking Classrooms Book Club
- Learning and Innovation Fund for Teachers (LIFT)
- Equity, Diversity and Inclusivity Committee (next steps and planning)



Catholic Leadership Through an Equity Lens (Spring 2021)



The Catholic Leadership Through an Equity Lens Series was open to all employees of the WCDSB in early 2021. The program was a four-part series and kicked off with an Introduction to Leadership at WCDSB with Director Notten & Spiritual Animator Father Joseph on January 20, 2021. On February 17, 2021 the second evening in the series aimed to explore unconscious bias with Unlearn. On April 21, 2021, a Leadership Panel Townhall on the topic of Equity and Leadership allowed participants to openly discuss the challenges and learnings through various leadership roles. Finally, on May 19, 2021, Education expert Bruce Rodrigues joined us to speak to Equity and Inclusion in Leadership and What it Means to Me. We had 65 participants enrolled in this series.

Catholic Leadership Program 2021-2022

Program Overview:

The WCDSB is proud to welcome employees to our Leadership Program. This formal program provides a consistent approach to leadership development which respects that acts of leadership can come from anyone in the organization. The Catholic Leadership program is focused on nurturing the development of our leaders and ensuring that the explicit focus of their development efforts is consistent with the leadership practices outlined in the Ontario Catholic Leadership Framework.

Ongoing work with our Logic Model to support the Human Centred Design is attached [here](#).

WCDSB's Catholic Leadership Program consists of three modules:

Part I: A Call to Leadership through discovery, listening and reflection ~ Participants learn to develop their leadership skills within a Catholic education system.

The Part 1 Program is designed to provide an opportunity for all WCDSB staff to grow their leadership capacity through discussion, reflection, and discernment. The series examines personal resources and enables participants to introspectively assess their own leadership style while discerning the importance of vision, values, influence, and motivation within the context of Catholic education and the WCDSB. Participants will be engaged in opportunities to discover, listen and reflect on leadership.

Part II: Moving to Authentic Leadership ~ Participants will discern their call to leadership within a Catholic education system.



This series builds upon the learnings and growth opportunities presented in Part I. Candidates interested in pursuing formal leadership within the board will have the opportunity to discern together, reflect on their personal resource skills, and engage in practical experiences that aim to further develop their Catholic leadership skills

Part III: Answering the Call ~ Participants identify their own and others' leadership skills and capacity to affect change.

Participants in Part III must have successfully completed Part I and Part II to participate. In 2021-22, this learning series will focus on deepening Personal Leadership Resources (PLRs) within the Catholic Leadership Framework. Leaders will further develop their cognitive, social, and psychological resources through practical and interactive work that is rooted in equity. We will use case studies, guest presenters, and group discussions to better understand our strengths and areas for growth and professional development with respect to the PLRs.

Year	Developing Leadership	Authentic Leadership	Advanced Leadership	Totals
2018-2019	41	34	22	97
2019-2020	21	33	23	77
2020-2021	Catholic Leadership through Equity Lens Series			65
	Call to Leadership	Authentic Leadership	Answering the Call	
2021-2022	27	15	21	63

Seeking Positive Solutions – Conflict Management and Equity: Recognizing Power and Privilege

This 3-part series has been developed in response to the needs of Waterloo CDSB Principals and Vice-Principals as discussed through recent conversations. It is founded on the interests-based negotiations framework from the Harvard Negotiations Program and the work on conflict management of Thomas and Kilmann. Dr. Leeno Kaurmanchery's work on Emotional Intelligence and Diversity will be integrated as part of the exploration of power and privilege. A case study approach will be woven throughout and will provide opportunity for participants to draw upon real life experiences as they engage in the sessions.

- Session 1 (75-mins) will examine historical development of public education in Ontario created through the lens of White, Anglo-Saxon Protestants resulting in a system of education that favoured some and not others. These roots created systemic blind spots, implicit bias and power imbalances that have been “baked in” for many education leaders today. This will lead into an exploration of power, privilege and oppression and what that means for positional leaders in Ontario's Catholic schools today.
- Session 2 (60-mins) will consider 5 conflict-handling modes that make up the Thomas-Kilmann Conflict Mode Instrument. Participants will engage in a self-assessment to identify possible over- and under-use of each style, and through a case study approach explore the value of each mode dependent on the situation



or desired outcome. Discussions will explore how as school leaders, power and privilege impact situations of conflict and review how privilege and oppression are at play in any encounter.

- Session 3 (60-mins) will share the Seeking Positive Solutions framework as a new way to work through conflict by focusing on listening first with the goal of uncovering the underlying interests that are at the root of the presenting issue. Participants are supported with guided questions and language prompts that enables them to recognize their position and privilege, setting them aside and focusing energy on creating honourable space for others, even when emotions and passion run high. It brings to mind the moral imperative as Catholic education leaders to mitigate this by asking one's self "Who am I in relation to conflict?" Using a case study approach and breakout rooms, participants will practice how to navigate highly charged and emotional interactions in consideration of the power and privilege that is present.



Strengthening Your Personal Leadership Resources (PLRs)

The IEL (Institution for Education Leadership) continues to promote building and strengthening the Personal Leadership Resources (PLRs) as qualities that are essential to effective leadership.

The Ontario Catholic Leadership Framework describes the characteristics of effective leaders such as optimism, emotional intelligence and problem solving abilities, which the research indicates create the variation among leaders in how well they are able to enact leadership practices. School leader and system leader practices are enacted most effectively using these Personal Leadership Resources.

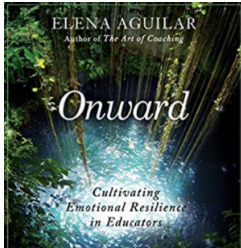
The IEL in partnership with Andrea McCabe, vice-principal with the Hamilton-Wentworth Catholic District School board, has developed resources to assist leaders with the development of their personal leadership resources (PLRs).

WCDSB has been providing inservice of these materials to all school leaders at our bi-weekly K-12 admin meetings. The materials which include presentations, notes and reflective manuals support development and strengthening of the PLRs. The PLRs modules are generic and are enriched by what leaders bring to the learning.

Participants are encouraged to draw on and apply their lived experiences and diverse backgrounds to help ensure that the learning is culturally relevant and responsive.

Leaders will benefit from this professional learning experience focused on the PLRs by:

- Engaging in self reflection
- Collaborating with others
- Exploring the nuances of who we are as leaders
- Applying theory to practice
- Identifying areas for continued growth
- Gathering tools to support continued growth



Onward Workshop Series: Cultivating Emotional Resilience in Educators

Recognizing that now more than ever our educators may find themselves leaning more on their personal leadership resources (as found in the Ontario Leadership Framework) *Onward* tackles the problem of educator stress and provides a practical framework for taking the burnout out of teaching. This five-part series will run in April and May 2021 and is geared to all educators that wish to learn more about a practical framework to avoid burnout and reduce stress.

Information to Transformation Program

The *Information to Transformation* Program offered by The Partners in Catholic Education is a leadership program that focuses on faith formation for emerging leaders across the Diocese of Hamilton. The program is now forming its 4th cohort of leaders and WCDSB has five candidates participating with a balance of elementary and secondary presentation in a variety of roles. In past years, it has also been an opportunity for other professionals in the board to be challenged and nurtured through this program.



Consider joining us for this inspiring, rewarding, and transformative program experience focussed on leadership and faith formation; designed to build a foundation of theological reflection, nurture a personal faith life, and form and shape an underlying ecclesiology to bring to your work as emerging leaders in Catholic institutions.

FROM INFORMATION TO TRANSFORMATION A program presented by the partners in Catholic Education in the Diocese of Hamilton to deepen, celebrate and live your faith every day.

Engagement between modules will be facilitated in small groups and supported by a program mentor.

Crucial Conversations Training

Crucial Conversations is being rolled out as a three-year plan wherein all administrators and Human Resource staff will have the opportunity to participate in the 2-day training. Our facilitators, Secondary Vice- Principal Rich Stehlik and Elementary Administrator Marylin Dawson intend to deliver the training in the spring to administrators and HR senior professionals.

Crucial Conversations gives people the skills to step *into* disagreement—rather than over or around it—and turn disagreement into dialogue for improved relationships and results.

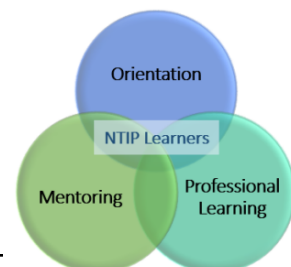


New Teacher Induction Program 2021-2022

NTIP is a Ministry mandated program designed to assist New Teachers in their first year(s) teaching. It consists of a mentorship program, resources (to borrow or keep), workshops, networking, and creating a strategy for long-term success and ongoing professional development.

As we think deeply about making NTIP meaningful, below are guiding questions based on the 4Rs for board NTIP teams to consider.

Relational – Responsive – Recursive – Real world



Orientation

All new teachers were invited to participate in an orientation session offered in a variety of formats including Face-to-Face, Virtual, and Asynchronous. This included an introduction to school and board level supports and with each other. Educators were encouraged to peruse the NTIP Website and available resources found in our NTIP Library.

Professional Learning

Our attention was towards PD that was flexible to the increasingly demanding schedules of new teachers and reflects the innovation-focused mindset needed to thrive while teaching during the pandemic. This included hyperdoc resources, self-guided book inquiries, podcasts, bi-weekly newsletter, etc. This also included continued collaboration with the program services team and mentors to provide rich synchronous, virtual PD opportunities, focused on virtual teaching fundamentals, online safety, assessment and evaluation during online learning, etc. The goal was to provide balanced and diversified options that respect the availability of new teachers and mentors.

Words Their Way, Grade 1 – 8

Inviting all educators and administrators
Learn More about the Words Their Way Program

Words Their Way is a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

Session 1: Wednesday December 1
 8:00 AM or 4:00 PM or 7:00 PM

Schedule

December
 Administering the PSI, ESI, USI
 Interpreting the Data

January
 Getting Started - Action Research
 Orthographic Mapping

February
 Breakout Sessions
 • Emergent and Letter Name Alphabetic
 • Within Words
 • Syllables and Affixes
 • Derivational Relationships

Join us for the sessions that are most relevant to your learning and at a time that works best for you!

COMPONENTS OF AN EFFECTIVE LITERACY BLOCK

- PHONICS
- COMPREHENSION
- VOCABULARY
- FLUENCY
- SENTENCE STRUCTURE
- WORD STRUCTURE
- SELF-MONITORING

In this learning series led by Kim DeGasperis and Beth Wolf (Literacy Consultants) and Ermelinda Luis (NTIP & advocate of the resource), educators unpack the **Words Their Way** Resources while making connections to Phonemic Awareness and use the spelling inventory (PSI, ESI, USI) to determine a student's spelling stage and how to focus your instruction.

Words Their Way is a developmental spelling, phonics, and vocabulary program that has students work at their spelling stage using word sorts, hunts and games in order to improve their understanding of the written language.

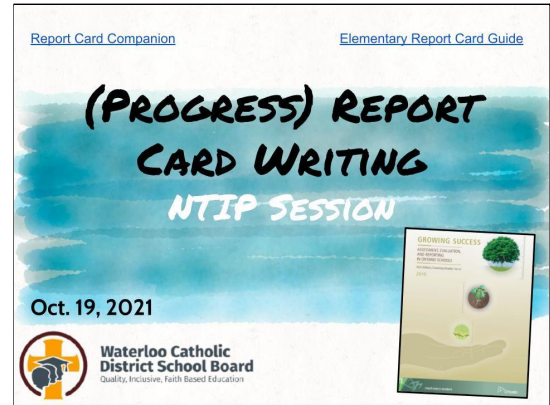
Words their Way has students work with word sorts to help students successfully understand our spelling system. Word sorts are sets of words which fall into specific spelling, sound, or semantic categories. It provides students with hands-on, developmentally appropriate word work. [WTW Promo Video](#)

Progress Report Card Writing



Interested educators were invited to attend a Progress Reports Learning Session as Sherrie Rellinger, Elementary VP:

- discussed effective ways of approaching how to write Progress Reports,
- reviewed tips for writing individualized comments,
- shared recommendations for ease of comment creation,
- reviewed educator expectations for the completion of these reports,
- discussed the use of mandatory statements within the comments,
- answered any questions teachers had



Spiraling, Punctuated, Spaced Instruction & Distributed Learning

With the new curriculum arriving in the fall of 2020, New Teachers were invited to participate in a Spiraling the Math Curriculum professional learning session led by Petra LeDuc (Math Consultant)

Spiral through a topic?

Long-Range Plan: Primary Division (Grades 1-3)

The Social-Emotional Learning (SEL) Skills and the Mathematical Processes are to be integrated throughout each of the topics below as appropriate.

Grade 1	Grade 2	Grade 3
Attributes & Numbers (10 days) Number, Algebra, Data, Spatial Sense Financial Literacy	Attributes & Numbers (10 days) Number, Algebra, Data, Spatial Sense Financial Literacy	Attributes & Numbers (10 days) Number, Algebra, Data, Spatial Sense Financial Literacy
Number Patterns, Relationships & Equivalency (10 days) Number, Algebra	Number Patterns, Relationships & Equivalency (10 days) Number, Algebra, Financial Literacy	Number Patterns, Relationships & Equivalency (10 days) Number, Algebra
Comparison of Measures & Quantities (10 days) Number, Spatial Sense, Financial Literacy	Comparison of Measures & Quantities (10 days) Number, Spatial Sense	Comparison of Measures & Quantities (10 days) Number, Spatial Sense

Organized by topics and expectations

- overall topic description
- key learning subtopics within

Spiral through a unifying question?

Long-Range Plan: Junior Division (Grades 4-6)

Each month is organized around a unifying question. Strands connected to each question are listed below:

	Grade 4	Grade 5	Grade 6
Sep	How are things changing? Number, Algebra, Data, Spatial Sense	How are things changing? Number, Algebra, Data, Spatial Sense	How are things changing? Number, Algebra, Data, Spatial Sense
Oct	How do things compare? Number, Data, Spatial Sense, Financial Literacy	How do things compare? Number, Data, Spatial Sense, Financial Literacy	How do things compare? Number, Data, Spatial Sense, Financial Literacy
Nov	What's the story? Number, Data	What's the story? Number, Data	What's the story? Number, Data

Organized by mathematical themes:

- Quantity
- Change
- Equivalence
- Dimension
- Pattern
- Uncertainty

What is Spiraling the Math Curriculum?

In a spiral curriculum, learning is spread out over time rather than being concentrated in shorter periods. In a spiral curriculum, material is revisited repeatedly over months. For instance, a spiral approach presents a new concept, provides practice on that concept, and then moves to another skill. Each skill is reviewed and revisited throughout math levels, always adding to prior learning. Different terms are used to describe such an approach, including “distributed” and “spaced.” A spiral approach is often contrasted with “blocked” or “massed” approaches. In a



massed approach, learning is concentrated in continuous blocks. (Source: <https://makemathmoments.com/spiralling-guide/>).

A menu of professional learning allows for voice, choice and personalized construction of learning based on authentic learning opportunities directly connected to the real world classroom experiences and learning goals of each individual new teacher. What we offered can be viewed [here](#). Further, in the fall of 2021, differentiated supports responsive to each teacher's context, experience, teaching assignment and learning goals were offered as NTIP consultant along with other consultants supported within the school building. This approach enabled us to mentor, coach, collaborate via co-planning and co-teaching, guide and support and help sustain and extend professional learning. For instance, modeling of lessons, collaborating in planning sessions, guiding using high yield teaching strategies while offering direct connections to the classroom.

NTIP and Wellbeing

WCDSB NTIP committed to promoting and practicing well-being strategies alongside all NTIP participants. This included small reflections and well-being practices in each newsletter, informal virtual check-ins, etc.

Canadian singer-songwriter Steven Page. Steven discussed mental well-being through the lens of his journey and music.



Mentoring 101



Focus on defining the role of mentor, building trust, asking powerful questions, providing meaningful feedback, etc. Ultimately, another avenue of teacher leadership within schools.

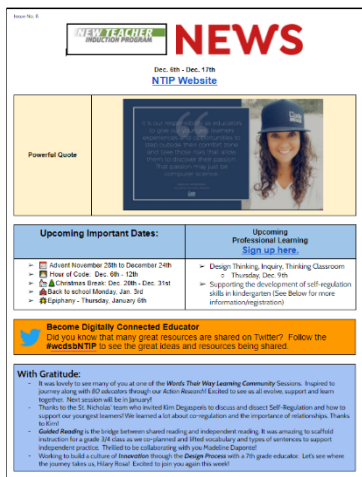
By ensuring our mentors have the skills and growth mindset needed to mentor new teachers, we're ensuring a strong foundation of leadership in all of our schools. It's an opportunity to hold a mirror up to our practice, which should inspire continual growth in our mentors and beginning teachers.

The modules cover numerous topics, providing a foundational understanding of effective mentoring in all participants:

- Phases of the 1st Year Teacher
- Role of a Mentor
- Mentor Stances (Consultant Collaborator, Coach)
- Making Observation & Reflection Meaningful
- Providing Rich Feedback
- Building Trusting Relationships
- Listening & Attending Fully
- Asking powerful Questions



Bi-Weekly Newsletter: NTIP News



NTIP News is a biweekly communication to all new educators, their mentors, and administration. This serves as a communication to provide information regarding the NTIP process, highlighting valuable vetted resources, Bite-Size PD, and registration for professional learning experiences. This menu of information often includes lessons for quick use to highlight high-impact strategies and board approved tools. The newsletter is a collaborative communication piece as ideas, information, and resources are solicited from Program Services and Student Services.

MENTORING

“Mentor-Coaching provides a process for harnessing the best in people, and inspiring them to live out their full potential.”

~Biswas-Diener & Dean, 2007

A collaborative learning relationship and reflective process that is established together by a mentor and new educator. This co-created partnership, of ongoing support and challenge, evolves over time through structured conversations to facilitate engagement, capacity building, desired growth, and change.

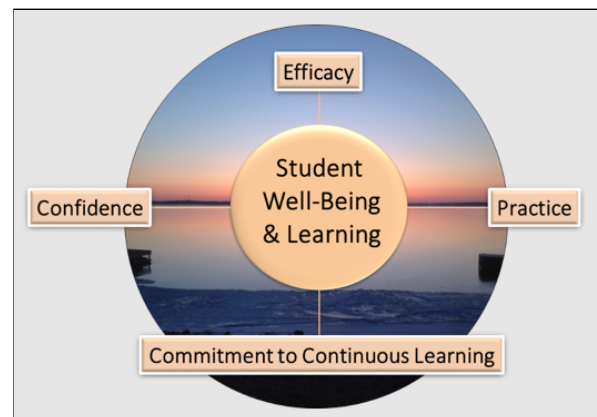


In consultation with administrators, new educators were encouraged to find a formal mentor, an experienced teacher within their building, to help facilitate the learning of school specific learning. For those in French and Planning Time, these were done with the guidance and support of the respective consultants.

From being involved in learning experiences, a variety of mentors emerge through experiences, involvement. The mentors are there to help build the capacity of individuals to facilitate a robust learning partnership that enhances personal development and professional teaching over time.

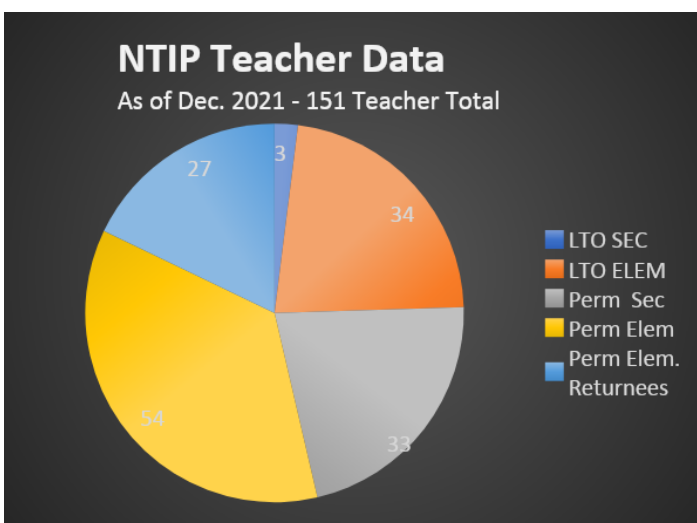
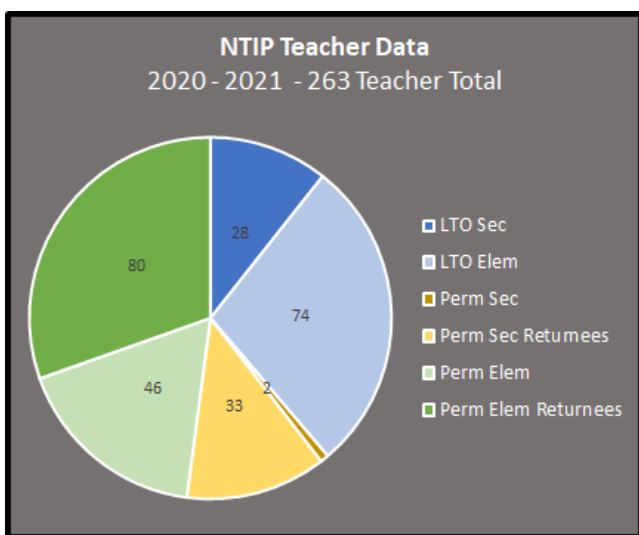
Measuring Impact

Longitudinal research found that high growth in new teachers when they accessed five to seven different mentorship supports (i.e. built a mentoring web). Second, classroom observation and debriefing were the learning design with the strongest correlation to growth in instructional practice. Knowing that, we offer in-class visits, a menu of professional learning and are using Qualtrics to measure **teacher perceived** efficacy, confidence, practice, and commitment to continuous learning.





A welcome letter and package were sent to all new teachers in the fall of 2021. Building relationships starts with making a connection. [Here](#) a new educator shares her excitement to be part of WCDSB.



Induction for Newly Appointed Administrators

Administrators in year one or two of this role are partnered with an experienced administrator in a mentor/mentee relationship. The program is a mix of professional learning sessions and mentor-mentee conversations/meetings. The professional learning sessions vary each year depending upon the needs of the group and the key areas of interest of the group are also considered. Some sessions this year include: Special Education, Budget & Finance, Monitoring Student Achievement, Human Resources, Case Study Analysis, Work/Life Balance and Creating a Five-Year Plan rooted in the Catholic Leadership Framework.

Year	Induction
2014-2015	9
2015-2016	19



2016-2017	20
2017-2018	38
2018-2019	14
2019-2020	Disrupted
2020-2021	11
2021-2022 (Current)	15
Totals	126

- Elementary VP's in the first two years in the role: 11 participants
- Elementary P's in the first year in the role: 4 participants

CPCO Principal's Qualification Part I and II

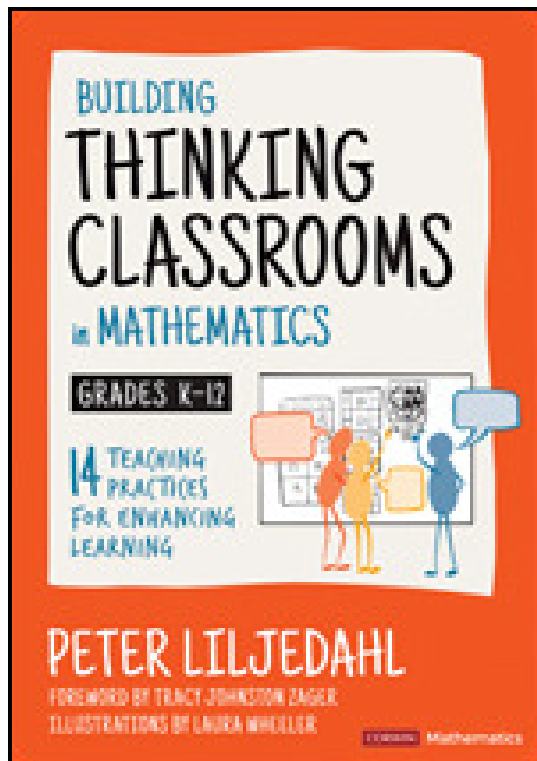
As a result of the continued success of our Leadership Strategy, our board continues to provide the Principal's Qualification Program through the Catholic Principals' Council of Ontario.

To date, the WCDSB is proud to have 105 teachers (not in currently leadership roles) that have gained their Principal Qualifications Part 1 and an additional 63 that have earned their PQP Part 2, a promising outlook for leadership succession.

There is no PQP once again this winter due to lack of enrolment.



Building Thinking Classrooms Book Club



Following two years of disrupted learning, we wanted to engage educators in a research-based and results driven pedagogical framework. Taking advantage of the framework for learning, each quadmester we invited teachers who had a prep period to a book club. Nearly 60 educators (classroom teachers and administrators) participated in the *Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning* book club to discuss the types of tasks we use in our classrooms, how we form collaborative groups, and where students work. While this book is intended for math teachers, we deliberately targeted secondary non-math teachers to investigate how the 14 pedagogical moves in this resource apply to their own classrooms. As we spread the Thinking Classroom as our board-wide pedagogical framework, many of the participants of the book club will be early adopters and will support its implementation in their schools.

From Corwin:

“Teachers often find it difficult to implement lessons that help students go beyond rote memorization and repetitive calculations. In fact, institutional norms and habits that permeate all classrooms can actually be enabling ‘non-thinking’ student behavior. Sparked by observing teachers struggle to implement rich mathematics tasks to engage students in deep thinking, Peter Liljedahl has translated his 15 years of research into this practical guide on how to move toward a thinking classroom.”

Learning and Innovation Fund for Teachers (LIFT)



The Learning and Innovation Fund for Teachers (LIFT) program will enable school boards to support teacher collaboration, learning and sharing of effective practices to support the Ministry priorities. The WCDSB has 37 elementary and secondary educators in 12 groups, focused on their own new learning to address one of the following priorities as they see them in their school community:

- Equity Strategy; Anti-Racism + Anti-Discrimination, Indigenous education
- Math Strategy; new elementary math curriculum, grade 9 math curriculum and fundamental math concepts/skills
- Student mental health, well-being, and anti-bullying
- Effective instructional pedagogy in an online/remote learning environment
- Science, Technology, Engineering and Mathematics (STEM)
- Learning recovery and renewal including a focus on early reading and re-engaging students

Educators have used the Human Centred Design Process to frame their focus, and are using a Logic Model to support the implementation of new learning into their practice, monitor its progress, and measure its impact. Groups are connecting to the relevant research through the purchasing



	<p>of resources, building relationships with WCDSB experts, and hosting outside experts in their respective fields through virtual meetings and professional learning experiences.</p> <p>The educators will meet 4 times throughout the school year to work through the Human Centred Design Process, learn how to use a Logic Model, and connect with the other LIFT participants to share their learning.</p>
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Next Steps (as outlined in goals from previous report)

Equity, Diversity and Inclusion:

- 1) The Equity, Diversity, and Inclusion Committee will coordinate with Senior Staff to bring ongoing equity, diversity, and inclusion (EDI) programs to administrators. While we have internal staff providing EDI programming on an ongoing basis, we seek to infuse external perspectives in our programming as well. In the past, we have worked with the Kojo Institute to provide equity programming to the system. The Kojo Institute grounds its work in equity, positioning anti-racism, anti-oppression, diversity, and inclusion as critical frameworks to achieve equity. The superintendent of learning and equity, Jennifer Ritsma, and the equity officer, Lynn Garrioch, are currently investigating the financial cost to engage the KOJO Institute to help with capacity building and sustainability to help staff throughout the board develop shared language, awareness of concepts and expectations, and development of skills or tools to support equity. KOJO can provide a series of workshops that build on each other as well as work with senior staff to help administrators adopt an EDI lens.
- 2) The K-12 Indigenous and equity consultant, Jennifer Staats, and the equity officer, Lynn Garrioch, are developing a monthly newsletter for administrators and First Nations, Métis, and Indigenous Representatives in the schools. This newsletter will update staff on the equity and Indigenous resources we have available for staff, particularly our teachers and their support workers, EDI issues such as appropriate language to use (e.g., African Canadian versus Black), book recommendations, and much more. The first edition of the newsletter will be published on January 31st.
- 3) The HR subcommittee of the EDI committee led by the superintendent of HR, Jason Connolly, are working on strategies to increase the number of people from equity-seeking groups willing to participate in leadership workshops and subsequently applying for leadership positions. Further, this committee is creating materials for hiring managers and committees to ensure hiring practices are equitable and welcoming to all who apply for positions and that diversity is perceived as one of many assets a candidate can bring to the board. We plan to bring a series of in-person workshops to accompany our online materials.

Recommendation:

Prepared for the information for the board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Annalisa Varano
Superintendent of Learning



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





Date: January 24, 2022
To: Board of Trustees
From: Director of Education
Subject: Period Poverty/Menstrual Equity 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
☒ Information only of day-to-day operational matters delegated to the CEO

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

Previous Board reports outlining menstrual equity steps was provided in November 2019 and 2020.

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

Board Policy 1- Ends

Alignment to the MYSP:

Nurturing Our Catholic Community

- Bear witness to our Faith through joyful discipleship and our relationships with and in Christ:
 - Increase parent and community engagement in all our Catholic school faith-related activities

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well-being of all students and staff
 - Integration of Healthy Active Living and Learning into local School Well Being Plans

Background/Comments:

On October 8th, the Ministry of Education announced an initiative which will increase student access to free menstrual products in all Ontario schools. The ministry has accepted a donation from Shoppers Drug Mart Incorporated, to provide six million menstrual pads each year, over a three-year term, beginning with the 2021-22 school year. Additionally, 1,200 product dispensers will be provided to facilitate the distribution of the menstrual products within schools.

Each school board, school authority and consortium will be provided an allocation of menstrual products for 2021-22, 2022-23 and 2023-24, and a one-time allocation of product dispensers (in 2021-22). Board allocations of



menstrual pads are based on 2019-20 student enrolment data of female students aged 13-18 taken from the Ontario School Information System (OnSIS). Allocations of product dispensers were calculated using the number of secondary schools (2019-20) by board as a proxy for distributing the 1,200 dispensers across all boards.

WCDSB will receive 7 dispensers to use in our Secondary schools and 649 cases of menstrual pads to be distributed to both the Elementary as well as the Secondary panel. The Board expects delivery this month. Dispensers will be distributed as follows:

- 1 at each of the following schools (Monsignor Doyle, St. David's, Resurrection)
- 2 at each of the following schools (St. Benedict's, St. Mary's)

Cases will be distributed based on school enrolment data with some consideration applied to local needs as outlined by the Ministry memo dated October 8th, 2021.

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

Signage currently exists in all our schools to indicate where supplies are maintained. (e.g., in various offices such as the Main Office, Guidance, Phys. Ed. or individual teachers in classrooms). Students have been made aware of the locations via signage and are welcome to ask for supplies at any time. The signage reads:

“Free feminine hygiene products are available in the **school location specified.**
Please visit us if you need supplies. “

Administrators had the opportunity to designate where feminine hygiene products would be available in their schools and the signs were created to reflect those requests. Signs were delivered to all schools in January 2020 and asked to be posted in appropriate locations. Signage in our Secondary schools will be updated to reflect where the dispenser will be located. Elementary schools will continue with current distribution practices.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
Superintendent of Learning

Jennifer Ritsma
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 24th, 2022
To: Board of Trustees
From: Director of Education
Subject: Update on WCDSB Pandemic Management

Type of Report:

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

Type of Information:

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

The latter half of December and the return to school in January has once again provided Waterloo Catholic and indeed the entire province, with a new and significant set of challenges in relation to our ongoing management of COVID19 and the pandemic. As reviewed previously, our models of delivery, our processes, our health and safety protocols and essentially all aspects of our operations are informed by direction through the Chief Medical Officer of Health for the province, as well as the CMOH for the Region of Waterloo. This will be more important than ever has we examine what has happened and the direction we are following as we review the month of January. We continue to receive direction through the Ministry of Education, as well as our local Public Health department. We are continuing meetings with Waterloo Region Public Health and Waterloo Region District School Board to attain a measure of understanding and alignment regarding the most prudent courses of action.

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



Some of the highlights of the various communications of the past month, are the following:

Return to (In Person) Learning

We had a strong return to in person learning the first three and half months of this school year. For our elementary students, their classroom is their main cohort, but students have been able to access specialized supports where needed. The first two weeks of return to learning after the Christmas holiday were experienced through remote synchronous instruction to all students of the system. This was following the direction of the Ministry in response to the rapidly surging Omicron variant.

For the first two weeks of school, from January 3rd to 14th, our in-person schools pivoted virtual, with the exception of our high need special education population. Our staff need to be applauded for their skill, commitment and resilience in once again making this pivot. Further, our CUPE and OECTA staff who serve our high needs population deserve our gratitude for their dedication to our most vulnerable students. Once again – this service was greatly appreciated.

On January 12th, the government announced that on January 17th, 2022 all schools would return to in person learning and that boards had to offer a remote alternative for all students/families not comfortable returning to in person learning at this time.

In secondary – it has been a 2-period day and full classes. Each class is 150 minutes, with a 40-minute lunch in between. We are following the direction of the government that each day may not have more than 2 periods. This is the quadmester model and was used last year as well. Announcements made on January 12th reiterated the possibility of a return to a proper semester model in the second half of the year. This would mean a 4-period day for all students and 3 classes and a preparation period for all teaching staff. While this decision is likely to be welcome by many, it should be noted that it will significantly increase the number of contacts and the potential for both cases and for students and staff who may be exposed to COVID in the current environment. In consultation with OECTA, this was still articulated as the preferred approach to semester 2.

In response to the request to provide families short term remote options, we will entertain parental preference in 2 week blocks for four weeks beginning January 17th. This will take us to Family Day weekend at which time we will re-assess the continued need for short term virtual options. In elementary, we currently continue to have 574 students enrolled for St Isidore and this represents just under 4% of all elementary aged students at WCDSB. Nonetheless we decided not to allow for a full choice to pivot to St Isidore, as this would have likely necessitated a full re-organization of the system. Instead, teachers have been asked to post their lessons/student work for the day to their class learning management system. Further, they have been asked to stream the first 20 minutes of their morning and their afternoon, so that they can do a check in with students at home, students have an opportunity to see their teacher and their classmates, and to hear about the work for the morning/afternoon. There is not additional expectation on the teacher regarding synchronous lessons or work that goes above and beyond what they would normally be doing for their class. All classrooms have been equipped since the beginning of the year with cameras, with microphones.

As previously reported, we have 170 students who still want online learning in secondary and we are using a hybrid model in secondary for those students who have selected online learning for this year. Secondary teachers are not happy with hybrid learning either. It can be challenging to be equally present to those in the classroom and those online. We have opted to continue this as the mode of delivery for those families who wish a remote option. While not ideal for all teachers or classrooms, it is the best and most equitable alternative for our secondary students. Classes that do not lend themselves well to hybrid (such as physical education and technology courses), will post asynchronous work to their classroom management system. Teachers asked to make the pivot to hybrid teaching – who had not previously taught in a hybrid modality - were given 2 days in order to ensure they are prepared. All classrooms have been provided with a camera that has a microphone.

Case and Contact Management

Case and Contact Management is an area where there has been a significant departure in protocol. In mid to late December, upon the arrival of the Omicron variant, we witnessed the volume of cases increase significantly and we also witnessed the lack of capacity for our own administrators, our WCDSB case and contact managers and of PH to keep pace. All were keeping 15-hour days and we were still close to a week behind in notifying contacts in most cases.

On December 30th, and echoed again on January 12th, the CMOH indicated that Case and Contact management would change, so that other than in High-Risk Settings, the onus for informing high risk contacts would shift from schools and public health, to the individual. Schools are not considered high risk settings in the guidance set out. Waterloo Region Public Health communicated to us that they would no longer be involved in any individual case and contact management. In the *Interim Guidance* received through the Chief Medical Officer of Health, the threshold for Public Health notification and involvement has changed to 30% absenteeism. Waterloo Region Public Health reiterated that this would be the threshold and that even at that benchmark, it would be an invitation to a dialogue to better understand if the school was reflecting the broader community, or an anomaly and/or if there were other reasons that could be contributing to high rates of absenteeism (eg., parental choice).

Attendance is taken for students who are in remote learning but absenteeism for those students is distinguished from absenteeism for students who are attending in person. Principals began recording absenteeism in the provincial tool on Wednesday January 19th and school based absenteeism rates will be available on a provincial portal as of today, Monday January 24th, 2022.

The strategy is officially moving from one of containment or prevention to mitigation. What this signals is that we will do everything possible to mitigate cases and to take all the necessary precautions, but it is accepted or understood that while we are experiencing the Omicron surge of COVID19, it is somewhat inevitable that there will be cases, and likely cases in most, if not all schools. To that end, while principals have a duty to report communicable diseases under the Education Act and s.28 of the Health Protection and Promotions Act, the orders of the CMOH no longer require this and Public Health will no longer action such notification, so we will adopt a compromise. We have a form letter approved by legal that will allow us to inform Public Health of the presumption of covid within a school upon the first notification or understanding of a presumed case within a school. Said letter is seen to fulfill a principal's obligation, and allows Public Health to provide any additional guidance, should they feel that is necessary.

It is important to note that the previous protocol was quite involved and required a considerable invest of time and resources, at the school, the board and public health level. High Risk Contacts were previously identified as individuals who spent more than 15 minutes, within 2 meters of the positive case, and is now further strengthened by an understanding that the contact might be unprotected (no mask). Principals are not public health experts and are not able to independently take on the role of case and contact management. Further – to be done correctly it involves reviewing all those individuals who had contact with a positive case, which is not always straight-forward. There will be many pressures on staff and administration time, in particular, as outlined in other areas of this report.

High risk contacts who are now asked to isolate are limited to household contacts who were not previously positive. General guidance is that those who are fully vaccinated generally have a good measure of protection, and even if positive, illness is likely to be mild. All contacts – other than those who are household members – are to monitor for symptoms and stay home if any materialize.

Vaccination and Staff Testing

We have been reporting our vaccination statistics to the Ministry as required and our vaccination statistics are publicized on our public facing website. All results have been reported in the aggregate. As of December 3rd, 94% of the staff who have reported are fully vaccinated. (We do have 53 staff who have not reported either way and for purposes of aggregating our data we are treating these staff as unvaccinated. They are largely occasional staff. Third party providers are also at 93% of those who have reported.

Additional clinics specifically geared toward educators were made available as of January 12th, with extended evening and weekend hours. The Ministry is asking for all staff to report if they have their booster so that supplemental clinics can be put in place as need be. We are working with our vendor (ISYS) on a supplement to our vaccination reporting module so that we have ready access to that data.

Vaccination for Students ages 5 – 11

We are also work on clinics for our 5 – 11 year old students. We will be sponsoring 9 school based clinics (4 in WCDSB schools and 5 in WRDSB schools) that will allow students to be prioritized for 2 shots vaccinations. These school-based clinics are not functioning during school hours, but rather on evenings and weekends. These clinics are in addition to regular vaccination community hubs. Further we are looking to pilot some schools for school day clinics for students who have parental permission to be vaccinated. This is seen and being articulated as a new priority in the provincial strategy. Finally, for students born in 2017, the CMOH for the province and others are reviewing guidance, and it is also noted that trials continue for this age group.

Staffing Pressures

It must be highlighted that due to the prevalent nature of Omicron in community and the need for affected households to isolate, we fully expect to be dealing with operational staffing challenges. That is, we have struggled this year (and others) with a “failure to fill” issue – that is, a class teacher or educational assistant job absence that goes unfilled. This has also happened with custodial, admin assistant jobs. It may now also happen with bus driver jobs. While it is generally accepted that the best place for a student is in school, we need to be up front in acknowledging that during this Omicron surge we may have staff absences that we are not able to adequately manage. That is – we may find ourselves having to close specific classrooms or schools due to operational challenges.

This will be a significant challenge on the ground, and our administrators and others will be tested during these next few weeks. They will be stretched in a myriad of ways as they work to ensure the proper staffing and safety of their buildings, and this is another highly relevant reason why we are not calling upon Administrators to assume the additional responsibility of case and contact management – a responsibility that is not theirs and which is not appropriate to download to them at this time.

We have proposed a number of strategies that will help us to mitigate absence, but we cannot produce staff that do not exist. Some of the strategies we have identified have included (but are not limited to):

- Accessing retirees (OTF has extended the limit of days that can be worked from 50 to 95)
- Re-assigning central staff temporarily to schools to assist with daily absences
- Exploring if teachers isolating or in quarantine who are feeling well are still willing to teach and pivoting classes short term to virtual for length of isolation
- Using all available staff to cover classes as need be
- In exigent circumstances - splitting the uncovered class into different other cohorts (keeping distance)
- In exigent circumstances - combining 2 classes in a large space such as library (keeping distance between cohorts)
- Calling SO with concerns who will notify Director and decision will be made re need for closure or need to pivot a class/division remote; this will be done on a case-by-case basis in consideration of all the variables at play.

Masking

The Ministry of Education has committed to provided non-fit-tested N95 masks for those staff who request them. Medical masks remain the standard for staff, but an N95 is an option for those who desire it. Medical masks are distributed at a quantity of 2 per day; N95 masks will be distributed at a quantity of 1 per day.

The Ministry of Education also committed to new 3 ply masks for all students K-12. Those have now been distributed. While not a firm requirement to wear this mask – their use has been strongly encouraged. We have strong compliance on our Mask policy for students, with very few exemptions K-12. (We have 40 formal exemptions across all 50

schools – grades 1 to 12. This includes many schools with none, 1 or 2. There is one school with 6 exemptions. We then have an additional 160 informal exemptions across all 50 schools i.e., informal = kindergarten and special education students. Once again – there are many schools with none and 5 schools that more than 10 exemptions, the highest being 15.)

Daily Screening

All staff and students are still required to complete daily screening, using the Ontario School Screener. The tool has been updated to reflect the new protocols and we have shared it and posted it in our Operational Guidelines. This protocol is extremely important. Any individual who is symptomatic should not come to school, even if they believe it is not COVID-19. Schools will be confirming screening for all staff and students for the foreseeable future, during the Omicron surge. Household contacts will have to isolate for 5 days after the identification of a positive case. The exception is individuals over 11 years of age, who are not fully vaccinated.

PCR and Rapid Antigen Tests

The province has modified its testing strategy, given the inability to keep pace in a timely manner with PCR testing during the Omicron surge. Therefore all staff and students are receiving Rapid Antigen Tests to use when an individual is feeling symptomatic. At WCDSB we were able to exceed the provincial standard and distribute 5 rapid antigen tests to all school based staff. All students received the provincial standard of 2 rapid antigen tests. Further there are some PCR tests remaining in schools from before the Christmas break. These will be given to individuals who become symptomatic while at school. They will have to be brought to a Life Labs for processing. It is important to acknowledge the efforts of our Purchasing, facilities and central staff who undertook the task of sub-dividing the tests into packages of 2 for all students. This was a significant undertaking given the many component parts involved in a proper rapid antigen test.

Sports

Athletics and intramurals are on a temporary pause, but direction of the CMOH and with the support of our WR PH unit. We would anticipate that sports and ensemble choirs / woodwind ensembles will be able to return when the Omicron surge is under better control and has subsided. Other extra-curriculars will proceed if it is determined safe to do so, (e.g., masking, distancing etc)

Ventilation

Per Ministry requirements – we have a ventilation dashboard now prominently displayed on our corporate website, which allows all stakeholders to see not only our board level investments but also a school-by-school ventilation overview. www.wcdsb.ca The Ministry distributed an additional 3000 HEPA units to complement the 70,000 distributed earlier in the year. WCDSB was entitled to 34 from this distribution. They are being placed in special education rooms and those classrooms without exterior windows. The total investment in ventilation at WCDSB, prior to the new 34 HEPA units, was 18 million in federal and provincial dollars.

The current challenges of the Omicron surge are amongst some of the most significant of the pandemic. Not because of the virulence of the disease – it is generally more mild – but due to the sheer prevalence and volume. Vaccination has clearly played a role to date and will be key to our success forward. We will be hoping that our families with younger students once again continue to embrace this important and effective strategy. The pandemic has created much collateral damage and staff morale in some cases is one example. Nonetheless, we will reiterate that we remain convinced of the good efforts of our staff and of the good work that is being accomplished. We do continue to be greeted by many happy and dedicated teachers on our visits to schools. We know that this next while will be exceedingly challenging and as we have said time and time again – it will be important not to presume the worst of each other, but the best. To have each other's back and navigate this time together, following the best guidance available to us.

Health and safety will continue to remain our primary concern and motivator. We will also continue to rely on our faith and on the good will of all our stakeholders to ensure that we not only are able to successfully navigate the



challenges ahead, but that we are able to thrive and see our students fulfill their greatest potential – *heart of the community, success for each and a place for all.*

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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





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

Date: January 24, 2022
To: Board of Trustees
From: Student Trustees
Subject: January 2022 Student Trustee Report

Type of Report: Incidental Information

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

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

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

Background/Comments:

January was the month of new beginnings at our WCDSB schools. Despite being online for the first two weeks, students found ways to stay engaged and connected to one another. Many of our schools promoted mental and physical health through online platforms making student wellbeing a top priority entering into 2022. Students are prepared to continue supporting and uplifting one another regardless of what this year has in store!

Common Activities Hosted by The Schools:

- **Social Media Activities:** Over the Winter Break and transitioning back to in-person learning, schools posted information slides on how to stay motivated throughout online learning. Resurrection's weekly Wellness Wednesday featured healthy homemade recipes, St. Mary's had daily workout challenges, and Monsignor Doyle shared tips on how to return back to school in a safe way.
- **Bell Let's Talk Week:** January 24th-28th is Bell Let's Talk week, a week focused on ending the stigma on mental health and raising awareness for the resources available. Resurrection will be asking each class to create a banner to hang around the school, and hosting a Kindness Box

activity with messages of encouragement. St. Davids will be posting sticky note compliments on every locker in the school, Instagram posts about mental health resources, and a video of students and teachers discussing mental health. Monsignor Doyle has planned very ahead and has a day-by-day plan for the week.

- Monday: Language Matters, where a heart club presentation will be given on the importance of being an ally
 - Tuesday: Talk About It, where staff from different departments will record videos discussing mental health
 - Wednesday: Be Kind, where an Instagram activity will allow students to repost and show their support
 - Thursday: Educate Yourself, where a virtual Cookies & Cram studying session will be hosted by teachers to support final culminating assignments
 - Friday: Listen and Ask, where a TedTalk will be shared to the Instagram account and final resources for students to use
- **Women in STEM:** this club at St. Mary's is completely new, where female students interested in STEM will be given volunteer opportunities, competition resources, and guest speakers to talk to about their many interests. The main topics of focus will be medicine, engineering, and computer science.

Student Trustee Role Update:

- **Grade 7/8 PenPal Program Wrap Up:** Monday January 10th marked the end date of our PenPal program. Students were given their matches before the Christmas break and used the last weeks of December and first weeks of January to reach out to one another. On January 10th, Student Senate put out a feedback survey on all five of the google classrooms to receive student input. 83% of the students who filled out the survey said they were likely to continue communicating with their match, 93% said they would like to participate in this program again if it were to run in the spring, and several students provided feedback concerning ways to improve the program. Trustee Simoes and Trustee Wilson are hopeful that we will be able to run this program again with suggested improvements before the end of the 2022 school year.
- **ESLC In The Works:** Trustee Simoes and Trustee Wilson have begun to plan, with the help of the student senate, the annual Elementary Student Leadership Conference. The conference will be held online due to current uncertainty with COVID-19 regulations and will hopefully be a live half day event. Co-Presidents are currently working on brainstorming presentations related to the social, physical, inclusive, emotional and spiritual aspects of being a student leader. Trustee Wilson and Trustee Simoes are also working on a presentation about fostering unity in leadership, related to this year's senate theme of Unity Through Adversity. We hope for the conference to be held in late March or early April.
- **2022-2023 Student Trustee Elections:** On January 10th Student Trustee Applications were released for the 2022-2023 school year! SAC directors will receive all completed applications by January 21st and elections will take place on February 16th. Trustee Simoes and Trustee Wilson are excited to begin the mentoring process with the incoming Student Trustees. The names of the elected individuals will be shared with the Board of Trustees at the February board meeting.

Recommendation:

This report is for the information of the Board.

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

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



Date: Jan 24, 2022
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

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

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

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

Background/Comments:

- Attended weekly teleconference calls with Minister Lecce, prepared summaries for Trustees
- Met with OECTA, together with Trustee Schmalz, to gain a better understanding of the current state of teachers in the board.
- Attended CEC 'Family Feud' / Christmas social together with Trustees
- Attended FACE meeting
- Participated in several discussions over the holidays around school re-opening considerations
- Attend OCSTA virtual seminar
- Attended virtual announcement by Minister Lecce on local Capital Investments

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Jeanne Gravelle, Chair of the Board

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



From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: ON News Release - Ontario Accelerating Boosters for Education and Child Care Staff
Date: Thursday, January 6, 2022 4:26:28 PM
Attachments: [image004.png](#)
[image005.png](#)
[image002.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: Thursday, January 6, 2022 3:59 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - Ontario Accelerating Boosters for Education and Child Care Staff

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January 6, 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 Accelerating Boosters for Education and Child Care Staff

Please see Ontario news release below regarding Ontario accelerating boosters for education and child care staff, sent to you for your reference.



STATEMENT

Ontario Accelerating Boosters for Education and Child Care Staff

Dedicated COVID-19 Booster Clinics for Education and Child Care Staff Will Help Improve Access

January 06, 2022

[Ministry of Education](#)

Today, Stephen Lecce, Minister of Education, issued the following statement on additional measures and supports to protect children, staff, and families as Ontario responds to the Omicron variant:

“As part of our government’s response to the Omicron variant, we are providing greater access to COVID-19 booster shots for education and child care staff. Starting tomorrow, these staff in the Greater Toronto Hamilton Area will have

planned access to vaccines at the International Centre in Mississauga as we work with all other public health units to urgently set up more clinics across Ontario. This is in addition to existing vaccine clinics with dedicated access for education and child care staff, including for example at CHEO in Ottawa, and select City of Toronto run clinics.

We are also further strengthening our protections for child care centres by introducing additional safety measures, including stricter screening protocols and deploying non-fit-tested N95 masks to support frontline workers.

Throughout this pandemic, critical staff on the frontlines have continued to carry out their work – from nurses, to personal support workers, to grocery workers and pharmacists – so that we can protect our communities. We owe it to them to ensure their children are cared for during this period, which is why our government is once again providing these frontline and critical workers with free emergency child care for their school-aged children. We thank education and child care staff, operators, and all Ontario families for their hard work, vigilance and kindness through this incredibly difficult time."

Acceleration of COVID-19 Boosters

To accelerate access to vaccines, starting January 7, the provincial mass vaccination clinic at the International Centre in Mississauga will support priority booking for education staff, including educators, custodial staff, administrative staff, and school bus drivers, and child care staff. The clinic will operate seven days a week, with specific appointments being made available for education and child care staff from 4:30 p.m. to 8 p.m.

Eligible staff are encouraged to book their appointment through the Provincial Vaccine Booking Line at 1-833-943-3900.

For individuals living outside the GTHA, the Ontario government is working with all public health units (PHUs) to plan and provide access to third doses for education and child care staff. Local PHUs will provide further information on how vaccines can be accessed in their communities as it becomes available. School boards have an opportunity to use schools as a site for vaccination clinics together with PHU partners.

These measures being announced today build on the government's previous efforts and investments to improve safety in schools during the pandemic. Measures currently in place include:

- providing optional non-fit-tested N95 masks to all education staff, scheduled to arrive by the end of this week
- updated and stricter screening requirements to help limit the spread of COVID-19
- ventilation improvements measures at every school across Ontario, including more than 70,000 HEPA filter units and other ventilation devices already deployed to schools, with an additional 3,000 units being provided

- access for school boards to \$1.6 billion in resources to protect against COVID-19.

Child Care Safety Measures

All child care settings have continuously received quality PPE, additional funding for cleaning, and updated protocols and guidance for staff and families.

The below measures have also been put in place to ensure children, staff, and communities remain as safe as possible:

- providing optional non-fit-tested N95 masks for staff in licensed child care settings starting January 10, 2022
- updating and enhancing child care screening measures to help limit the spread of COVID-19.

The Ministry of Education and the Ministry of Health are working together with an aim of making more rapid-antigen tests available to support the ongoing operations of child-care centres, and schools when they return to in-person learning.

Emergency Child Care Eligibility

Starting January 10, 2022, the following workers are eligible for free emergency child care:

- health care workers, including but not limited to doctors, nurses, health care providers and those who work in long-term care and retirement homes, as well as individuals who manufacture or distribute medical/pharmaceutical supplies
- individuals performing work in relation to the administration, distribution or manufacturing of COVID-19 vaccines
- education staff who are required to attend schools to provide in-person instruction and support to students with special education needs who cannot be accommodated through remote learning
- child care workers, including those staffing the emergency child care programs
- truck drivers and transit workers
- construction workers
- grocery store and pharmacy workers
- public safety (police, fire, paramedics, provincial inspection/enforcement), justice/court and correctional system workers
- power workers
- non-municipal water and wastewater workers
- frontline staff in Children's Aid Societies and residential services
- individuals working in a homeless shelter or providing services to homeless persons
- individuals working in developmental services, violence against women services, victims' services, anti-human trafficking and those engaged in

- interpreting or intervenor services for persons who are deaf or deaf-blind
- food safety inspectors and individuals working in the processing, manufacturing or distribution of food and beverages
- workers involved in the collecting, transporting, storing, processing, disposing or recycling of any type of waste
- certain federal employees, including RCMP, Canada Border Services, Canadian Armed Forces and Canada Post workers
- OPS staff employed in Radiation Protection Services
- OPS staff performing critical tasks related to environmental monitoring, reporting and laboratory services
- employees of a hotel or motel that is acting as an isolation centre, health care centre, vaccine clinic or housing essential workers
- funeral, burial and cremation services operators
- any individual whose child was registered in an emergency child care program delivered by a Consolidated Municipal Service Manager or District Social Service Administration Board during the time period beginning on April 6, 2021 and ending on April 16, 2021.

To confirm whether or not your family is eligible for access to emergency child care, please contact [your local service system manager](#). See a [full list of eligible workers](#).

Media Contacts

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Minister's Office

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Ontario Catholic School Trustees' Association



Ontario Catholic Supervisory Officers' Association

January 7, 2022

Honourable Stephen Lecce
Minister of Education
5th Flr, 438 University Ave,
Toronto, ON M7A 2A5
minister.edu@ontario.ca

Re: Timing of the Mandatory Online Learning Graduation Requirement

Dear Minister Lecce,

The Ontario Catholic School Trustees' Association (OCSTA) and the Ontario Catholic Supervisory Officers' Association (OCSOA) appreciate the opportunity to provide our input into the possible PPM for the online learning graduation requirement. We would like to recognize and thank Assistant Deputy Minister Yael Ginsler and other Ministry of Education staff for their time and willingness to listen to the concerns and recommendations we have raised during our meetings. OCSTA and OCSOA agree that digital literacy and the associated skills and competencies are a critical component of future employment opportunities for students. We also believe that collaborations with Catholic school boards, parents, educators and students will be crucial for the success of this policy initiative.

The COVID-19 pandemic and response have, however, created unprecedented challenges and an unstable context for the implementation of this graduation requirement. There are numerous complex demands currently on our board staff and the overall school system that any additional policy implementation requirement will be overwhelming. At the system and school level, school boards staff are working tirelessly to ensure the health and safety and wellbeing of students, and their colleagues. The online learning graduation requirement is a multi-layered policy with multiple components that are in varying stages of readiness.

Within the context of the return of remote learning until January 17, 2022, the implementation and communication of this mandatory online learning requirement policy will be extremely difficult for parents, students and school staff. It will be difficult for parents and students to distinguish between their experiences with remote learning during the last two years of the pandemic and the online learning requirement. Given the timing, it would be important to allow boards to develop means to communicate to students, staff, parents, guardians, administrators and teachers the full implications of the many operational challenges that online learning would create for September. A longer preparation time is required and would allow for the smoother transition of this program, greater transparency and a more fully informed community. *OCSTA and OCSOA therefore recommend that*

the PPM outlining the implementation of the policy be delayed until September 2023, that applies to the Grade 9 cohort of students. This respects the Ministry's policy commitment and suggests a timeline that allows family and student engagement.

This change will provide the necessary time required to address many of the key outstanding implementation issues that are important for the success of this initiative. For example:

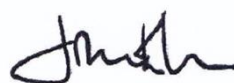
- Respect for the denominational rights of Catholic school boards;
- Developing Catholic course content for all 29 Catholic boards;
- Developing and implementing a parent/student engagement and communication strategy;
- Inclusion in course calendars and information sessions for the 2023-24 course selection process;
- Providing sufficient professional learning opportunities for the teachers of online courses;
- Addressing equity and accommodation issues for special needs and other students;
- Ensuring sufficient and equitable broad band and internet access.

OCSTA and OCSOA would be pleased to discuss this matter further with you to ensure a smooth and successful implementation of the online learning requirement.

Yours very Truly,



Patrick J. Daly
President, OCSTA



John Klein
President, OCSOA

cc: Yael Ginsler, Assistant Deputy Minister
Nancy Naylor, Deputy Minister, Education
John Kostoff, Executive Director, OCSOA
Nick Milanetti, Executive Director, OCSTA

OCSTA Newswire – January 11, 2022



By [Editor](#)

Jan 11, 2022

[OCSTA Newswire](#)

[0 Comments](#)

COVID-19 Update

Following a [provincial announcement](#) on January 3, in-person learning for students in Ontario's schools was suspended until January 17, and replaced in the interim with remote (online) learning. In response, OCSTA released the following statement from President Daly:

“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.”

A formal announcement from the government on the return to in-class learning on January 17 is expected to take place on Wednesday, January 12 at 1:30 p.m. via livestream

– <https://www.youtube.com/c/GovernmentofOntarioAnnouncements>

Pre-budget Submission

The Standing Committee on Finance and Economic Affairs will meet to conduct **Pre-Budget Consultations in the coming weeks and has released details on the process for participation.**

- The Committee intends to hold public hearings via videoconference (Zoom) for the following regions:

- Northwest Region of Ontario on Monday, January 10, 2022;
- Northeast Region of Ontario on Tuesday, January 11, 2022;
- Ottawa Region of Ontario on Wednesday, January 12, 2022;
- Eastern Region of Ontario on Tuesday, January 18, 2022;
- Greater Toronto and Hamilton Area of Ontario on Wednesday, January 19, 2022 and Thursday, January 20, 2022;
- Southwestern Region of Ontario on Friday, January 21, 2022; and
- Central Region of Ontario on Wednesday, January 26, 2022.

For more information on how to request an opportunity to present to the Committee, click [here](#). Written submissions will be accepted until January 26, 2022. OCSTA will send in a modified version of our [Grants for Student Needs 2022-23](#) brief that was sent to Minister Lecce in November, 2021.

To register or send a written submission, please visit the following website: ola.org/en/apply-committees.

Committee hearings will be live-streamed. For the link to the webcast, and to find meeting times, please visit the Legislative Assembly website at ola.org.

Municipal Elections

The next municipal election will be held **Monday, October 24, 2022**. OCSTA is in the process of updating Catholic Trustee guides and resources to support members. Please note that the 2022 Trustee Determination and Distribution Guide will be released in early 2022 and the Municipal Property Assessment Corporation (MPAC) will be

creating Population of Electoral Groups (PEG) reports for all school boards in early February. On the Ontario Education Services Corporation is a [distribution and determination tool](#) for use/reference.

Accurate Voter Lists

Once again the Municipal Property Assessment Corporation is making available its “voterlookup” tool. By logging into [voterlookup.ca](#), Ontarian’s can update their electoral information and change their school support.

This is particularly helpful for Catholic ratepayers who may be recorded on the assessment rolls incorrectly as public school supporters due to a mechanism in the system that assigns residents as public school supporters by default.

MPAC uses this information to create a Preliminary List of Electors, used by municipalities to produce the final Voters’ List for municipal elections, as well as population reporting for various municipal and school board planning purposes.

To improve the accuracy of these population reports, please share [voterlookup.ca](#) with your communities.

Upcoming Events

[2022 Catholic Trustees Seminar](#) – VIRTUAL EVENT – January 14, 2022

[Media Training Seminar for Chairs](#) – VIRTUAL EVENT – January 28, 2022

[Speaker Series – David Wells – “Catholic Education: Communities of Faith & Fortitude”](#) – February 22, 2022

OCSTA in the News

Ontario could reopen high schools before elementary schools, sources say

The Toronto Star – January 7, 2022

As the Ontario government determines how to safely get students back in classrooms, high schoolers could return earlier than children in elementary school due to their higher vaccination levels, sources told the Star.

[More ...](#)



Ontario Catholic School
Trustees' Association

FOR IMMEDIATE RELEASE

OCSTA Statement Regarding the Decision to Return Students to In-school Learning

January 12, 2022

"OCSTA is very pleased to receive confirmation of the decision to return students to in-school learning beginning Monday, January 17, 2022. While placing priority on the health and safety and well-being of students and staff, Catholic school boards recognize the many benefits of in-school learning.

While applauding the re-opening of Catholic schools, we continue to call upon the government to:

- Continue to make investments in ventilation improvements and HEPA filters
- Continue to build and ensure the ongoing communication between medical offices of health, school boards, and parents with respect to local outbreaks
- Give priority to students and all school staff to receive vaccine doses for which they are eligible
- Continue to provide a sufficient supply of N-95 masks
- Add COVID-19 to the list of designated diseases in Ontario Regulation 261/13 Designated Diseases under the Immunization of School Pupils Act (ISPA)

We express deep appreciation to Catholic school board teachers, support staff, system and school leaders, students, parents and trustees for their tremendous service, understanding and commitment to the common good during these complex and challenging times."

Patrick Daly
President
Ontario Catholic School Trustees' Association

Media Contact:
Sharon McMillan, OCSTA – smcmillan@ocsta.on.ca, 416-460-7937

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: 2022 CTS Registration Fees and 2022 AGM & Conference Early Bird Fee Deadline
Date: Thursday, January 13, 2022 4:27:17 PM
Attachments: [image006.png](#)
[image002.jpg](#)
[image004.jpg](#)
Importance: High

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, January 13, 2022 3:11 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: 2022 CTS Registration Fees and 2022 AGM & Conference Early Bird Fee Deadline
Importance: High

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January 13, 2022

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Margaret Binns, Director of Administrative Services

SUBJECT: OCSTA 2022 Catholic Trustees Seminar Registration Fees and 2022 AGM & Conference Early Bird Fee Deadline

2022 Catholic Trustees Seminar – Registration Fees

As you are aware, there was a change in the format of the 2022 Catholic Trustees Seminar to a fully virtual session.

The initial seminar registration fees were based on a 2-day hybrid event. Considering that the cost of delivering a fully virtual session will be significantly less, following the event, and once all costs for the 1-day session have been determined, boards who have registered trustees will be partially reimbursed based on the difference between initial paid fees and the actual per person cost of delivering the seminar.

2022 AGM & Conference (Fairmont Château Laurier, OTTAWA) Early Bird Fee Deadline

Due to the current status of the pandemic, we are pleased to advise that the Early Bird registration fee has been extended to **March 25, 2022**. The deadline for full refund of registration fees has also been extended to **April 1, 2022**.

We look forward to welcoming you to our event tomorrow.

Margaret Binns
Director of Administrative Services

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



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: AGM Cancellation / Annulation de l'AGA
Date: Thursday, January 13, 2022 6:33:16 PM
Attachments: [image001.png](#)

Loretta Notten

Director of Education

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



From: CCSTA / ACCEC <ccsta@ocsb.ca>
Sent: Thursday, January 13, 2022 9:01 AM
To: Loretta Notten <Loretta.Notten@wcdsb.ca>
Subject: AGM Cancellation / Annulation de l'AGA

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AGM Cancellation / Annulation de l'AGA



Dear Colleagues,

Unfortunately, with the uncertainty around COVID and upcoming hotel deadlines/penalties, the board has decided to cancel the in-person 2022 AGM Convention in Blue Mountain, ON.

We know how disappointing this will be for many, and want to thank the AGM organizers, Simcoe Muskoka Catholic District School Board and [Conseil scolaire catholique MonAvenir](#), for all their hard work in planning for this event.

Thank you for your understanding, and we hope to see you at our virtual event on June 2-3, 2022

Yours very truly,

Patrick Daly
President
CCSTA

Chers collègues,

Compte tenu de l'incertitude liée à l'évolution de la COVID-19 et des échéances/pénalités hôtelières à venir, le conseil d'administration a malheureusement été dans l'obligation d'annuler l'AGA/Congrès 2022 prévue en personne à Blue Mountain, en Ontario.

Nous savons à quel point cette nouvelle décevra un grand nombre d'entre vous. Nous souhaitons toutefois remercier les organisateurs de l'AGA, le Simcoe Muskoka Catholic District School Board et le [Conseil scolaire catholique MonAvenir](#), pour leur travail acharné lié à la planification de cet événement.

Nous vous remercions de votre compréhension et nous espérons vous voir à notre événement virtuel les 2 et 3 juin 2022.

Bien cordialement

Patrick Daly
Président
ACCEC

Donate to [Toonies for Tuition](#)

Donnez vos Toonies for Tuition



[Contact us](#) | [Contactez-nous](#)



CCSTA/ACCEC | 570 West Hunt Club Road, Nepean, Ontario K2G 3R4 Canada

[Unsubscribe](#) loretta.notten@wcdsb.ca

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: School Board and Municipal Elections 2022
Date: Monday, January 17, 2022 9:03:47 AM
Attachments: [image003.png](#)

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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 17, 2022 8:42 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: School Board and Municipal Elections 2022

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**Ontario Catholic School
Trustees' Association**

January 17, 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: School Board and Municipal Elections 2022

The Ministry of Education is currently in the process of revising the Trustee Determination and Distribution Guide for all school boards. It is scheduled to be released during the first quarter of this year. In addition, the Municipal Property Assessment Corporation (MPAC) will be creating Population of Electoral Groups (PEG) reports for all school boards for early February 2022. In an effort to support boards with these matters, the Ontario Education Services Corporation (OESC) has created a distribution and determination tool to assist boards (see <https://trusteecalc.oesc-cseo.org//trustee-elections/calculator/Default.aspx?lang=en>).

As you are well aware, the Ontario general provincial election will take place in June 2022 and the school board and municipal elections occurring in October of this year. We know that Catholic boards have and will continue to encourage all Catholic ratepayers to ensure they are correctly registered on the voters list for the school board and municipal elections on October 24th 2022. Catholic ratepayers can check their registration status on MPAC's Voterlookup.ca (<https://www.voterlookup.ca/home.aspx>) anytime to see if their information is correctly listed for inclusion on the Preliminary List of Electors for the 2022 school board and municipal elections. Ratepayers can also change and update their information on this site to ensure accuracy.

If you have any questions or concerns, please do not hesitate to contact me at pdaly@ocsta.on.ca or Steve Andrews at sandrews@ocsta.on.ca.



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



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: REMINDER - Helping Canadian Families to Access Catholic Education Through the Toonies for Tuition Fund Raising Campaign
Date: Tuesday, January 18, 2022 12:16:21 PM
Attachments: [image006.png](#)
[image003.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

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



**Waterloo Catholic
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From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Tuesday, January 18, 2022 10:28 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA: REMINDER - Helping Canadian Families to Access Catholic Education Through the Toonies for Tuition Fund Raising Campaign

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October 19, 2021

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Helping Canadian Families to Access Catholic Education Through the *Toonies for Tuition* Fund Raising Campaign



“In a world you can be anything, be like Jesus.”

As those entrusted/privileged with the governance of publicly funded Catholic schools in Ontario, we know that more than ever parents need institutions to support them in passing on to their children the virtues they teach in their homes. That is what the *Toonies for Tuition* Annual Fundraising Campaign is all about. The campaign provides financial assistance to parents who hope/wish to send their children to a Catholic school in provinces that provide partial or no public funds in support of Catholic education.

The COVID-19 pandemic has significantly compounded the challenges for parents in provinces that provide limited or no funding for Catholic education. Economic and other realities have only served to increase the need to build on our past contributions to the *Toonies for Tuition* campaign.

Last year as a result of the generosity of participating Catholic school systems in Ontario, we were able to raise and contribute \$65,558. Across Canada \$73,700 was raised to support students attending Catholic schools who otherwise would have been unable to do so. While not diminishing the difference the support of \$73,700 meant to the receiving families, it is important to note that the CCSTA received a total of \$341,249 in tuition assistance requests from parents across Canada. We know that with the active participation of all boards, we can surpass the amount raised last year.

On behalf of the OCSTA Board of Directors, I urge you to harness the generosity of our school communities and in particular the creativity and goodness of your students in support of this extremely important cause.

The 2021-2022 *Toonies for Tuition* campaign concludes in May of 2022. We will be pleased to announce the total amount raised through our Ontario campaign following Catholic Education Week. Thank you for your support of this important fundraising effort and for giving witness to children/students, “*that in a world in which they can be anything, be like Jesus.*” If you have any questions or would like additional information regarding *Toonies for Tuition*, please call Sharon McMillan or me.

Collection Process for the Toonies for Tuition Campaign

1. Please collect donations raised through fundraising activities and submit these funds to the financial officer or bursar at your local school board office.
2. Prepare a report of funds received (listing the donation amount per school) and include one board cheque covering the total amount received. Cheque to be made payable to:

Toonies for Tuition
c/o Canadian Catholic School Trustees’ Association
570 West Hunt Club Road
Nepean, ON K2G 3R4

Please send a copy of board donation information to OCSTA, attention: Ashlee Cabral (acabral@ocsta.on.ca).

The deadline for donations is May 15. If you are unable to send your donation by the deadline date, an email indicating the amount of your donation would be sufficient.

For more information about *Toonies for Tuition*, please consult CCSTA’s website <http://www.ccsta.ca/en/initiatives-en/toonies>.

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

CATHOLIC EDUCATION: *Rebuild, Restore, Renew Together*



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Ontario Catholic School Trustees' Association

January 19, 2022

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: Catholic Education Leadership Speaker Series – February 22, 2022 – David Wells

OCSTA's Catholic Education Leadership Speaker Series continues in 2022 with our first session of the year, "Catholic Education – Communities of Faith and Fortitude" presented by a well-known Catholic speaker, teacher, catechist and author, David Wells.

A former Catholic school teacher and Diocesan education advisor, David Wells is known for his insight and humor and has presented numerous times to various Catholic education organizations in Ontario and across Canada.



Registration Information:

OCSTA Catholic Education Leadership Speaker Series

WHEN: February 22, 2022 at 7:00 p.m.

FORMAT: Virtual (Zoom) – no fee to attend

REGISTRATION: Click on the link below to complete the registration form.

<https://us02web.zoom.us/meeting/register/tZYrdOurqzMsHtXpW0Hb3bF5wBXFqQ80Bdvo>

After registering, you will receive a confirmation email containing information about joining this OCSTA event.

If you have any questions, please do not hesitate to contact Ashlee Cabral, acabral@ocsta.on.ca.

For your convenience, the information in this email is also contained in the attached PDF document. You may also visit our website for this event information - <https://www.ocsta.on.ca/event-calendar/ocsta-speaker-series-catholic-education-communities-of-faith-fortitude/>.



Number: II 006
Subject: Celebration of Excellence

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: January 27, 2020

ACCESSIBILITY:

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

POLICY STATEMENT:

As a Board that appreciates and recognizes the achievements of our staff and students and the contributions made by stakeholders in our Catholic education system, we wish to foster a culture of celebration of excellence.

Accordingly, the following Board of Trustees awards will be presented annually:

1. **The Chair's Award:** presented to a person or persons in the school system who has contributed significantly to Catholic Education. It is given annually in recognition of outstanding contribution made to the Catholic school system serving the students, staff and greater community of Waterloo region or to the betterment of Catholic Education in Ontario in general. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
2. **The Community Partner Award:** presented annually in recognition of outstanding contribution made by a community partner or agency to the Catholic school system serving the students, staff and greater community of Waterloo Region. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
3. **The Distinguished Graduate Award:** presented to a graduate of more than 10 years from our school system who has demonstrated outstanding examples of the Ontario Catholic School Graduate Expectations. Awarded at the graduation exercises of the recipient's Secondary School or other appropriate public venue. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
4. **The John Sweeney Scholarship:** presented in recognition of John Sweeney's Catholic leadership and his contribution to our system, our community and our province. Presented to a graduate attending St. Jerome's University who demonstrates academic excellence, the qualities such as perseverance, loyalty, integrity, commitment and a balanced involvement in their school, church and civic community. Awarded at the graduation exercises of the recipient's Secondary School.



5. **The Student Trustee Award:** presented to a student trustee who has fulfilled the one year commitment to the term of office. Awarded at the graduation exercises of the student trustee's Secondary School.
6. **Student Excellence Award:** Presented at each secondary school graduation to recognize student excellence for students destined for University, College and the World of Work.
7. **On-going recognition:** Trustees will support and recognize achievement at any of the school sites within the system through letters of congratulations, presentations or public acknowledgement as appropriate.



Number: III 002
Subject: Unity of Control

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised:

ACCESSIBILITY:

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POLICY STATEMENT:

Only officially passed motions of the board are binding on the CEO.

Accordingly:

1. Decisions or instructions of individual board members, officers, or committees are not binding on the CEO except in rare instances when the board has specifically authorized such exercise of authority.
2. In the case of board members or committees requesting information or assistance without board authorization, the CEO can refuse such requests that require, in the CEO's opinion, a material amount of staff time or funds or is disruptive.





Date: January 24th, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 013 Leadership

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy **IV 013**
☐ Information only of day-to-day operational matters delegated to the CEO

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

General Executive Limitation IV 001 Leadership

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

Ontario Catholic Leadership Framework

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

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

CEO Interpretation:

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

Evidence:

- a) Leaders for the WCDSB are required to have achieved all of the required qualifications or accreditations associated with their respective positions. The required qualifications are listed in all job postings for the WCDSB. Said courses will always reflect teaching and learning reflective of the most recent legal

responsibilities associated with the various positions for which leadership is possible, regardless of the department in the organization.

Further to that, as outlined in the accompanying report to Board on the WCDSB Leadership strategy, it is clear that there has continued to be a well-developed and evolving leadership strategy that is open to all employees of the WCDSB. The leadership strategy programs address a wide variety of relevant and evolving topics and have a strong grounding in Catholic values and teaching. The resources selected, the focus of discussions and the speakers who present are continually examined and invited to reflect a unique perspective reflective of the Catholic Leadership Framework and the distinct nature of our Catholic schools and system in general.

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

1. Lead by example;

CEO Interpretation:

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

Evidence:

The CEO holds herself and the members of her team to a high standard. Goals are set each year and senior team members share KPIs reflective of their goals. The CEO and senior team continue to be available to those whom they lead, specifically the departments associated with their portfolio, as well as those stakeholders from the schools in our system.

The CEO and senior team make a point of model “present leadership”, so that they are seen in schools and in departments. They are attentive to feedback and work hard to attend to concerns that are raised.

The CEO and senior team have continued to be highly responsive to the evolving realities of the pandemic throughout the past year. There has at no time been an absence of communication and the CEO and senior team always have clear information and direction out to the system shortly after major announcements are made.

The CEO and senior team have a strong presence provincially and go above and beyond their expected and regular duties to ensure the system is well-reflected and connected to the most current of practices, information and strategy.

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

CEO Interpretation:

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

Evidence:

The CEO would point to the report to Board on the WCDSB Leadership Strategy. This reflects the work and vision of not only the CEO and her delegate (Leadership Superintendent) but is also reflective of work and consultation with other stakeholders, such as the Leadership Strategy committees, as well as consultation with Superintendent for Human Resources and the Equity Officer.

Further, there is informal nurturing and succession planning that takes place. Superintendents and Principals are encouraged to identify prospective candidates for leadership positions and to tap them to consider enrollment in said courses.

Further – an invitation to Leadership Evening, specifically with an equity focus was held this past spring of 2021.

Postings for leadership positions within WCDSB are delivering a strong response. For example, this fall a call for secondary Vice-Principal candidates garnered 15 applicants, one of our largest responses to date. Last spring's



call for Supervisory Officers garnered 12 applicants. Postings are generally receiving an exceedingly strong response.

3. Positively manage change;

CEO Interpretation:

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

Evidence:

The WCDSB Leadership Strategy has continued to evolve with the times. The program has not remained stagnant. Within the 2020-2021 school year a greater focus on equity was adopted and sessions transitioned to primarily virtual to adjust to the challenges of the pandemic.

As outlined in the Leadership Strategy Report to Board, this year within our K-12 Administrator meetings, there has been a concerted focus on the Personal Leadership Resources, with several sessions this past fall and winter focusing on this topic with our administrators. Further, as outlined in the report to Board on Leadership, an additional supplementary offering through the “Onward Leadership Series” takes an explicit look at the PLRs and their impact on our leadership as school and system leaders.

4. Foster innovation and creativity;

CEO Interpretation:

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

Evidence:

As outlined in the Leadership Strategy Report to Board, the offerings connected not only to the Leadership Strategy proper, but also additional offerings have a focus on innovative and responsive practices. Examples would be book clubs that have been offered to prospective leaders in the system, such as White Fragility last year and Building Thinking Classrooms this year. Additionally there has been a focus on conflict resolution, crucial conversations, mentorship opportunities and equity – all with an eye toward building leaders with transferable skills that will serve the system well.

5. Enlist others in creating and implementing a shared vision

CEO Interpretation:

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

Evidence:

The CEO is clear in reinforcing the goals and aspirations of the system, rooted in its mission and vision in all communications. The strategic plan is a document which roots actions forward and we have not lost an accountability back to it, despite the challenges of the pandemic.

The Leadership Strategy, as well as many of the accompanying initiatives, are products of an extended committee that reflects the diversity of our system and brings a shared vision of many leaders, as opposed to that of one or two individuals.

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

CEO Interpretation:

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

Evidence:

The Catholic Leadership Framework has been a seminal document throughout the evolution of the work of the Catholic Leadership Strategy Committee of WCDSB. As evidenced in the Report to Board on the Leadership Strategy – the various evolutions of the program have always had a fidelity to the Catholic Leadership Framework (CLF) and its principles.

Questions in interviews for Leadership Positions are rooted in the indicators of the CLF and when candidates build their Leadership Portfolios, the organizing principle is the CLF. Within our Leadership strategy modules, candidates are continually invited into reflection on their work and what they have learned through the additional course work. The *Information to Transformation Program* sponsored through the Diocese invites the Director to meet with candidates who reflect on their program and their personal journey/learning. The Induction for Newly Appointed Administrators allows all individuals new to their position to continue learning and reflecting on being a Catholic Leader in these times.

The CEO and the senior team hold themselves to an standard of excellence, and continue to be on a learning journey themselves. They continually seek out professional learning experiences, as attendees and as presenters. There is reflection on a weekly basis on the work that is being done and throughout the pandemic, strategies have continued to be adapted and at all times, collaboratively developed within the team and with others.

Recommendation:

That the Board accept this report indicating compliance with General Executive Limitation Policy IV 013

Prepared/Reviewed By: Loretta Notten
Director of Education

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

Resolution Form

Moved by:

Board: WCDSB

Seconded by:

Topic: Continue funding for summer special education programs(reading supports, summer learning and summer transition programs for students with high special education needs and supporting student mental health).

Whereas: students with special needs require more time to adjust to new environments

Whereas: making a transition to high school can be difficult for most students it can be more difficult for students with multiple learning needs

Whereas: the pandemic has broken up learning and consistency and learning has been difficult

Whereas: building relationships is key for many students to feel successful so meeting key adult figures before school begins is beneficial to their success

Whereas: continued investment in mental well-being is a key successor for achieving success

Therefore, be it resolved that OCSTA advocates with the Ministry of Education for continued funding to support summer special education programs which may include the following: reading supports for students affected by COVID, summer learning and summer transition programs for students with high special education needs and supporting student mental health.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes X No

Please briefly outline how the above resolution is of the province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

All publicly funded Catholic school boards offer programs for students with High needs therefore any funding that comes from the Ministry with the sole purpose of supporting special education students is of benefit to all boards and students.

Topic: Protocols Regarding Management of COVID-19 in Schools

Whereas: The province of Ontario has discontinued COVID-19 reporting and the dismissal of students and staff when a positive case has been identified in the class or cohort. This will be replaced by a reliance on absences as an indicator of COVID-19 cases among students and staff;

Whereas: There has been a gaping lack of consultation with education stakeholders (boards, trustee associations, unions, directors) prior to implementing this change;

Whereas: Removing the established case and contact management system, including public reporting of cases has been replaced by so-called “empowering” parents/guardians to make decisions without data to inform important decisions unique to each family and situation. Parents/guardians, students, employees, residents, and ratepayers deserve as much data and support as possible while navigating the pandemic;

Whereas: The reduced health and safety measures of eliminating the closures of classrooms or schools based on COVID spread (below a 30% consultation marker) puts students and staff at greater risk;

Whereas: Ventilation is an important COVID-19 mitigation strategy that requires continued and additional investment, including enhancements in air cleaning and refreshing wherever possible for all classrooms and within school communities.

Whereas: The Ministry has not been forthcoming on the details of future shipments and allotments of provided masks and rapid antigen testing. Every staff and student should have an adequate number of test kits to test at home for COVID-19 or PCR tests as soon PCRS testing is available;

Whereas: Students have only been provided with 3-ply cloth masks that are for optional use whereas medical grade or child size non-fit tested N95 masks would provide improved safety for all students and staff;

Whereas: The mental health and well-being of staff, students, and parents continues to present significant challenges and ensuring measures are in place to support a safe return to in-person learning is paramount in mitigating anxiety and apprehension resulting from the recent change to practices;

Therefore, be it resolved:

That the Chair of the WCDSB write a letter to the Ministry of Education outlining priority requests to:

1. Provide child sized medical grade masks or child sized KN95 or N95 masks for all students and a continued supply of enough N95s for all educational staff;

2. Provide an ongoing supply of COVID-19 test kits for each student and education staff member to test at home for COVID-19 on a continuing basis. This includes testing when a student or staff is symptomatic, a household contact is symptomatic, or there is a known exposure to COVID-19. This also includes testing to return to school.
3. Reconstitute the reporting and contact management system for COVID-19 cases through Public Health Units, including the public reporting of cases and PCR testing for high-risk exposure when available; and
4. Consult with education stakeholders in a timely manner on important matters affecting the health and safety of our students and staff, such as protocols for mitigating COVID-19 in schools;
5. Provide continued, adequate funding for ventilation and air quality improvements, including HEPA filter units for every occupied classroom, and make a long-term commitment to fund upgrades to school ventilation systems and air quality improvements in the interests of long-term protection of the health of students and staff.

Further, be it resolved that WCDSB parents/guardians be instructed to report case counts of positive COVID-19 cases in their household; and

Further be it resolved that all WCDSB employees be directed to report positive cases; and

Further, be it resolved that the WCDSB implement a case count reporting framework that when schools receive information of a positive rapid antigen or PCR test, families and staff in the class/cohort will be notified. As per past practice, no personal or identifying information will be shared. Families will only be advised that their child may have been exposed to COVID-19.

Proposed by Trustee Shannon Nash