



Committee of the Whole Meeting

Date: Monday, February 7, 2022

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

Location: Virtual

Attendees:

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

Student Representatives:
Sarah Simoes, Sarah Wilson

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

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

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

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 COW Minutes of January 10, 2021 3.2 November 24, 2021 CPIC Minutes 3.3 November 17, 2021 Audit Committee Minutes	Board of Trustees Board of Trustees Board of Trustees	pp.4-6 pp.7-9 pp.10-11	Approval Information Information
4. Delegations			
5. Advice from the CEO 5.1 Annual Report on STSWR 5.2 Early Years Report 5.3 Parent Engagement Update	S. Maharaj/B. Bourgault J. Ritsma/J. Klein/K. DeGasperis J. Merkel	pp.12-27 pp.28-33 pp.34-42	Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp.43-84	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
9.1 Review of Interpretation of Monitoring Reports: IV-008 Financial Conditions and Activities IV-004 Treatment of Staff	Board of Trustees	pp.85-89	Discussion
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			

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 16 -Winter Walk to School Day (Feb 24th as the inclement weather day) Feb 28 - Board of Trustees' Meeting Mar 7 – Committee of the Whole Mar 28 - Board of Trustees' Meeting 	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
Board of Trustees Meeting (Feb 28, 2022) <ul style="list-style-type: none"> Emergency CEO Replacement – Monitoring Report IV – 011 Update on Budget Preparation Treatment of Public – Monitoring Report IV – 002 Treatment of Students - Monitoring Report IV – 003 Board Policy II 007 Board Members' Code of Conduct Board Policy III 003 Accountability of the CEO Board Policy III 004 Delegation to the CEO 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions 15.2 Move into Private, Private, Private	Recording Secretary Board of 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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, January 10, 2022, virtually.

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 Wilson & Sarah Simoes

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair called the meeting to order at 6:01 p.m.

1.1 Opening Prayer & Memorials/Para-liturg

The opening prayer was led by Trustee Van Alphen.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Chair Gravelle.

1.3 Approval of Agenda

2022-01 -- It was moved by Trustee da Silva and seconded by Trustee Roach:

THAT the agenda for Monday, January 10, 2022, be now approved. --- Carried by consensus.

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting

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

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Committee of the Whole Minutes of November 8, 2021

2022-02 -- It was moved by Trustee Price and seconded by Trustee Schmalz:

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

--- Carried by consensus.

4. Delegations

5. Advice From the CEO

5.1 Learning Recovery Strategy Update

Superintendent Ritsma provided Trustees with a report on the Board's committed response in addressing the interruption of learning that occurred over the past two years, in particular numeracy and literacy. Data, programs, observations were shared and along with next steps.

Trustees asked clarifying questions and provided feedback.

5.2 Well Being – Healthy Active Living

Superintendent Klein presented on the Well Being- Healthy Active Living report, which included information on various programs, Physical Education Covid Supports, Cannabis & Vaping Education, Staff Wellness and Outdoor Education.

5.3 FSL

Superintendent Klein and Jennifer Kruihof, FSL Consultant provided an update on Core French, Advanced Placement French and French Immersion. Data, challenges and next steps were discussed.

Trustees asked clarifying questions and provided feedback.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkages Committee. Highlights include:

- Writing a letter of appreciation to the school community regarding pivoting and Victor Castela.
- Confirmation of Winter Walk to School scheduled for February 2nd (*Now clarified as Feb 16th with Feb 24th as the inclement weather day*). Director Notten to reach out Leslie Maxwell of STSWR for more information and how to promote.
- Annually at this time letters are sent to CPIC, SEAC and Audit inviting chairs to attend a board meeting in May to report on accomplishments, challenges and work of the committees.
- Revisited potential Trustee orientation, looking to a fall session once candidates are established. Format still unknown. Trustees to gather information. Working session to be set up for April or May.

6.2 Pastoral Care Activity

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

- Thanked team for support on Christmas hampers.
- Looking into "Coldest Night of the Year" taking place on February 26th virtual option is available.
- Looking into different Lenten activities.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Gravelle briefly discussed OCSTA communications. Trustee Nash brought forth a question in relation to a communication, specifically what the return to school would like, reporting and difficulties schools may face. Director Notten discussed current policies and directives received from the Ministry and that Board's were awaiting direction with respect to the duty to report.

Trustee Nash asked if it was the will of Board and Chair to discuss some further ideas to advocate for better, safe and stable return to school. Trustee's shared opinions and views on reopening, masks, testing and reporting and whether they should advocate at this time. Director Notten advised that there they are currently awaiting information of the Ministry and whether students will be returning to the classroom on January 17th. Chair Gravelle noted that there are still a lot of parts in motion and feels it may be worth to wait as many unknowns.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

11.1 Monitoring deferred by one month and start again with February being Financial Condition and Activities and Treatment of Staff.

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events and confirmed that the Governance meeting of January 17th will be postponed until Trustees can meet in person. Will advise whether February 3rd workshop will be virtual or in person.

14. Items for the Next Meeting Agenda/Pending Items

Trustees discussed upcoming items.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2022--03 It was moved by Trustee da Silva and seconded by Trustee Weiler:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:11 p.m.

Chair of the Board


Secretary

Catholic Parent Involvement Committee - MINUTES

Date:	November 24, 2021	
Time:	6:00 – 7:30 pm	
Location:	MS teams	
Committee Members	Attendees:	
	Sharon Adie	Administrator, elementary
	Bree Almeida	Parent representative
	Wendy Ashby	Parent representative
	Monica Czagan	Parent representative
	Margaret Ingoldsby	Administrator, secondary
	Wilma Laku	Parent representative
	Shannon Nash	Trustee
	Judy Merkel	Superintendent
	Ayo Owodunni	Parent representative
Kim Snage	CPIC Chair	
Regrets:		
Fr. Joseph de Viveiros	Diocesan Rep	
Manuel da Silva	Trustee	
Absent:		
Samantha Murray	Parent Representative	
Shana McTurk	Parent Representative	
Dave Perlaky	Parent Representative	
Recorder:		
Diana Bumstead	Executive Admin Assistant	
Action Items	Noted in Green	

TOPIC	Presenter	Time
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<p>1. Opening Prayer & Welcome, Call for additional Agenda items <i>I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws, and philosophies of the Indigenous People with whom we share this land today.</i></p>	<p>Judy</p>	<p><i>5 min.</i></p>
<p>2. Approval of Agenda Bree moved that the agenda be accepted. Monica seconded the motion. CARRIED.</p>	<p>Kim</p>	<p><i>2 min.</i></p>
<p>3. Approval of the Minutes Bree moved that the Sept. 28 minutes be accepted as presented. Monica seconded the motion. CARRIED.</p>	<p>Kim</p>	<p><i>5 min.</i></p>
<p>4. New members (3) New members Wendy Ashby and Ayo Owodunni introduced.</p>	<p>Judy</p>	<p><i>15 min</i></p>
<p>5. Superintendent Update De-streaming and re-engagement strategizing are key foci currently. The Ministry of Education has provided some funding for re-engagement and the Board has hired some re-engagement teachers and a re-engagement social worker. Faith Day occurred on the PA Day last Friday. Testing kit protocol over the holidays was explained. Covid numbers are significantly better this year - until this week when Blessed Sacrament closed.</p> <p>Members wondered about parent covid hesitancy among marginalized communities. Wondering about language translation for the upcoming virtual parent information presentation - Public Health Unit virtual parent information session via Zoom on Dec. 2, 7-8:30 p.m. Superintendent to investigate and report back (and share registration information/ zoom link). Question on loss of French last year and how this affects all students and how to engage these parents.</p> <p>6. CSAC survey Responses</p> <div style="text-align: center;">  CPIC Survey and Coffee chat Results. </div> <p>PowerPoint with details attached.</p> <p>The idea of creating learning content for onboarding Chairs year after year was raised. This could be videos or another platform or multiple platforms.</p> <p>7. Coffee Chat Update Details on coffee chat update found in PowerPoint above.</p> <p>8. Goal planning Reviewed via PowerPoint.</p>	<p>Judy/Kim</p>	<p><i>30 min.</i></p>

<p>9. Parent Engagement/Pro Grant Option 1 preferred (see PowerPoint). Interest in meeting in December to discuss ideas more. Kim to send out a padlet. Invite Indigenous lead and Mental Health Lead if possible to meeting. Maybe use PRO grants on expectations in gr. 9. (Comments re. tutors at WLU as a potential partner?)</p> <p>10. Onboarding Planning As per #6 this will take a virtual form.</p>		
<p>11. Trustee Update: Highlights of Nov. 8th Committee of the Whole and Nov. 22nd Board meeting provided. The agenda packages found via these links provide meeting details.</p>		10 min.
12. Discussion Items/ Updates:		
<p>13. Committee Updates</p> <p>1) Finance and Audit – Budget Update No budget update.</p> <p>2) Commissioning Event 98 views</p> <p>3) OAPCE Update No update.</p> <p>4) Next Steps Dec. 14 is “Parent night – Parenting to Build Connection and Manage Anxiety for your Children. Flyer to come soon. Hosted by the Umbrella Project. November 30 Resilient Families event coming up. Hosted by CCFOWR. Once the zoom link for the Public Health December 2nd meeting is released it will be passed on to the committee.</p>	Kim / Judy/ Shana	20min
9. Gratitude and Closing Prayer:	Judy	5 min.
<p>10. Adjournment Adjourned at 7:23 p.m.</p>		

WCDSB, 35 Weber Street West, P.O. Box 91116, Kitchener, Ontario, N2G 4G2
519-578-3660



Audit Committee Open Meeting

Date: November 17, 2021

Time: 6:00 p.m.

Location: Teams Meeting

Next Meeting: January 27, 2022

Attendees:

Committee Members:

Wendy Price, Manuel Da Silva

Community Members:

Jennifer Gruber, Zeynep Dania

Administrative Officials:

Loretta Notten, Laura Isaac, Shane Durham, Shesh Maharaj

Guests:

Andrea Eltherington (RIAT), Chirag Shah (PWC), Mudassar Iqbal (PWC)

Regrets:

Bill Conway

1. Welcome and Opening Prayer

2. Approval of Agenda

Motion: Zeynep Dania

Seconded: Wendy Price

Carried by consensus

3. Declared Pecuniary Interest

None

4. Approval of the Minutes

- Meeting of September 29, 2021

Motion: Manuel DaSilva

Seconded: Wendy Price

Carried by consensus

5. Discussion Items

5.1 Year End Presentation

- Presentation of Year-end Financial Position – *information and discussion*
 - Laura presented the year end position of the Board which showed a \$974K surplus; Surplus mostly attributed to utility savings, supply coverage, unanticipated Ministry funding and program changes due to school closure
 - Shesh highlighted the Accumulated Surplus of the Board and the areas for which funds have been set aside; the Board has surpluses exceeding 2%

Motion: *That the audited Consolidated Financial Statements and 4th Quarter dashboard report for the year ended August 31, 2021 be sent to the Board of Trustees for approval in the consent agenda.*

Motion: Zeynep Danis

Seconded: Manuel DaSilva

Carried by consensus

5.2 Audit Committee Closed Session

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

Motion: Wendy Price

Seconded: Manuel DaSilva

Carried by consensus

5.3 Regional Internal Audit Team (RIAT) Update

- November Status Report
 - May need to look at adjusting the audit plan due to staffing issues; Andrea will re-evaluate once staff is hired
- Revisions to the RIAT Mandate
 - Required to be signed due to changes in RIAM or Audit Committee Chair
 - Mandate has been signed as required
- Regional Internal Audit Charter 2021
 - Andrea has changed the name to reflect a “Charter”
 -

5.4 Audit Committee Administration

- Audit Committee Self Evaluation
 - Complete self assessment for 2020-2021 school year
 - Shane will send to Audit Committee members; Zeynep can review but not expected to complete the evaluation
 - Shane will send to Jessica Perkovic for completion as well

5 Pending Items

6 Adjournment at 7:17pm

Motion: Manuel Da Silva

Seconded: Wendy Price

Carried by consensus

Jennifer Gruber



Date: February 7, 2022
To: Board of Trustees
From: Director of Education
Subject: Annual Update on Student Transportation Services of Waterloo Region (STSWR)

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

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

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

The purpose of this report is to provide Trustees with an update on the activities and outcomes of STSWR for the 2020-21 School Year. In order to provide more timely information to stakeholders, management plans to issue future versions of this report in the fall. Accordingly, the 2021-22 report will be provided in the fall of 2022.

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

N/A

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

Background/Comments:

Annually a report on the activities of STSWR is provided to Trustees. The report/presentation also serves as an opportunity for Trustees to ask the General Manager of STSWR about transportation programs and initiatives in the Region.

This report has been reviewed by the Board of STSWR and the Consortium Management Committee of STSWR.





Student Transportation Services of Waterloo Region

2020-2021 Annual Report

February 2022



2020-2021 Annual Report

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2020-2021 Highlights

Safety Initiatives:

STSWR continues to focus on student safety and adapted the training to students and parents due to pandemic:

- Launched the seat belt pilot in 7 buses
- Launched “Drive to 5” safe parking maps with 88 schools
- First Rider program for Kindergarten students (online)
- Bus evacuation simulation for transported students
- Bi-annual bus safety training for elementary students (online)
- Bus and Standing Patrols, Trailblazers adapted with lower participation
- Some programs were canceled due to the pandemic
 - Sidewalk Smarts pedestrian skills training
 - Bus Driver PD day

Contract Compliance and Performance Management:

- All bus operators and taxi operators were audited in the spring to ensure contract compliance.
- A monthly scorecard system helps us regulate operator and driver compliance for:
 - Valid drivers' licenses
 - Valid First Aid training for all drivers
 - Annual EpiPen reviews
 - Vehicle age
 - Vehicle GPS performance
- Bus route audits resumed with the new GPS tracking system



2020-2021 Highlights

Pandemic impact:

- Understanding that class size would be reduced we proactively developed the cohorts for the secondary schools to match the bus reduced capacity to 1 secondary student per seat.
- Changed network to match secondary school catchments split for cohorts.
- Added time to clean between runs.
- Routed for short day at secondary panel.
- Development of tool and coordination of seating plans.

Productivity Initiatives:

- The cohort design allowed for a reduction in kilometers driven by 10%
 - Large vehicles
 - Mileage decreased by 8.3%
 - Special Needs
 - Mileage decreased by 11.5%



Measuring Performance - Key Performance Indicators -

Key Performance Indicators

STSWR has developed several key performance indicators to benchmark performance against industry standards and to track improvements year over year.



STSWR Scorecard 2020-2021

			Goal	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Safety	Student Injuries	Injuries on bus	0	2	0	0	1	0
	Collisions	with students on board	0	24	37	46	58	41
	Collision Frequency	All collision per million km	4.4	5.5	9.7	10.2	11.2	6.6
Quality	Student Ride time	Average ride time one way	14	12	14	14	14	14
Service	Service interruption	route-day	0	3 (am only)	0	0	6	0
	Late bus > 50 minutes	runs	0	12	63	36 (100)	67 (158)	20
Cost	Variance to Plan	Better (Worse)	\$ -	\$ 2,423,200	\$ 1,555,038	\$ 118,528	\$(98,793)	\$(14,800)
	\$/student	Total all in	\$ 783	\$ 992	\$ 711	\$ 748	\$ 722	\$ 670

Injuries:

Broken ankle getting off a bus at school

Collision

Harness injury

significant reduction of collision compared previous year

delays

7 driver issue, 2 mechanical, 2 traffic, 1 collision

Service interruption

3 routes morning only (small buses)

Variance to Plan

\$2.4MM better than revised estimate

\$700K better than original budget



Measuring Performance

- *Improving Safety* -

Seatbelts:

We launched the seatbelt pilot with 7 big school buses fully equipped with seat belts. We invited families to training/practice events. Due to the pandemic, we could not visit schools to observe firsthand, we reached out to school principals for their comments and feedback.

In collaboration with Sudbury Student Transportation Services, we developed a training video to address some deficiencies identified with the bus drivers.

Stop Arm Cameras:

The Province continues to develop the framework to support the stop arm cameras while we continue to work with stakeholders to define roles and responsibilities; in the meantime, we are reviewing the routing process to reduce the number of students crossing the road.



Measuring Performance - Improving the Experience -

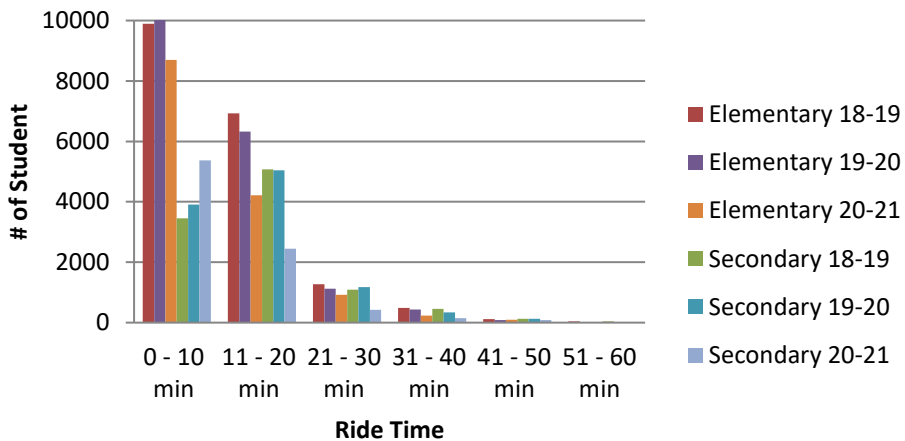
Average Distance to Bus Stop:

Kindergarten	129 m, range from 0 m to 500 m
Elementary	145 m, range from 0 m to 944 m
Secondary	292 m, range from 0 m to 1,540 m

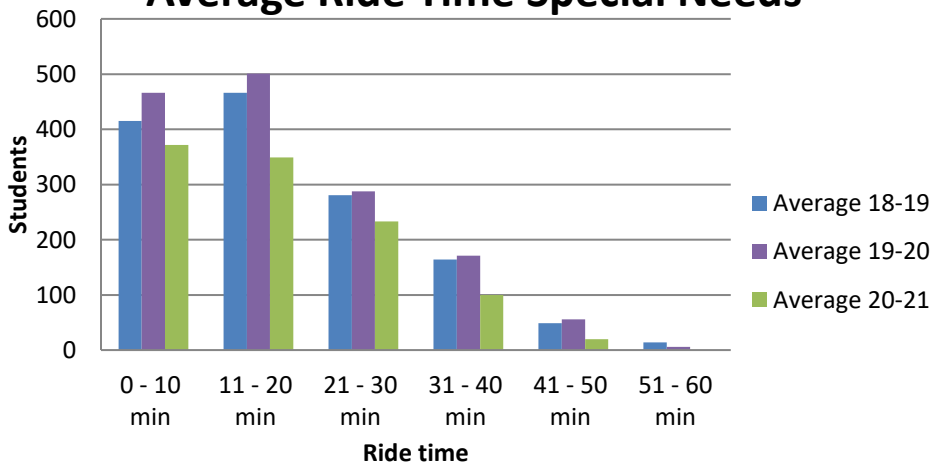
Ride Time Distribution:

- Secondary cohorts reduced ride time considerably
- Reduction in ridership in Spec-Ed eliminated all ride times over 50 minutes

Student Ride Time (minutes)



Average Ride Time Special Needs



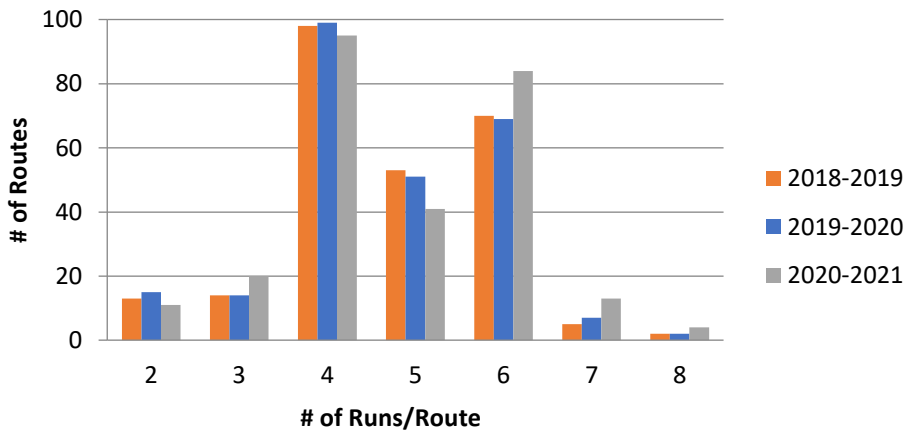


Measuring Performance - Vehicle Capacity -

Vehicle Capacity Utilization:

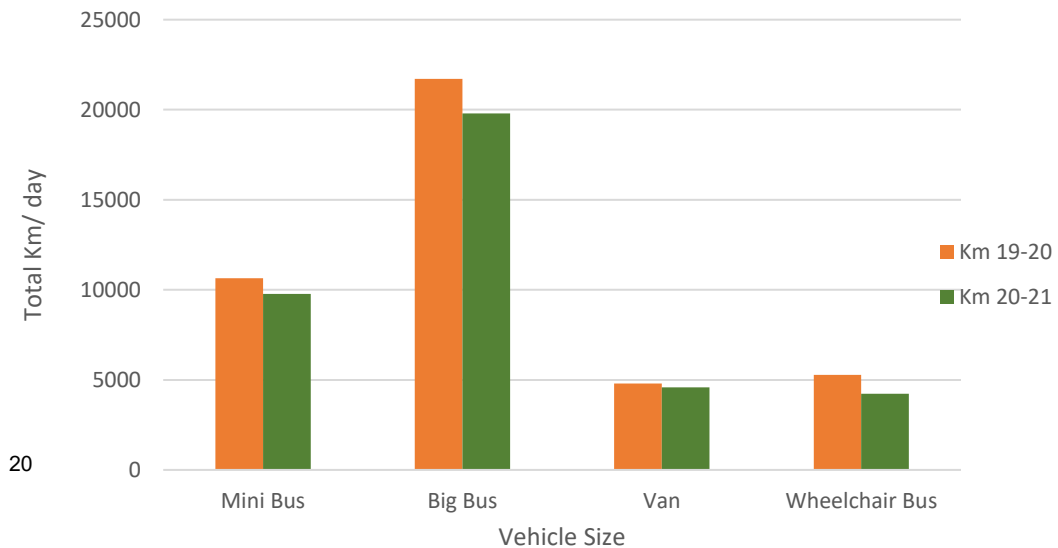
- Additional runs were needed due to capacity restriction with secondary students

Number of Runs/Route



- The cohort design allowed for a significant reduction in total distance traveled with the large buses while small vehicles were affected by the remote learning

Total Km per day





Measuring Performance - School Travel Planning -

School Travel Planning Numbers

School Travel Planning offers services and programs to support active school transportation and to address traffic and parking issues.

- **49 schools** engaged in different levels of school travel planning
- **43 students trained** in Trailblazers*
- **68 parents** engaged in STP committees*, events, and programs
- **39 schools** participated in Winter Walk Day
- **15 students in 2 Walking School Buses** by Canadian Cancer Society

STP School Certifications



* Program delivered online to reduced numbers



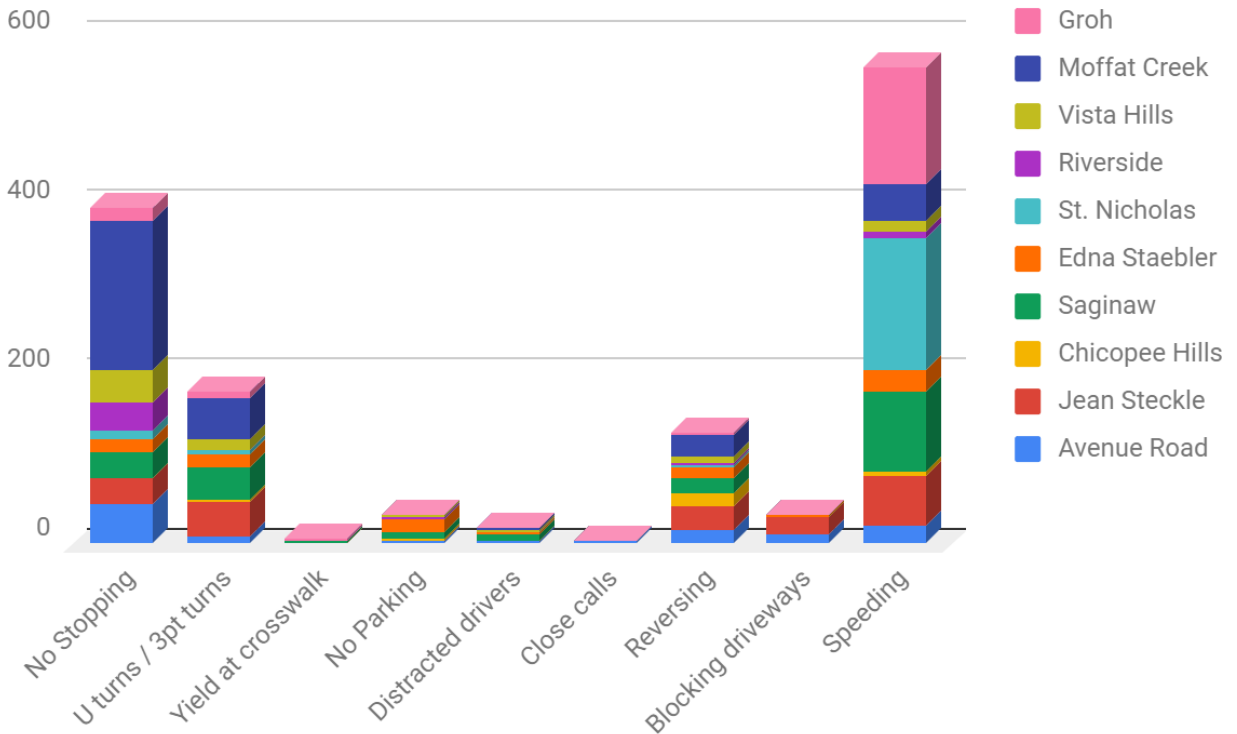
Measuring Performance - Traffic -

Traffic issues

- More parents driving so traffic volumes were similar to previous years despite reduced students on site
- Helped schools develop new drop off procedures
- Communications through construction projects onsite and on road

We support safe approaches

- Review plans and work with school on communications to parents
- Tactical urbanism approach to test interventions



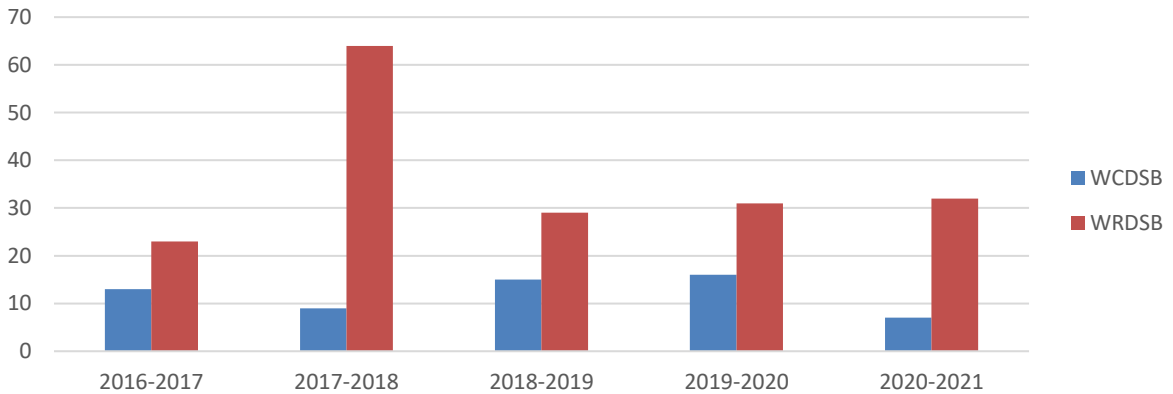


Summary of Appeals

Appeals:

- The appeals continued to be minimal
- At both school boards, walking distance and loss of transportation continue to be the main point of contention.
- The table below lists the appeals at the WCDSB, the reason for the appeals, and the outcome.

Appeals over the years



	2020-2021 School Year					
	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
WCDSB						
Distance	2	1	3		1	
Loss of transportation	1		1			
Out of Bound	1	0	1			
Joint Custody		1	1			
Referred to medical		1	1			
Total	4	3	7	0	1	0



2020-2021 Overview

2020-21 Summary:

Transportation continues to be very safe for students. Overall, STSWR had a very successful year. The pandemic caused significant challenges and required changes to our programs and processes

Safety

- ✓ Sustainable process to ensure safe kindergarten drop off.
- ✓ Public awareness messaging continued with two radio campaigns.
- ✓ Bi-annual school bus safety training to elementary schools was modified to be online.
- ✓ Successfully launched the seat belt pilot.
- ✓ Updated Wheelchair securement training.

Customer Service

- ✓ Continued development of a tool to track and improve interaction with customers.
- ✓ Maintain high participation in delay and cancellation notifications with over 31000 registered users.
- ✓ 6600 Twitter followers (@STSWR).

Active Transportation

- ✓ Worked with 53 schools.
- ✓ Massive launch of Drive to 5 maps.
- ✓ Great participation in Winter Walk Day on first week back to class.
- ✓ Programs matured through pandemic with more tools.

Driver Shortage

- ✓ Continued collaboration with bus operators has prevented a shortage in this region while significantly changing the drivers work.

Covid Plan

- ✓ Proactively built cohorts to support the needs for secondary panel.
- ✓ Seating plans for all runs



2021-2022 Outlook

2021-2022 Objectives:

Building upon our successes and challenges from 2020-2021, there are a number of key areas that STSWR will focus on during the 2021-2022 school year. These include:

Safety

- Continue with simple message to slow down.
- Participate in School Bus Safety week.
- Continue discussion with the Region to pursue the stop arm camera.
- Expand the seatbelt pilot project to 27 big buses

Driver recruitment and retention

- Support the bus operators in recruitment and retention of bus drivers in an ever changing environment.

Customer Service

- Improved tool for seating plans
- Continuously working with all stakeholders to ensure every interaction is a positive one.
- Launching Customer Service support software.

School Travel Planning

- Support more schools to move forward in the certification process
- Reinstate Sidewalk Smart training
- Long term funding

Technology

- Expand functionality of the new GPS software to support better and safer service.



Financial Overview

- 2020-2021 Expenditure -

STSWR 2020-2021	Total
Overhead	\$ 1,685,954
WCDSB Transportation Cost	\$ 5,961,103
WRDSB Transportation Cost	\$ 17,116,058
School Travel Planning	\$ 167,380
Total	\$ 24,930,495
WCDSB Details	Total
Regular School Bus	\$ 4,438,738
Spec-Ed Bus	\$ 1,126,383
Taxi	\$ 245,764
GRT	\$ 9,300
Other	\$ 140,918
Total	\$ 5,961,103
WRDSB Details	Total
Regular School Bus	\$ 8,587,043
Spec-Ed Bus	\$ 7,275,128
Taxi	\$ 716,128
GRT	\$ 82,500
Other	\$ 455,259
Total	\$ 17,116,058

Recommendation:

This report is being provided for information only.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Benoit Bourgault
General Manager, STSWR

*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: February 7, 2022
To: Board of Trustees
From: Director of Education
Subject: Early Years Report

Type of Report:

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

Type of Information:

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy
- Information only of day-to-day operational matters delegated to the CEO

Origin:

- 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:

- The Kindergarten Program, 2016
- Growing Success, the Kindergarten Addendum, 2016

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
- Equitable access to learning opportunities

KPI's

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

→PD Statistics

Student Engagement, Achievement & Innovation

Strategic Direction: Nurture a culture of innovation

- Goal: Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- Continue to seek and support reciprocal partnerships with

→Increase in achievement for Marker Students

→Assessment process for pilot projects tied to student engagement and achievement



community/educational partners and leverage the mutual learning

Strategic Direction: Foster maximum opportunity for success for all

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

→Decrease the Gap in Achievement

Building Capacity to Lead, Learn and Live Authentically

Strategic Direction: Nurture the wellbeing of all staff and students

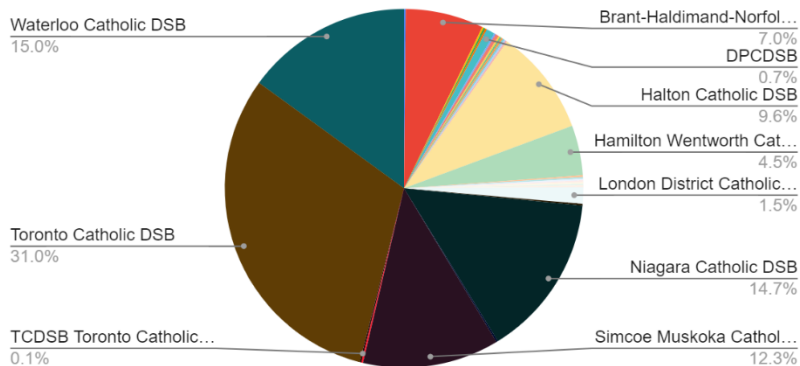
- Goal: Increase in Student Engagement

PURPOSE:

This report will provide information and updates with respect to the early years partnerships across the Waterloo Region and The Kindergarten Program as we all work together to support the growth and development of students through the Pedagogical Approaches as outlined in The Kindergarten Program and *How Does Learning Happen*, with a focus on play-based learning, exploration and inquiry.

Launching Our New Ontario Catholic Kindergarten Program

Count of School Board



- *Nurturing Hope in Kindergarten:* Together with our provincial early years partners and religion consultants, we launched our new Ontario Catholic Kindergarten Program in order to highlight the importance of play-based learning and the integration of this curriculum with all four frames across the flow of day.
- 829 registrations



- 1054 views of the recorded session
- Out of the 10 school boards that participated in this webinar, Waterloo Catholic District School Board educators made up 15% of the live attendees.
- Educators across the province were thankful for the collaborative approach across multiple school boards and appreciated that the content was rooted in The Kindergarten Program, 2016.

Virtual Learning in Kindergarten

- We held a professional learning session for kindergarten educators to share what the research is telling us about virtual learning in kindergarten with a focus on Belonging, Self-Regulation, and Well-Being
- 231 Registrations
- We received positive feedback. Our kindergarten educators enjoyed the time to work together as a team. They appreciated the relevance of the content and the fresh new ideas.

Self-Regulation and Well-Being

- *Supporting the Development of Self-Regulation, An Interactive Series*
 - i. 69 Registrations
 - ii. Monthly meetings with content rooted in The Kindergarten Program and delivered by experts in the field including School Mental Health Lead, Speech Language Pathologist, Superintendent of Program Services, Our Place-Early Years Lead, and Dr. Jean Clinton.
- We continue to use our WCDSB developed, *Social Emotional Learning (SEL) Lessons using Mo Willems Books*. Our Speech Language Pathologists continue to model these lessons in kindergarten classrooms to support the development of Social Emotional Learning (SEL) in the early years. Along with our Early Years Consultant, we are beginning to purchase additional text sets in order to apply the learning into multiple contexts of the classroom learning environment.
- *Pilot-OPEY Book Series, Tires, Wires, and Brakes: Together with Our Place*, one of our community partners, we are implementing lessons that support the development of self-regulation skills in kindergarten. These lessons are rooted in this collection of texts and teach the importance of co-regulation through story-telling. These books are written by local, diverse authors in partnership with Dr. Jean Clinton.

What's Next?

Pilot-Read-Write Rest: To facilitate a calm, quiet, peaceful, and caring space in our kindergarten classrooms, we will be piloting Read-Write-Rest in some of our classrooms. This is to assist our students in developing their self-regulation skills through daily scheduled time to read, write or rest and calm their bodies & minds.

What is it?

- A time of day when the educators create a space that is calm, quiet, peaceful and caring
- Students are on their own personal yoga mat with their small bin of materials

When will this occur within the school day?

- When do students need a break in their day?
- When will students benefit most from a quiet, calm, and peaceful space?



What are the Students Doing?	What are the Educators Doing?
<ul style="list-style-type: none"> • Experiencing a calm, quiet, peaceful space • Relaxing • Destressing • Thinking • Praying • Resting • Sleeping • Listening • Reading • Writing in journal 	<ul style="list-style-type: none"> • Creating a calm, quiet, peaceful, caring space • Lights low • Soft music • Quiet read alouds • Deep breathing • Circulating around room and connecting with students and engaging in quiet conversations • Reading quietly to and with students (one on one)- reading assessments • Writing quietly with students or talking to them about their writing one on one

A. Demonstrating Literacy and Mathematics Behaviours

Developing Early Literacy Skills:

Phonological Awareness

- On our September 2nd professional development day, all kindergarten educators learned more on supporting phonological awareness development using Heggerty mini-lessons
- Heggerty resources were purchased for all kindergarten classrooms to support the implementation of phonological awareness development across the system
- In term 1, Speech Language Pathologists (SLP) are working in seven kindergarten classrooms to support educators and students with phonological awareness development.
- Modeling Heggerty mini-lessons
- 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.
- Modeling small group instruction for year 2 students scoring below standard on Rosner Test of Auditory Skills and Oral Language Tool B
- A new Heggerty Assessment is being piloted as an assessment tool 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

What’s Next? Pre data is being collected and post data will be gathered at the end of term 1. The cycle will run up to but no longer than 8 weeks. Then a new cycle begins with new students. SLP’s will support new classrooms through term 2.

- Updating our Resources to Support Culturally Responsive Text Selections

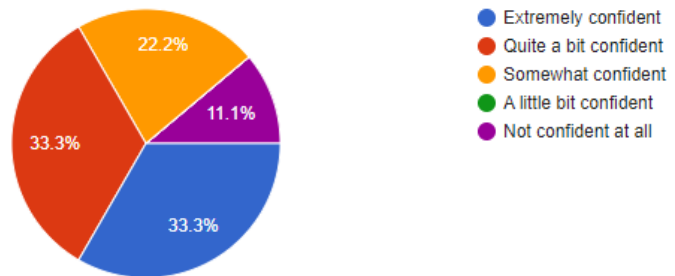


- iii. *Spark Reading* was purchased for all kindergarten and primary classrooms this year. This is a collection of leveled digital texts to replace *RAZKids* as a culturally responsive resource to ensure all students see themselves in the books they read. Training was provided to all interested educators on using this new resource. This resource is being used to encourage reading at home and online literacy instruction.
- iv. *Sing a Song of Poetry* and *Literacy Place Shared eReading* have been added to the resources educators are using to support early literacy instruction.
- v. *Diversity Book Club, K-8*: Kindergarten educators are developing collections of culturally relevant and responsive texts along with support materials for educators highlighting themes, big ideas, sample lessons, media connections, and potential triggers for students
- Updating and Improving Our Reading Assessment Resources and Practices Using the *Fountas and Pinnell Benchmark Assessment Systems*
 - vi. Training has been provided at 23 Elementary Schools, K-8
 - vii. This common approach to reading assessment supports the continuity of learning as children transition from the kindergarten program into grade 1.
- Reading at Home-Community Partnerships
 - viii. 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**
 - ix. *Every Kid a Card e-flyer* partnership with Waterloo libraries to get families connected to their local library anywhere across the region
 - x. *Cuddle Up and Read*-Community Initiative in partnership with Early Literacy and Learning Alliance and Waterloo Region District School Board (Launched Summer 2021)
 - xi. **What's Next?** We are developing a *Dialogic Reading Infographic* with easy tips on reading at home and having quality conversations about the books we read.

Developing Early Mathematics Skills:

Math Outdoors

- We provided kindergarten educators with an optional professional learning session on teaching mathematics outdoors. This was offered during the half day that kindergarten educators are given to engage in self-directed professional learning.
- 139 Registrations



What's Next?

When we asked participants to rate their current comfort level with facilitating play-based learning outdoors, we found a range from *extremely confident* to *not confident at all*. Providing additional professional learning opportunities on this topic is one of our next steps.



B. Assessment and Evaluation

- *Pedagogical Documentation and Completing the Communication of Learning Report*: This session was offered to all new educators, administrators, or anyone looking for a refresher.
- 25 Registrations
- Educators expressed gratitude for the learning opportunity and felt the content provided them with the information needed to successfully complete the COL.

C. Supporting the Transition Into Kindergarten

- We continue to build relationships with families before the child enters Kindergarten through personalized communications and Welcome to Kindergarten events each spring. We are looking for new partnerships and approaches to improve these experiences for families.
- We work with our families and community partners to know our learners and support their diverse learning needs so that we can support all students as they enter our schools for the very first time.
- We work with our teachers of multilingual learners to ensure information is translated into multiple languages and to assist families and educators with communication.
- We work with our community partners to improve quality education in the early years by focusing on The Pedagogical Approaches as outlined in *How Does Learning Happen* and *The Kindergarten Program, 2016*. We believe this will support the continuity of learning for the child across early years programs in our region.
- Together with the Child and Youth Planning Table (CYPT) we are committed to fostering a sense of belonging for our families and students at all ages. As part of the transition process into the kindergarten program, we feel this is especially important in the early years and work to intentionally foster a sense of belonging for new families and students.

For Information

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
Superintendent of Learning

Jennifer Ritsma
Superintendent of Learning

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





Date: February 7, 2022
To: Board of Trustees
From: Director of Education
Subject: Parent Engagement

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
(Chief Executive Officer)

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

- Board Policy: APSC001 Catholic School Councils

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

- O. Reg. 612/00: School Councils and Parent Involvement Committees under *Education Act, R.S.O. 1990, c. E.2*
- Parent Engagement Policy; www.edu.gov.on.ca/eng/parents/policy.html
- Ontario's PRO (Parent Reaching Out) Grants are designed to support parents in identifying barriers to parent engagement. Recognizing the valuable contribution that parent engagement makes to students' learning and well-being, PRO Grants support school boards to identify barriers to parent engagement in their school communities and find solutions to help more parents get involved in their children's education.
://www.edu.gov.on.ca/eng/policyfunding/memos/feb2017/2017_2018_pro_grants_school_council_en.pdf

Alignment to the MYSP:

- Strategic Priority: Nurturing our Catholic Community
- Strategic Direction: Bear witness to our Faith through joyful discipleship and our relationships with and in Christ



Background/Comments:

Ontario's parent engagement policy recognizes many different forms of parent engagement, and that each is an important contributor to student and school success. Within the policy, parent engagement includes:

- Providing a positive learning environment at home, actively working with children to support what they are learning in school, and making learning an important part of the day
- Having productive conversations with teachers so that there is clear communication between the school and the home
- Becoming involved in school activities and volunteering to help with school events, trips and other activities
- Participating in School Councils at the school level and Parent Involvement Committees at the board level to provide perspective

Our Parent Engagement initiatives have been furthered by several intentional changes which have included:

- Bimonthly "Coffee Chats" to increase awareness of the Catholic Parent Involvement Committee (CPIC), explore opportunities to leverage PRO grant funds efficiently and obtain feedback on needs in the community for CPIC programming. The bi-weekly meetings foster relationships between CPIC members and CSAC councils while bridging concerns, and building collaboration amongst councils
- Annual survey of CSAC chairs to better understand needs in each school community which assists in defining CPIC goals and relevant and timely parent engagement options
- Active participation and voice in Ministry held meetings for CPIC Chairs

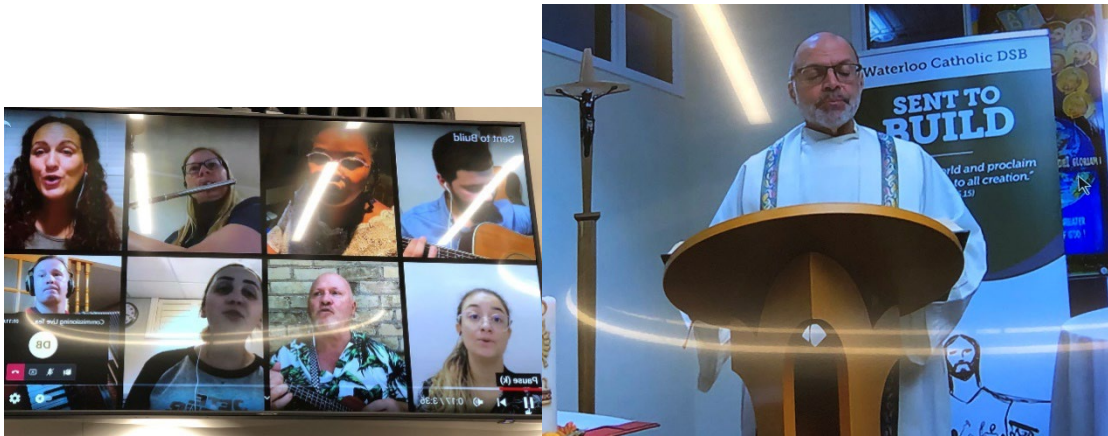
The WCDSB has continually focused on supporting the partnership between home and school to meet the various forms of parent engagement as presented in the Ontario Parent Engagement Policy by promoting and supporting:

- Celebration of our Catholic School Advisory Council Chairpersons through our WCDSB annual commissioning ceremony
- Parent Reaching Out Grants
- Catholic Parent Involvement Committee Support to Schools and Catholic School Advisory Councils

WCDSB COMMISSIONING CEREMONY

Celebrating and recognizing our strong parent relationship has now become a yearly tradition at the WCDSB. The event, celebrated virtually this year, was attended by 115 parents, administrators, trustees, and superintendents. A combined total of 98 parents and new administrators were commissioned this year. It began with a virtual liturgy facilitated by our Board's Spiritual Animator, Father Joseph de Viveiros and this year's Pastoral Theme, Gathered to Become, was introduced. The CSAC's also had an opportunity at a question-and-answer period with the trustee panel to facilitate a better understanding to some of their pressing questions. To commemorate the Commissioning, and to highlight our pastoral theme of Sent to Build our community was introduced to the song/lyrics that was commissioned and recorded for this pastoral year.





School Year	Number of Parents Commissioned
2016/17	54
2017/18	57
2018/2019	66
2019/2020	36
2020/2021	88
2021/2022	98

The WCDSB Multi-Year Strategic Plan highlights our goal to increase our parent engagement by 5% at parent-focused events. The continued increase of persons commissioned each year is an encouraging metric that supports the WCDSB powerful sense of community and value placed on parent engagement.

PARENT REACHING OUT GRANTS

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

Each district school board received a predetermined funding amount for parent engagement projects so the past practice of individual schools applying to the Ministry for funding for independent projects no longer exists.

As a system, the Waterloo Catholic District School Board continues to work closely with our Catholic Parent Involvement Committee, Catholic School Advisory Councils and other stakeholder groups as we develop initiatives that support increased parent engagement and involvement.

PRO Grants 2020-2021 Review

WCDSB PRO grant themes for this year coincide with the themes developed below based on CSAC survey input:

1. Mental Health
2. Faith Formation (Support Positive School Culture)
3. Health and Wellness (Mental Health Support Goal)
4. STEAM (Technology Support goal)



Health and Wellness:

Family Paint nights, tours/ visits to community libraries, yoga for parents, DrumFIT for families, cooking night

Purpose: Provide stress reducing activities

Goals: Parents see Board as an organization interested in their wellbeing

Outcomes: Positive anecdotal feedback from events; particularly paint nights

Parents: 46 families registered for Drumfit

- 25 families (cap) registered for cooking
- 60 registered – 1st yoga session
- 79 registered – 2nd yoga
- 65 registered – 3rd yoga session
- 25 families (cap) for paint night

STEAM

Community Organizations: 3 – Library in Kitchener, Library in Waterloo and Library in Cambridge presented to parents, shared resources and linked parents to free interactive opportunities

- The average registration for the library sessions was 18 parents

Faith Formation

Launched a program for all families during Lent called “Formed” and resource was available for the rest of the year

- Description: Supplied access to print resources and digital faith-based resources for families; facilitated introduction and use of resources
- Purpose: Assist families in coping with pandemic via spiritual wellness support
- Goals: Spiritual wellness; family support building
- Outcomes: Positive family feedback received
- Parents: 139 families signed up

Mental Health

Description: Mindfulness sessions (2), Inspirational speaker sessions (2)

Purpose: Support mental health of parents through the pandemic

Outcomes: Positive anecdotal parent attendee feedback

60 parents registered – Inspirational speaker session, “Hello are you in there”

45 parents registered for Inspirational speaker’s session “Back to Being Positive”

A final survey of all events was conducted in May of 2021. The response rate was 12%. Overall, 56% of survey respondents felt they knew more about WCDSB and CPIC than before and 56% of survey respondents felt more comfortable with the Board. The lowest rated event was 4.23 stars out of 5



PRO Grants 2021-2022

This year, CPIC determined that one of the best ways to reach more families was to broaden the reach of WCDSB Pro Grant funds to support additional parent engagement activities. WCDSB schools and CSAC's also had the opportunity to apply for support of school based projects.

CPIC BUDGET

Total Budget \$25,600

- Budget offered to:
 - SEAC - \$2500
 - English as a Second Language (ESL)\$3500
 - St. Louis Adult Learners \$3000
 - Indigenous Education \$3000
 - Faith Formation \$2000
 - School Distribution \$7000

Remaining \$4600 CPIC Events

Project Descriptions:

SEAC: The Special Education Advisory Committee is currently exploring a virtual parent information session by Paul Davis. Paul is a well-known internet safety advocate for children and parents. Topics include technology, trends, cyberbullying, social media, digital trails and online security. The committee has reached out to Paul for his availability and next steps will be confirmed at the February 2022 SEAC meeting.

ESL: School Cash Online presents challenges to the families of Multilingual Learners. While the School Cash Online platform offers translation into multiple languages, the PDF information and consent forms are only available in English. This makes it difficult for families to fully understand the permissions they are granting. We propose using PRO Grant funds to cover the cost of translating consent and information forms.

ST LOUIS: International and Indigenous Languages Program (ILLP) at St. Louis Adult Learning and Continuing Education Centres will have digital and print material for this program translated into 19 different languages and distributed accordingly throughout Waterloo Region and to current / previous families to share within their language communities.

INDIGENOUS: A survey of FNMI parents will be launched to identify the most pressing needs and concerns as well as attitudes towards FNMI teaching in the schools and classrooms and curriculum &



curriculum supports. The Indigenous & Equity Consultant will provide information about FNMI curriculum and curriculum supports offered in the schools along with an assessment of school council representation. The Indigenous & Equity Consultant will present information to parents about school councils and encourage FNMI parents to join councils through outreach initiatives. Information on how to do this will be provided & support in contacting principals will be offered. These events will culminate with the staff, Elder and teachers from A.O. providing tours and information about the supports that the organizer offers. Programs for children will be offered while the parents are engaged.

FAITH FORMATION: “Formed” a resource used to support spiritual development in 2020/21 PRO Grants initiatives has once again been purchased. “Formed” will be shared with all families and staff as a “Lenton Kick-Off” and then available for use throughout the year.

CPIC:

In efforts to be continually responsive to the school communities that we serve, CPIC surveyed CSAC’s and subsequently met with CSAC chairs to help determine direction for sponsored Pro Grant events. Based on several discussions and a CPIC subcommittee brainstorm event, the following themes emerged and are now the foundation for upcoming events.

Theme breakdown

Mental Health and Wellness	Indigenous Education	Diversity, Equity & Inclusion	Communication & Connections
<ul style="list-style-type: none">• Support in dealing with anxieties around covid and other illnesses• Battling misinformation on social media/understanding proper and reasonable precautions• Staying on track during the pandemic• Balancing work, life, school and extracurricular activities• Yoga/meditation for families• COVID for kids workshops<ul style="list-style-type: none">• Vaccination Q&A, panel representing doctors and nurses• COVID capsule packet (under 11)	<ul style="list-style-type: none">• Indigenous workshops<ul style="list-style-type: none">• Unconscious bias• Unlearn workshop• Truth and reconciliation programming	<ul style="list-style-type: none">• Sensitivity training- LGBTQ• Support parents in the immigration community• Communications /engagement for ESL parents• Create opportunities for children to develop friendships• Supports for parents - bullying	<ul style="list-style-type: none">• Rebuilding school and parent connections as well as parent-to-parent connections• Ensuring children have access to the resources they need for remote learning days• Easier access to board and school communication for parents• Family literacy night (Bree)• Host a parent virtual meeting “ask your CSAC & CPIC” – foster additional engagement• Fundraise and partner with a local organization offering a community fridge to enhance access to fresh foods and produce

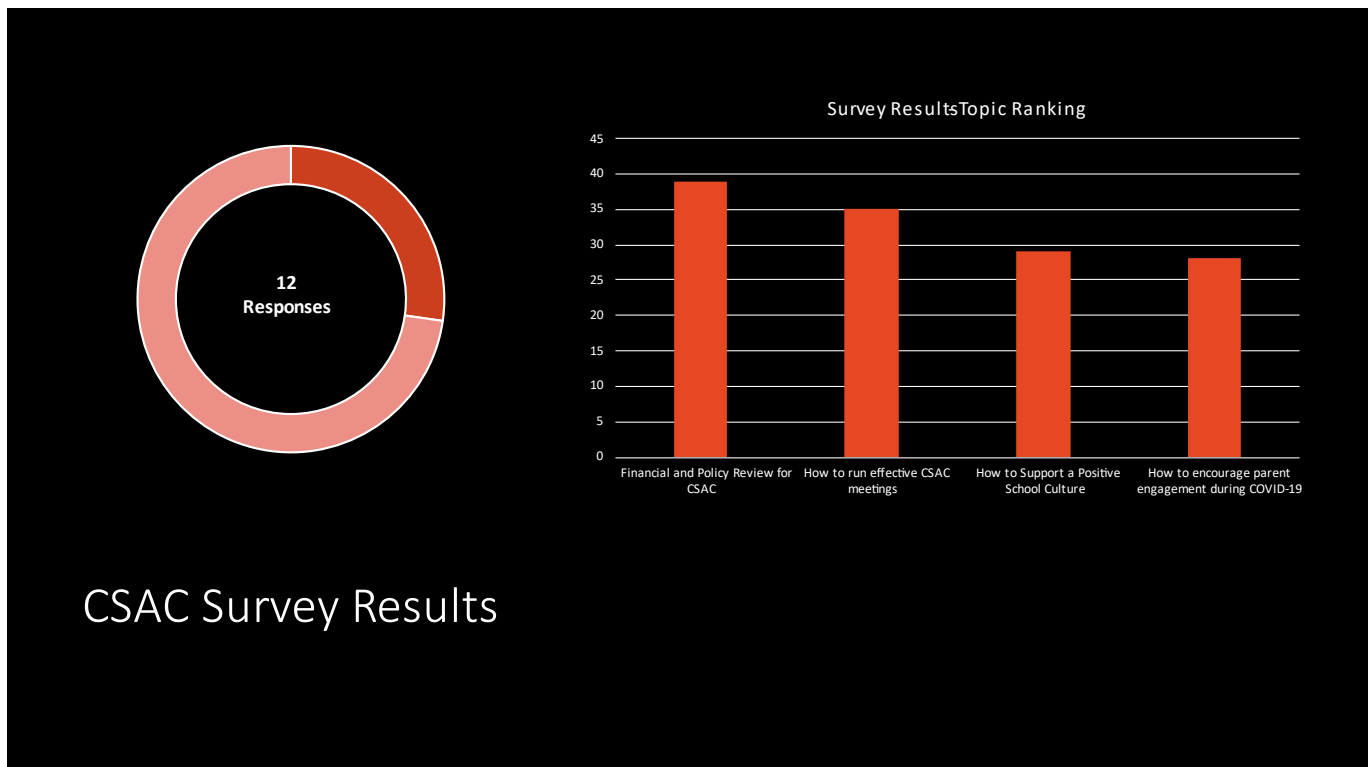
Based on the defined themes and subsequent brainstorming session, CPIC has defined goals and is currently designing and executing workshops/events in the following ways:

1. Mental Health and Wellness
 - Pop up virtual speaker series accessed by parents asynchronously and supported by the Umbrella project. Content will focus on:
 - Support for dealing with anxieties around covid and other illnesses



- Battling misinformation on social media/understanding proper and reasonable precautions
 - Sensitivity training – LGBTQ
 - Support for how to create opportunities for children to develop friendships
2. Indigenous Education
 - Art and culture artifacts in the schools with word of the week (corresponding follow-up materials for parents) which will provide an opportunity for students, parents, and staff to immerse in the language and culture of the Metis people
 - Art/culture/cooking virtual workshop for parents and children
 3. Diversity, Equity and Inclusion
 - LGBTQ sensitivity training (this will be featured as part of the Mental Health pop up event)
 4. Communication and Connections
 - Meet your CSAC/CPIC night – CPIC members will consult with CAC chairs on an ideal strategy to engage parents for this event in the spring

CATHOLIC PARENT INVOLVEMENT COMMITTEE SUPPORT TO SCHOOLS AND CATHOLIC SCHOOL ADVISORY COUNCILS



Last fall CPIC offered an *onboarding event* which began with an overview of the CPIC mandate, tips for running effective meetings, and suggestions on how to communicate effectively with parents. A highly informative presentation from our Finance Auditor, Shane Durham, provided our parents with a better



understanding of the financial aspects of CSAC rules and regulations. Finally, our evening was complimented by an excellent presentation from our keynote speaker Nancy Revie.

Nancy led everyone in attendance through a virtual fitness workout and a leadership/wellbeing presentation that highlighted the importance of self-care and leadership rooted in empathy, innovation, and authenticity. This onboarding event highlighted the continued desire to have a strengthened communication between the CSACs and CPIC.

To continue this support for CSAC councils the recording of the event has been made available for easy access of information. In addition to this the CSAC Handbook has been fully updated to address their needs.

The Catholic Parent Involvement Committee has been very deliberate to create a strategy to support a stronger presence in the WCDSB. A formal communication strategy has been developed and shared with all CPIC members and more formal structures for maintaining an open dialogue for CPIC members via a Microsoft Teams Group has also been established. CPIC is reaching to our CSACs more frequently and sharing information more consistently through our updated D2L site for CSAC members. The newly established assigned CPIC email addresses (which allow for confidentiality and a direct conduit to the Chairperson) have contributed to a stronger link to school community voice. The CPIC members created “norms” that have supported safe and empowering settings and shared ideas (in collaboration with CSAC) and proposals that have informed the creation of specific goals for 2021/2022.

Next Steps:

1. *Coffee chats will continue to be held between CSAC’s, moderated in part by CPIC to foster communication and alignment with defined goals.*
2. *Proposed events in our community will be executed primarily over the winter months to support parents with key resources and activities.*
3. *CPIC will engage CSAC’s to promote the usage of the WCDSB Parent Portal to increase parent access to student achievement records, student timetables, demographic data, forms, and school messages.*
4. *The communication strategy and plan will be used to continue to execute events, surveys, and networking opportunities to maximize visibility and effectiveness (reach)*
5. *Metrics will continue to be tracked for each event to assess participation, event satisfaction and opportunities for improvement. Data will be used to help inform future goals and communication tactics.*

As in the past, a list of the various events, with dates and times, that are planned to support parent engagement in our WCDSB community and to find local solutions to involve more parents in support of student achievement and well-being will be provided to trustees as they are confirmed.

Recommendation:

For Information for the Board of Trustees.

Prepared/Reviewed By: Loretta Notten
Director of Education



Judy Merkel
Superintendent 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.”



From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: Most Reverend Robert Barron's Sunday, January 23, 2022 Homily - "Should we Build Walls or Bridges?"
Date: Monday, January 24, 2022 2:04:56 PM
Attachments: [image004.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Monday, January 24, 2022 1:22 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Most Reverend Robert Barron's Sunday, January 23, 2022 Homily - "Should we Build Walls or Bridges?"

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



Ontario Catholic School
Trustees' Association

January 24, 2022

MEMORANDUM

TO: Chairpersons and Directors of Education
FROM: Patrick J. Daly, President
SUBJECT: Most Reverend Robert Barron's Sunday, January 23, 2022 Homily –
"Should we Build Walls or Bridges?"

As you know, one of the priorities of the OCSTA is to encourage conversations/discussions with regard to the Catholic Identity of publicly funded Catholic education. We see this as an important element in our commitment to support Catholic school boards throughout Ontario to “place Christ and the teachings of the Catholic Church at the centre of their school systems”.

On January 23, Sunday of the Word of God, Pope Francis reminds us that the Word of God is always “*alive and effective, comforting and changing us, while guiding our daily lives.*” He reminds us that words of scripture are speaking directly to us and help us lead a better and more peaceful life.

Bishop Robert Barron refers directly to the importance of scripture in his beautiful homily – “Should we Build Walls or Bridges?” We share with you Bishop Robert Barron’s Homily and encourage you to share it with your Board of Trustees.

[Should We Build Walls or Bridges? — Bishop Barron’s Sunday Sermon - YouTube](#)

Please be assured of our prayers as you continue your faith filled service in support of the precious gift of publicly funded Catholic education.

A handwritten signature in black ink, appearing to read 'Patrick J. Daly', with a long, sweeping flourish extending to the right.

Patrick J. Daly
President

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



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: Presentation to the Standing Committee on Finance and Economic Affairs
Date: Wednesday, January 26, 2022 6:38:26 PM
Attachments: [4 Speaking Notes prebudget jan 26 2022.pdf](#)
[image003.png](#)
[image002.jpg](#)

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 - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Wednesday, January 26, 2022 6:32 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: Presentation to the Standing Committee on Finance and Economic Affairs

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January 26, 2022

MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Steve Andrews, Director of Legislative and Political Affairs

SUBJECT: Presentation to the Standing Committee on Finance and Economic Affairs

Today, President Patrick Daly, Executive Director Nick Milanetti and I appeared before the Legislature’s all-party Standing Committee on Finance and Economic Affairs to present a summary of our Pre-Budget Submission. The presentation document is attached for your reference. The presentation focused on the following issues:

- Financial impacts of the pandemic on Catholic boards;
- Student mental health needs;
- Special education funding and support;
- Executive compensation.

Questions from the MPPs focused on the following issues:

- The consistent supply and delivery of PPE;
- Student mental health support and funding;
- Academic well-being of students and learning gaps created by the pandemic;
- The financial impact on boards regarding the use of reserve funds to meet pandemic related needs.

In response, we emphasized that boards need consistent and sustained financial support to address the significant challenges posed by the pandemic on student well-being and the timely delivery of PPE. We also emphasized the need to ensure board flexibility and autonomy to manage board reserves for key projects at the local level.

If you have questions, please do not hesitate to contact me (sandrews@ocsta.on.ca), Pat Daly (pdaly@ocsta.on.ca) or Nick Milanetti (nmilanetti@ocsta.on.ca).

Thank you,



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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Speaking Notes

Pre-Budget Submission Presentation January 26, 2022

Time 5 pm to 6 pm. (7 minute time only)

Good afternoon, Mr. Chair and Committee Members.

Thank you for the opportunity to speak to the Standing Committee on Finance and Economic Affairs.

I am joined today with Nick Milanetti, the Executive Director of OCSTA and Steve Andrews, the Director of Legislative and Political Affairs.

We would like to speak to some of the key financial priorities of Catholic School Boards. For details, please refer our written submission.

Background

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards.

Together, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

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

Annually, OCSTA submits a Pre-Budget Submission to the government with recommendations for improvements to the funding of education. Recommendations are made on the basis that the

education funding system in Ontario must respond to four essential principles:

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

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

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

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

The recommendations contained in our written brief are important issues to the 29 Catholic District School Boards in our province.

I want to acknowledge the heroic work of Catholic school trustees, system and school leaders, teachers and support staff throughout these complex and challenging times. Collectively they have placed priority on the health and safety and well-being of students while continuing to provide excellence in Catholic education.

Financial Impacts on Boards Related to COVID-19

The OCSTA acknowledges and appreciates the funding provided to date by the Provincial Government with regard to the many significant issues associated with operating schools throughout the pandemic.

Saying that, the financial impacts on Catholic boards in the current context of reopening and keeping schools open have been significant and will remain an ongoing challenge.

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

- Purchasing digital and information technology resources for students and staff;
- Creating virtual elementary and high schools and the costs of hiring, training and scheduling of teachers;
- HVAC and capital repairs to aging school infrastructure;
- Student transportation costs;
- Staff accommodation, sick leave and related human resource costs.

Recommendations:

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

Student Mental Health

We as well acknowledge and appreciate the government's commitment to increase funding to address student mental health and well-being, given how students have suffered significantly in the context of the extended school closure in response to COVID-19.

With the prolonged absence from school, the virtual learning context and limited social interactions due to health and safety concerns, boards have seen a significant increase in demand for their supports and services in this area. While recognizing the need for on-going support of areas such as the closing of learning gaps, we cannot strongly enough emphasize the need for sustained (long-term) and adequate funding in the area of student and staff mental health and well-being.

Recommendation:

- That the government continue to review funding for student mental health needs is adequate in the current pandemic response context and is equitable and sustainable for all students over time

Special Education and Students with Autism Spectrum Disorder

In the context of the COVID-19 pandemic, Catholic school boards remain committed to and are working hard to ensure the needs of their students with special education requirements are supported.

However, providing the necessary level of support while ensuring health and safety presents unique challenges. For example, the need for specialized personal protective equipment for students and staff. Virtual learning for students with special education needs also presents particular issues for staff to ensure quality learning.

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

Recommendations:

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

We would like to conclude our recommendations by strongly urging a repeal of the regulation freezing Executive Compensation. We do so first as a matter of fairness as the salaries of senior officials in Catholic school boards have been frozen for 10 of the past 11 years and over that time all other staff have received a number of increases. We do so as well however as the compression between the compensation levels of Principals/Vice-Principals and Senior Staff is seriously impacting school boards’ ability to retain and recruit these valued system leaders. As you know, Senior Staff in Catholic school boards provide crucially important faith filled leadership and on behalf of Ontario’s 29 Catholic school boards, we resolutely recommend repeal of the regulation freezing Executive Compensation.

Thank you for the opportunity to share with you some of the key challenges facing our Catholic school boards and our recommendations to address these matters. We commit to working with you in a spirit of co-operation so as to collectively meet the needs of the students in our schools and contribute to the common good.

We would be happy to take any questions from the Committee.



January 10, 2022

Sent via email to:

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

The Honourable Christine Elliott
Ministry of Health
8th Floor, 438 University Ave.
Toronto, ON M5G 2K8

Dr. Kieran Moore
Chief Medical Officer of Health of Ontario
Box 12, Toronto, ON M7A 1N3

Dear Minister Lecce, Minister Elliot and Dr. Moore:

The Ontario Healthy Schools Coalition is a representative organization with members from education, health and the community from throughout Ontario.

We are aware of letters sent to you from school boards and other provincial organizations requesting that you add the COVID vaccine to the *Immunization of Pupils Act*. We are also aware of a recent CBC interview with Dr. Moore not supporting the recommendations from the growing number of voices across Ontario. The Ontario Health Schools Coalition is most concerned with this decision and lends its voice to strongly support the call to action from our partners in education, health and the community.

As we continue to hear of rising infections in Ontario, throughout Canada, the United States and Europe, one of the listed causes is unvaccinated children attending school. While we know that decisions and implementation for vaccinating children is underway in Canada, we are concerned that permitting unvaccinated children into school settings will place all other students and staff at risk of contracting COVID-19.


In addition to supporting the recommendations from school boards, the Ontario Healthy Schools Coalition recommends the prompt approval and implementation of the following:

1. Only students and staff who complete the daily screening prior to the beginning of each school day be permitted to attend school. The current 60-70% compliance with completing the daily screen is unacceptable and places all other students and staff at a health risk with 30 to 40% non-compliant daily responses.
2. Only staff who are vaccinated, first dose, by December 1, 2021; second dose by January 30, 2021 be permitted to work in any board facility.
3. Only students who are fully vaccinated at a date determined by the Medical Officer of Health be permitted to attend school or any board facility.
4. That the *Immunization of Pupils Act* be amended to include language permitting the Chief Medical Officer of Health of Ontario the right to mandate vaccines for attendance at educational facilities during any emergency, such as a pandemic.

With the current rate of infections increasing, action must be promptly taken to meet the rising public health challenges in our communities, including our schools, where the majority of unvaccinated individuals spend each day.

A response to this letter for distribution through our network would be appreciated. Thank you for your continued leadership throughout the pandemic and for your immediate actions to address the rise in infections in our school communities.

On behalf of the Ontario Healthy Schools Coalition Executive,



Julie Anderson & Chris Preece
Co-Chairs, Ontario Healthy Schools Coalition

cc. Premier Doug Ford, MPP
Council of Directors of Education (CODE)
Council of Medical Officers of Health (COMOH)
Trustees Associations

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: Fwd: OCSTA Statement re: Mandatory Online Learning Graduation Requirement Announcement
Date: Tuesday, February 1, 2022 6:04:42 PM

Begin forwarded message:

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Date: February 1, 2022 at 6:01:02 PM EST
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA Statement re: Mandatory Online Learning Graduation Requirement Announcement

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Ontario Catholic School
Trustees' Association

OCSTA Statement Regarding Mandatory Online Learning Graduation Requirement Announcement

February 1, 2022

While recognizing that digital literacy and associated skills are an important component of future opportunities for students, the Ontario Catholic School Trustees' Association is very disappointed that the Association's advice (and that of a number of other Provincial Education Associations) to delay implementation of the Mandatory On-Line Learning Graduation Requirement until September 2023, was not taken.

Within the context of the return of remote learning – which only recently concluded on January 17th - the implementation and communication of this mandatory online learning requirement policy will be extremely difficult for parents, students, school boards and school staff.

Given the current climate, it would be important to allow boards sufficient time to effectively communicate to students, staff, parents, guardians, administrators and teachers the full implications of the many operational challenges that online learning would create for September 2022. 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 has and will continue to strongly recommend that the Ministry of Education delay implementation of the mandatory online learning requirement

to September 2023. This respects the Ministry's policy commitment and suggests a timeline that allows for family and student engagement.

Patrick Daly
President

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo re: PPM 167 Release and Government Announcement Regarding Mandatory Online Learning Requirement
Date: Tuesday, February 1, 2022 7:00:08 PM
Attachments: [FINAL Joint letter re Online Learning Requirement Jan 7 2022.pdf](#)
[PPM 167 Online Learning Feb 1 2022.pdf](#)
[Ontario News Release Feb 1 2022.pdf](#)
[image001.png](#)

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: Tuesday, February 1, 2022 4:48 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: PPM 167 Release and Government Announcement Regarding Mandatory Online Learning Requirement

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Ontario Catholic School
Trustees' Association

February 1, 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: PPM 167 Release and Government Announcement Regarding Mandatory Online Learning Requirement

As you know in November 2019, the government announced that students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). Since that time, OCSTA has been strongly advocating for several matters of fundamental importance for our Catholic boards. These include:

- That any e-learning courses be taught by Catholic teachers employed by Catholic boards;
- Ensure all curriculum is approved by the Assembly of Catholic Bishops of Ontario and Catholic school boards;
- To promote the distinctiveness of publicly funded Catholic education;
- Extend the timing of the implementation of the mandatory e-learning requirement by one school year.

Further to our memorandum of December 2, 2021, the President’s Report at our January Seminar, and our joint letter with the Ontario Catholic Supervisory Officers’ Association to the Minister Education Stephen Lecce dated January 7, 2022 (attached) regarding the timing of the mandatory online learning graduation requirement, OCSTA is deeply disappointed with today’s release of PPM 167 (attached). As stated in PPM 167 “beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the [requirements for an Ontario Secondary School Diploma](#) unless they have been opted out or exempted in accordance with the processes described in this memorandum”. You will as well find attached a copy of the government’s news release with regard to today’s announcement.

As you are aware, OCSTA participated in several recent meetings with Ministry staff and ECODE advocating strongly that respecting the denominational rights of Catholic boards is critical to the success of this initiative. This requires, at a minimum, that Catholic courses must be offered and taught by Catholic teachers employed by Catholic school boards. We also stated consistently that boards require more time to develop the Catholic course content, and to ensure a successful implementation of this online learning graduation requirement. To meet these necessary objectives, like many other Provincial Education Associations, we urged the government to delay issuing the PPM until September 2023 and to apply the terms of that PPM to the Grade 9 cohort of students.

As we stated in our January 7th letter, the COVID-19 pandemic and response have 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. Any additional policy implementation requirements will be overwhelming. At the system and school level, school board staff are working tirelessly to ensure the health and safety and well-being 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.

Next Steps

OCSTA's Project Manager, Anne O'Brien, myself, Nick Milanetti and our partners from ECCODE and OCSOA, will continue to meet with Ministry staff to advocate in the best interest of students and Catholic school boards. We will as well continue to work with our partners to develop a Catholic on-line learning consortia representing all 29 Catholic school boards in Ontario.

If you have any questions or concerns, please do not hesitate to contact me at pdaly@ocsta.on.ca, Nick Milanetti at nmilanetti@ocsta.on.ca or Anne O'Brien at aobrien@ocsta.on.ca.



Patrick J. Daly
President

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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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:

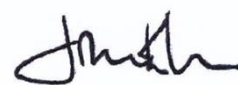
- Respect for the denominational rights of Catholic school boards;
- Developing Catholic course content for all 29 Catholic boards;
- Developing and implementing a parent/student engagement and communication strategy;
- Inclusion in course calendars and information sessions for the 2023-24 course selection 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

Date of Issue: February 1, 2022

Effective: February 1, 2022

Subject: Online learning graduation requirement

Application:

Directors of Education
Chairs of District School Boards
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Continuing Education
Principals of Inspected Private Schools
Principals of Inspected International Schools
Principals of Inspected First Nation / Federally-operated Schools
Executive Director, Provincial and Demonstration Schools
Director of Education, Centre Jules-Léger Consortium
Principal of the Independent Learning Centre

Purpose

The purpose of this memorandum is to provide direction to Ontario schools [footnote 1 \[1\]](#) on the implementation of the online learning graduation requirement and opt-out process.

This requirement is designed to support students [footnote 2 \[2\]](#) to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning within a modernized education system that prepares them to succeed in a digital and ever-changing world. Refer to the “Eligible credits” section for a detailed definition of “online learning”.

Where any direction of the Policy/Program Memorandum (PPM) conflicts with applicable laws or collective agreement provisions, the applicable laws or collective agreement provisions prevail over the PPM.

The Ministry of Education recognizes the importance of respecting French minority-language rights holders and denominational rights holders.

Ontario students have been using online learning to earn high school credits towards their diploma since 2004. Expanding access to high-quality, Ontario teacher-led online learning will enable students to:

- access a wider variety of courses no matter where they live or go to school, allowing them to shape their education based on their individual needs and goals

- learn in engaging new ways, such as through hands-on, interactive features, simulations and collaboration with peers across the province
- increase their digital fluency and gain transferable skills to support lifelong learning and employment opportunities

We live in an increasingly digital world and students require the skills necessary to operate in both the physical and digital space. By expanding and modernizing online learning, students will have greater flexibility, more choice, and will graduate with skills needed in all aspects of their lives, including to enter the workforce. Employers are looking for people who understand the importance of technology and can use it in ways that will help their businesses thrive in a competitive, globally connected economy. Online learning is one important way that students can develop these skills and become lifelong learners.

Online learning graduation requirement

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the [requirements for an Ontario Secondary School Diploma](#) unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement in accordance with the processes described in this memorandum.

Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement, yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

Eligible credits

For the purposes of this Policy/Program Memorandum, *online learning courses* or *online learning credits*, also known as “e-learning” courses or credits, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for:

- examinations and other final evaluations
- access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d’appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student’s secondary school program or, under exceptional

circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses, either during the school year or in the summer prior to entering Grade 9 (please refer to *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* for more information on these credits).

All online learning credits earned at a school authorized to offer credits towards an Ontario Secondary School Diploma may count towards the graduation requirement.

In online learning courses delivered by Ontario’s publicly funded secondary schools, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online. School boards may, for example, use the ministry’s Virtual Learning Environment (VLE) for this purpose, which is available for publicly funded school boards to use at no cost.

Students from the same online class may follow different timetables and be from different schools or school boards. In publicly funded secondary schools, students complete their online coursework with the support of a certified Ontario educator ^{footnote 3 [3]} who provides instruction, ongoing feedback, assessment, evaluation, and reporting including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

Ineligible credits

Credits that shall not count towards the online learning graduation requirement include those earned through:

- **in-person learning**, in which students are physically present with other students in the same course and their educator in the school environment
- **blended learning**, in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online
- **flipped classrooms**, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment
- **remote learning**, characterized by minimum synchronous learning requirements, among other requirements as defined in [Policy/Program Memorandum 164](#)

Exception: remote learning credit earned in 2020-21

The ministry recognizes the extraordinary circumstances of the COVID-19/covid 19 pandemic. As a result, this Policy/Program Memorandum recognizes up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement. Schools should select one of these credits and record it in the system they use locally for tracking the requirement and reflect the completion of the selected credit when reporting through the Ontario School Information System (OnSIS) towards the student’s online learning graduation

requirement. The course itself does not need to be flagged as an “online course”. It will be counted under the “Diploma Requirements” “Online Learning Graduation Requirement” section of the provincial report card template.

Opt-out process

School boards must develop and implement a protocol or procedure [footnote 4 \[4\]](#) that allows for students to be opted out of the online learning graduation requirement:

- at the request of their parent(s)/guardian(s)
- at the student’s request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control)

Minimum requirements

The school board must make available a digital and/or paper-based “opt-out form” that a parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may use to record their decision to opt out of the graduation requirement. The school board may use the sample form provided in the Appendix to this memorandum or create their own form if it contains, at a minimum, the information in the sample form.

A parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may opt out of the graduation requirement for any reason during the student’s secondary school program by submitting the form to the school that holds the student’s Ontario Student Record. The school must acknowledge the receipt of the form once submitted and include it in the Ontario Student Record of the student. Once the form has been included in the student’s Ontario Student Record, the graduation requirement will not apply to the student. School boards may establish an annual cut-off date by which the completed opt-out form must be submitted to the school for it to take effect before the end of the school year.

Where necessary, school staff may contact a parent/guardian to discuss the student’s individual needs and the appropriateness of online learning for the student. They may also contact the student if they are 18 years of age or older or are 16 or 17 years of age and have withdrawn from parental control. During these discussions, school staff may or may not recommend that a student be opted out of the graduation requirement. However, it must be made clear that the choice is ultimately that of the parent/guardian, student who is 18 years of age or older, or who is 16 or 17 years of age and has withdrawn from parental control.

Responsibilities for reporting

Reporting requirements

The principal of the school holding the student's Ontario Student Record will ensure that a determination has been made whether the student has met the online learning graduation requirement and if so, will ensure this is indicated on the Ontario Student Transcript and the student's report card. If the graduation requirement does not apply, for example due to an opt-out, this will also be indicated on both the Ontario Student Transcript and report card. This will be recorded on the transcript as "Online Learning Graduation Requirement - Non-Applicable".

Each student's progress towards the graduation requirement will be tracked by the school, including which credits were completed through online learning. Progress towards the completion will be communicated to parents/guardians, or the student if they are 18 years of age or older or 16 or 17 years of age and have withdrawn from parental control. This may be communicated, for example, through the student's report card.

Any required reporting on the graduation requirement and opt-outs must be completed through OnSIS. School boards currently report online learning data through OnSIS using specific course delivery types intended for online learning or e-learning courses. It is expected that school boards will continue to report online learning data in this way through OnSIS.

Recording of grades

All reporting and recording of student information for online courses remains the same as for courses delivered through classroom instruction, per [Growing success: assessment, evaluation and reporting in Ontario schools \(2010\)](#). The marks reporting schedule of an online learning course will be that of the school delivering the online learning course in accordance with the reporting schedules outlined in Growing Success. The same criteria for full disclosure that apply to in-person courses will also apply to online learning courses as outlined in the [Ontario student transcript manual](#).

The school delivering the online learning course(s) will ensure mid-term and final grades are sent both to the school holding the student's Ontario Student Record and the parent/guardian or student if they are 18 years of age or older or 16 or 17 years of age and have withdrawn from parental control. This may be communicated, for example, through the provincial report card. The school holding the student's Ontario Student Record is responsible for including the report in the student's Ontario Student Record and the credit information on the Ontario Student Transcript.

Description of requirement in course calendar

School boards will ensure that a description of the online learning graduation requirement and the opt-out protocol or procedure are included in course calendars.

A sample description is included as an Appendix to this memorandum. The course calendar must include at least the information in the sample description.

Student transfers

If a student transfers to the school from outside of a publicly funded school board, the principal will ensure a determination is made regarding how many online learning credits towards the graduation requirement may be considered completed based on their evaluation of the student's learning. As with all determinations of credit equivalency, the principal will ensure that a record of this determination and the rationale is kept in the student's Ontario Student Record.

If a student transfers from outside of a publicly funded school board where they were previously exempted from the online learning graduation requirement, a new opt-out form will need to be completed.

Principal's discretion

The principal of the school holding the student's Ontario Student Record will have the discretion to exempt students under 18 years old and still under parental control from the online learning graduation requirement without parental consent if they determine the need is pressing and in the best interests of the student and the parent cannot be reached. However, this authority shall not be used to circumvent parent/guardian choice.

Where principals make a determination to exempt a student, if possible the parent/guardian shall be electronically or physically mailed a notification by the principal in writing with a rationale outlining why the exemption was made, and a copy of the notification must be included in the student's Ontario Student Record. Once the notification is included in the student's Ontario Student Record, the graduation requirement shall not apply to the student.

Availability of school supports

Supports that are available to students in publicly funded schools (e.g., guidance, nutrition programs, extra-curricular activities, services for English-language learners) will continue to be made available to the students at their school while they are enrolled in online learning. A point of contact in each school will be available to serve as a conduit between the online learning educator and additional supports that may be required by the student. If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Appendix: Sample forms

Sample A: information for course calendar

Online learning graduation requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other

important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - examinations and other final evaluations
 - occasional meetings with educators and other school staff, and
 - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d’appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: **Up to one** secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19/covid 19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

Sample B: Opt-out form

About the online learning graduation requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement and may opt themselves out of the requirement. The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Students age 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change.

I agree with the following statements:

- Having reviewed the online learning graduation requirement and the availability of supports for online learning through my child's/my school, I would like to opt my child/myself out of this requirement.
- The benefits of online learning have been shared with me by the school, including how the development of digital literacy and other important transferable skills are intended to help prepare students for success after graduation and in all aspects of their lives.

I understand the following statements:

- Upon receipt of this form by my child’s school/my school, my child/I will not be required to earn two online learning credits to earn an Ontario Secondary School Diploma.
- My child/I will face no academic penalties for opting out of this graduation requirement.
- My child/I will continue to complete all other applicable graduation requirements.
- This will be recorded on my child’s/my transcript as “Online Learning Graduation Requirement - Non-Applicable”.

Student’s First Name

Parent/Guardian First Name
(if applicable)

Signature of Parent/Guardian or Student Age 18 or Older, or
Student who is 16 or 17 and has Withdrawn from Parental Control

Student’s Last Name

Parent/Guardian Last Name
(if applicable)

Date

Please note:

Upon receipt, this form will be included in your child’s/your Ontario Student Record.

You will receive an acknowledgement from the school by _____ [letter/email/text] by _____ [insert date].

If you do not receive an acknowledgement, please contact: _____ [contact name here].

Please return this signed form no later than: _____ [insert date].

Updated: February 1, 2022

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Footnotes

- footnote [1] [Back to paragraph ^](#) In this memorandum, *school(s)* refers to any institution that offers secondary school credits towards an Ontario Secondary School Diploma, including schools operated by district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium), as well as Education and Community Partnership Program, inspected private schools, inspected international schools, inspected First Nation/federally operated schools and the Independent Learning Centre.
- footnote [2] [Back to paragraph ^](#) In this memorandum, unless otherwise stated, student(s) means students in Grades 9 to 12 who are enrolled in a school as defined above and includes adult learners as outlined in the Online Learning Graduation Requirement section.
- footnote [3] [Back to paragraph ^](#) The Ministry of Education expects that school boards ensure that staffing for online learning is conducted in accordance with the relevant collective agreements and policies. School boards are responsible for ensuring that educators delivering online learning courses have the appropriate hardware, software and training, as outlined in collective agreements and policies.
- footnote [4] [Back to paragraph ^](#) School boards must allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change and document this in the student's Ontario Student Record. School boards may establish an annual cut-off date for this option.

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Ministry of Education

The Ministry of Education is responsible for child care and for administering the system of publicly funded elementary and secondary school education in Ontario.

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NEWS RELEASE

Ontario Launches New Preview Sites for Online Courses

Internet Connectivity Now Completed at All Publicly Funded Schools

February 01, 2022

[Ministry of Education](#)

TORONTO — The Ontario government is expanding access to high-quality online learning courses for secondary school students through partnerships with school boards, TVO and TFO. Starting today, secondary school students will be able to preview online course content at www.ontariocoursepreview.ca. The move is a significant step forward in providing greater quality, choice and flexibility to students. As part of the [Broadband Modernization Program](#), the government has taken action to ensure network connectivity to all schools in Ontario. The government has now confirmed that internet connectivity is complete at nearly 100 per cent of schools — 4,841 elementary and secondary schools are now connected, with three active connectivity projects underway in remote schools.

Students will be able to preview the online courses, which will help students and families make informed decisions for online course selections for the 2022-23 school year. New online courses will be added to the preview sites over time, providing Ontario secondary students with more options to reach their academic goals and meet the new online graduation requirements (opt-out provision remains available for all students). School boards make a selection of online courses available to students who can register through their local school as part of the course selection process. The move positions Ontario as a leader in providing modern, online learning options that will ensure students have the skills they need to succeed in an increasingly digital world.

Expanding online course options will provide students with greater choice and flexibility in meeting their education needs while augmenting their learning experience and building digital literacy and other transferrable skills. School boards will continue to deliver Ontario-certified teacher-led online courses in a manner that respects the unique needs of the French-language and Catholic systems. The online course previews give students and families an idea about what teacher-led online learning looks like. Additional courses may be offered by school boards. Students should connect with their school to see what courses are offered and how to register.

“We have created the gold standard of online learning courses that are dynamic, led by an educator, and offer course variety for students,” said Stephen Lecce, Minister of

Education. “We are placing a major emphasis on real-world learning by embedding life and job skills into the curriculum — while ensuring they learn in digitally connected classrooms, regardless of where they live.”

The Ontario government’s new requirement for online learning is outlined in [Policy/Program Memorandum \(PPM\) No. 167](#), including eligibility and implementation requirements and parent opt-out provisions. The PPM also clarifies that, for students currently in Grade 10, up to one credit earned remotely during the April 2021 to June 2021 school closures will count towards the online learning graduation requirement.

As part of a strategy to reduce barriers to online learning, the provincial government is improving access to the internet at all publicly funded schools in Ontario. Under the [Broadband Modernization Program](#), schools across Ontario have completed improvements to their broadband networks, so that students can access online learning resources. The program also provides more efficient technology to support affordable network scale-up and enhanced cyber protection in the future and addresses long-standing internet access challenges faced by students and educators in northern and rural communities.

Quick Facts

- Online courses, also known as e-learning courses, will continue to be delivered by school boards and their consortia through the ministry-funded [Virtual Learning Environment](#). This differs from remote learning, which refers to classes taught at a distance with daily minimum synchronous learning time where there is extended interruption to in-person learning.
- [The Consortium d'apprentissage virtuel de langue française](#), a collaboration of the 12 French-language boards and Centre Jules-Léger Consortium, will continue to play a central role in the delivery of online learning for students attending French-language schools in the province.
- A majority of students taking an online learning course are academically successful, with 81 per cent meeting or exceeding provincial expectations (Level 3/B Average).
- Since 2011, enrolment in online learning has grown by an average of 19 per cent each year.
- In the 2019-20 school year, more than 100,000 online learning credits were earned by Ontario students.
- In Fall 2020 and Spring 2021, the ministry conducted English and French engagement sessions on online learning with educator, parent and student stakeholder groups, labour and school board partners.
- The ministry provided school boards with \$14.9 million during the 2021-22 school year for the procurement of additional devices, such as laptops and tablets, and to help cover replacement costs for some devices that may be out of date. This is in addition to investments of almost \$100 million for school boards to purchase devices in the 2020-21 school year.

- The Connectivity at Schools Program will provide school boards with up to \$20 million for the 2021-22 school year and an additional \$20 million for the 2022-23 school year for connectivity infrastructure-related projects that support online learning.
- Of the nearly 5,000 elementary and secondary schools across Ontario, only three schools in rural, northern communities continue to experience access challenges and work is progressing on connectivity solutions.
- Building on the common network platform implemented in the Broadband Modernization Program, the Ministry of Education is supporting a pilot project to further help reduce the cyber security, cyber safety and privacy risks facing school boards, students and educators.

Quotes

"Today's announcement is another step in providing more options for students to access modern online learning in our increasingly ever connected digital world. We know that students will benefit from more options to have digital learning available at their fingertips."

- Kaleed Rasheed
Associate Minister of Digital Government

"TVO is pleased to put our expertise to work to assist the Ministry of Education with the Ontario Online Course Preview. As an organization purpose-driven to inspire learning that changes lives and enriches communities, we are proud that we are able to offer such high-quality courses to students across Ontario."

- Jennifer Hinshelwood
COO of TVO

"We are proud to support the Ministry of Education and contribute, along with TVO and our French language partners, to its enhanced online learning offering with the development of an accessible, inclusive and equitable Course Preview Ontario. It provides an expanded online course offering to meet the needs of all high school students enrolled in Ontario's French-language secondary schools and will support their academic success."

- Michelle Séguin, Acting CEO
Groupe Média TFO

Additional Resources

- [Ontario Modernizing Education with New Online Course Preview Sites](#)
- [Ontario Online Course Preview – \(English\)](#)
- [Ontario Online Course Preview – \(French\)](#)

- [Policy/Program Memorandum \(PPM\) No. 167](#)
- [High school graduation requirements](#)
- [Ontario Starting Down the Path to Growth, Renewal and Economic Recovery](#)
- [Ontario Brings Learning into the Digital Age](#)
- [Education that Works for You - Modernizing Classrooms](#)

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Date: Wednesday, February 2, 2022 2:12:33 PM
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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 - Ashlee Cabral <ACabral@ocsta.on.ca>
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Ontario Catholic School
Trustees' Association

NEWS RELEASE

**OCSTA Approves Provincial Terms and Conditions for Principals
and Vice-Principals**

FOR IMMEDIATE RELEASE

TORONTO-February 2, 2022—The Ontario Catholic School Trustees' Association (OCSTA) is pleased to announce that the Memorandum of Settlement on Provincial

Terms and Conditions of Employment for Principals and Vice-Principals has been approved by all parties.

“This agreement recognizes the pivotal role of principals and vice-principals in our Catholic schools. We deeply appreciate the experience, Christian witness and valuable leadership they bring to the Catholic school communities they serve,” said OCSTA President, Patrick Daly.

“We want to recognize the co-operation and collaboration between all of the provincial education associations throughout the discussion. We especially want to thank the Catholic Principals’ Council of Ontario, for our strong partnership, and the members of the negotiating team, including senior staff from our Catholic school boards and OCSTA.”

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

*For more information or to arrange an interview, please contact:
Sharon McMillan, Director of Communications, smcmillan@ocsta.on.ca/416-460-7937*

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**Waterloo Catholic
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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Wednesday, February 2, 2022 12:32 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA: Joseph William Ross Daly, Former Trustee, St. Clair CDSB

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**TO: Chairpersons & Directors of Education
OCSTA Directors & Staff
Board Secretaries & Administrative Assistants**

We are saddened to inform you of the passing of **Joseph William Ross Daly**, on January 26 at the age of 97. Joseph was a dedicated Catholic Trustee who served for 10 years with the St. Clair CDSB.

We ask you to join us in praying for the repose of the soul of Joseph, and for his family. Please click on the following link for the obituary:

<https://watfordfuneralhome.com/tribute/details/18713/Joseph-Daly/obituary.html#tribute-startFeel>.

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



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Ontario Catholic School Trustees' Association

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

February 2, 2022

TO: Chairs (or Alternates, where applicable) and Directors of Education
- Catholic District School Boards

CC: Senior Human Resources Officials and Senior Business Officials

FROM: Patrick Daly, President

RE: Principals/Vice Principals Memorandum of Settlement

On behalf of the Ontario Catholic School Trustees' Association (OCSTA), I am pleased to announce that the Principal/Vice-Principal Memorandum of Settlement on provincial terms and conditions of employment for principals and vice-principals has been approved by all parties. Thank you for your unanimous support of the agreement and for scheduling meetings so as to meet the January 31st targeted deadline.

This Memorandum of Settlement recognizes the pivotal role of principals and vice-principals in our Catholic schools. Like you we deeply appreciate the experience, Christian witness and valuable leadership they bring to the Catholic school communities they serve.

We want to recognize the co-operation and collaboration between all of the provincial education associations throughout the discussion. We especially thank the Catholic Principals' Council of Ontario for our strong partnership and for their commitment to publicly funded Catholic education.

Given the approval, the Memorandum of Settlement may now be shared with staff and we encourage all boards to engage in local discussions, as required in this matter to finalize terms and conditions with principals and vice principals at your board. Our hope is that local discussions will serve to strengthen the relationship with and acknowledge the faith filled leadership of Principals and Vice Principals.

I would like to recognize and express deep appreciation to Michelle Lamarche, Superintendent of Human Resources, Algonquin and Lakeshore CDSB; Tracy McLennan, Associate Director, Corporate Services and Treasurer, Wellington CDSB; Tom D'Amico, Director of Education, Ottawa CSB; OCSTA Labour Relations staff Dan Duszczyzyn, Jim LoPresti, Percy Toop, Pam DeNobrega and most especially Mike McPhee and Ron McNamara for their tireless work throughout these discussions. If you have any questions with regard to the approval of the memorandum or the scope of local discussions, please call Ron McNamara or me.



Date: April 26, 2021
 To: Board of Trustees
 From: Director of Education
 Subject: Monitoring Report – IV 008 “Financial Conditions and Activities”

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 008**
- Information only of day-to-day operational matters delegated to the CEO

Origin:

This report will provide Trustees with information to support decision-making on the Director of Education’s compliance with Board Policy IV 008 “Financial Conditions and Activities”.

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

Executive Limitation IV 008, “Financial Conditions and Activities”

Alignment to the MYSP:

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Nurture the wellbeing of all students and staff

Background/Comments:

Policy Statement:

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.

Definition:

This policy statement is defined to mean that management will engage in active monitoring of the approved annual school year budget including ongoing analysis of financial activity, development of regular forecasts of revenues and expenditures, and provision of financial reports to both the Board’s Audit Committee and Board of Trustees. Similarly, the CEO shall not make decisions that will create financial hardship, annual in-year deficits, or structural deficits. Lastly, the CEO must honour Trustees’ financial and system priorities identified in the approved annual school year budget.

Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:

1. Operate with a line of credit of more than \$30 million

Definition:

This policy provision is defined to mean that management will not negotiate an operating line of credit of more than \$30M with the Board's bank of record (CIBC).

2. Use any reserves

Definition:

This policy provision is defined to mean that the Director of Education cannot use any operating reserves without explicit permission from the Board of Trustees. The terms reserve and accumulated surplus are used interchangeably in the context of this report.

Operating reserves are defined as any amount that has been set aside for future use by Trustees where no legislation exists on how these funds are to be used.

3. Acquire, encumber or dispose of real property

Definition:

This policy provision is defined to mean that all agreements, transactions, liens, secured lines of credit, severances, rights of way, and easements associated with current or future Board properties must be formally approved by the Board of Trustees.

4. Enter into any financial or professional services agreements over 5 years

Definition:

This policy provision is defined to mean that any contract that exceeds 5 years in length including any extensions, renewals, and options, must be formally approved by the Board of Trustees.

5. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed

Definition:

This policy provision is defined to mean that the following payments and filings will be accurately completed and submitted within required timelines:

- Payroll taxes – Canada Pension Plan (CPP), Employment Insurance (EI), Employer Health Tax (EHT)
- Harmonized Sales Tax (HST) returns
- Payroll garnishments
- T4s
- Records of Employment

6. Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit-worthiness, or diminish its reputation in the trades or in the community.

Definition:

This policy provision is defined to mean that management will not process vendor payments in a way that diminishes the Board's ability to obtain credit, carry out business functions that support schools, or successfully engage in competitive procurement processes.

7. Receive, process or disburse funds under controls which are insufficient to meet the Board-appointed auditor's standards.

Definition:

This policy provision is defined to mean that any processes related to the management of funds at the CEC, Dutton Drive, Con Ed, and at schools shall not cause the external auditors concern that will result in a qualified audit opinion on the Board's financial statements, or any critical commentary in the annual external auditor's report.

8. Allow unregulated access to funds in any part of the school system.

Definition:

This policy provision is defined to mean that strong controls, policies, and procedures are in place to provide direction and support to stakeholders who may have access to budgets or ability to sign contracts on behalf of the Board.

9. Enter into any grant or contract arrangements unless it is consistent with Catholic faith and values

Definition:

This policy provision is defined to mean that management must ensure that appropriate processes are in place to vet new and existing contracts or grants where questions may arise as to their alignment with local Catholic values and traditions.

10. Permit fundraising/sponsorship activities without appropriate accounting procedures and ethical standards in place.

Definition:

This policy provision is defined to mean that strong internal controls and supports must be in place to guide staff and stakeholders in their efforts to increase the resources available for students. Further, in addition to published ethical standards, a culture of responsibility and resource stewardship is required to mitigate the risk of fraud, theft, and misappropriation of assets.



Date: May 31, 2021
To: Board of Trustees
From: Director of Education
Subject: Treatment of Staff IV 004

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 004**
 Information only of day-to-day operational matters delegated to the CEO

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

Treatment of Staff IV 004

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

Occupational Health and Safety Act
Workplace Safety and Insurance Act
Well-Being Strategy

Alignment to the MYSP:

Nurture the well-being of all staff and students

Background/Comments:

1) The CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy or arbitrarily inequitable.

CEO Interpretation

We interpret this policy provision to mean that the CEO takes positive actions to strive for a work environment that is safe and healthy where there is clear, transparent direction and reasoned and just decisions are made in the best interests of students, employees and communities.

2) The CEO shall not cause conditions to exist that adversely impact on staff morale and performance.

We interpret this policy provision to mean that the CEO takes positive actions to strive for a positive work environment that supports employees in the performance of their duties.

3) The CEO shall not discriminate against anyone for non-disruptive expression of dissent.

We interpret this policy provision to mean that the CEO welcomes dissenting views and will not allow reprisals against any employee who respectfully expresses concern or disagreement.

Recommendation:

Prepared/Reviewed By: Loretta Notten
Director of Education

Jason Connolly
Superintendent of Human Resources

*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.”