## Board of Trustees’ Board Meeting

**Date:** Monday, March 28, 2022  
**Time:** 6:00 p.m.  
*Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

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

### Attendees:

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

**Student Representatives:**  
Sarah Simoes, Sarah Wilson

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

**Special Resource:**  
Recording Secretary: Alice Figueiredo

### ITEM

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<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<tr>
<td><strong>1. Call to Order</strong></td>
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<tr>
<td>1.1 Opening Prayer/Memorials</td>
<td>Chair</td>
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<td>1.2 Territorial Acknowledgement</td>
<td>Chair</td>
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<td>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.</td>
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<td><strong>1.3 Approval of Agenda</strong></td>
<td>Board of Trustees</td>
<td>Approval</td>
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<td><strong>1.4 Declaration of Pecuniary Interest</strong></td>
<td>Individual Trustees</td>
<td>Approval</td>
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<td>1.4.1 From the current meeting</td>
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<td>1.4.2 From a previous public or in-camera meeting</td>
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<td><strong>1.5 Items for Action:</strong></td>
<td>Board of Trustees</td>
<td>Approval</td>
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<td>• Private, Private Meeting of February 28, 2022, regarding HRS matters;</td>
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<td>• Private, Private Meeting of March 7, 2022, regarding HRS Matters; and</td>
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<td>• Private, Private, Private meeting of March 7, 2022, regarding HRS Matters.</td>
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<td><strong>2. Consent Agenda: Director of Education</strong></td>
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<td>(e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)</td>
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<td>ITEM</td>
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<td><strong>3. Consent Agenda: Board (Minutes of meetings, staff report)</strong></td>
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<tr>
<td>3.1 Approval of Minutes of Regular and Special Meetings</td>
<td>Board of Trustees</td>
<td>pp.4-6</td>
<td>Approval, Information</td>
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<tr>
<td>3.1.1 Board of Trustee’s Meeting – February 28, 2022</td>
<td>Board of Trustees</td>
<td>pp.7-10</td>
<td>Information</td>
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<td>3.2 2022-2023 Estimates Budget Update</td>
<td>Board of Trustees</td>
<td>pp.11-13</td>
<td>Information</td>
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<td>3.3 SEAC Minutes – February 2, 2022</td>
<td>Board of Trustees</td>
<td>pp.14-18</td>
<td>Information</td>
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<td>3.4 CPIC Minutes – January 26, 2022</td>
<td>Board of Trustees</td>
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<td>Information</td>
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<td><strong>4. Delegations/Presentation</strong></td>
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<td><strong>5. Advice from the CEO</strong></td>
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<tr>
<td>5.1 Director’s Monthly Report</td>
<td>L. Notten</td>
<td>pp.19-21</td>
<td>Information</td>
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<tr>
<td>5.2 Student Success Update/Plan</td>
<td>A. Varano</td>
<td>pp.22-49</td>
<td>Information</td>
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<tr>
<td>5.3 2022 Catholic Trustee Determination and Distribution</td>
<td>S. Maharaj</td>
<td>pp.50-55</td>
<td>Approval</td>
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<td><strong>6. Ownership Linkage</strong></td>
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<td>(Communication with the External Environment)</td>
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<td><strong>7. Reports from Board Committees/Task Forces</strong></td>
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<tr>
<td>7.1 Student Trustee Update</td>
<td>S. Simoes, S. Wilson</td>
<td>pp.56-58</td>
<td>Information</td>
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<td><strong>8. Board Education (at the request of the Board)</strong></td>
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<td>8.1 Chair’s Report</td>
<td>Chair</td>
<td>pp.59</td>
<td>Information</td>
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<td>8.2 OCSTA/CCSTA Communications</td>
<td>Chair</td>
<td>pp.60-183</td>
<td>Information</td>
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<td><strong>9. Policy Discussion</strong></td>
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<td><strong>10. Assurance of Successful Board Performance</strong></td>
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<tr>
<td>10.1 Board Policy II 008 Chairperson’s Role</td>
<td>M. da Silva</td>
<td>pp.184-185</td>
<td>Approval</td>
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<tr>
<td>Is there a need to review the Policy?</td>
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<tr>
<td>10.2 Board Policy II 013 Cost of Governance</td>
<td>S. Nash</td>
<td>pp.186-187</td>
<td>Approval</td>
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<td>Is there a need to review the Policy?</td>
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<td>10.3 Board Policy II 014 Trustee Expenses</td>
<td>Board of Trustees</td>
<td>pp.188-191</td>
<td>Approval</td>
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<td>Is there a need to review the Policy?</td>
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<td>10.4 Board Policy III 005 Monitoring CEO Performance</td>
<td>H. Roach</td>
<td>pp.192-194</td>
<td>Approval</td>
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<td>Is there a need to review the Policy?</td>
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<td><strong>11. Assurance of Successful Director of Education Performance</strong></td>
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<td>11.1 Board Policy IV 002 Treatment of Public Leo</td>
<td>L. Notten</td>
<td>pp.195-197</td>
<td>Approval</td>
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<td>11.2 Board Policy IV 003 Treatment of Students</td>
<td>L. Notten</td>
<td>pp.198-202</td>
<td>Approval</td>
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<td>11.3 Board Policy IV 005 Hiring and Promotions</td>
<td>J. Connolly</td>
<td>pp.203-208</td>
<td>Approval</td>
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<td>11.4 Board Policy IV 10 Facilities Accommodation</td>
<td>S. Maharaj</td>
<td>pp.209-214</td>
<td>Approval</td>
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<td>ITEM</td>
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<td>12.1 Notice of Motion Re: Menstrual Equity in Schools</td>
<td>B. Conway</td>
<td>pp.215</td>
<td>Discussion/Approval</td>
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**13. Announcements**

| 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): | Chair | -- | Information |
| April 4 – Committee of the Whole | | | |
| April 14 - Mayor Berry Vrbanovic’s 2022 State of the City Address | | | |
| April 20-23 – OCSTA AGM | | | |
| April 25 - Board of Trustees’ Meeting | | | |
| May 4 – CEW Province-Wide Mass (Virtual) | | | |

| 13.3 Pending Items: | Committee/Task Force | Due Date | Action Taken |
| 13.4 Pending Items for OCSTA Consideration | | | |

**14. Items for the Next Meeting Agenda**

| Trustees | Chair | -- | Information |
| Committee of the Whole – April 4, 2022: | | | |
| • Well-Being Update – Safe Schools | | | |
| • Review of Interpretation of Monitoring Reports | | | |
| • Linkages/Pastoral Care | | | |

**15. Adjournment**

| Confirm decisions made tonight | Director of Education | | |
| 15.1 Confirm Decision made tonight | Recording Secretary | -- | Information Approval |
| 15.2 Move into Private, Private, Private | Board of Trustees | | |

**16. Closing Prayer**

**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
Minutes

A public meeting of the Board of Trustees was held Monday, February 28, 2022 at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

**Trustees Present:**

**Student Trustees Present:**
*Sarah Simoes, *Sarah Wilson

*Via Teams

**Administrative Officials Present:**
Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Jennifer Ritsma, Annalisa Varano

**Special Resources For The Meeting:**

**Regrets:**

**Recorder:**
Alice Figueiredo, Executive Administrative Assistant

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

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**1. Call to Order:**
The Chair of the Board called the meeting to order at 6:01 p.m.

**1.1 Opening Prayer & Memorials**
The meeting opened with prayer by Resurrection CSS Students.

**1.2 Territorial Acknowledgment**
The Territorial Acknowledgement was declared by Resurrection CSS Students.

**1.3 Approval of Agenda**
Amendment to the agenda, 15.3 Private, Private Private will be deferred to a future meeting.

2022-16 **It was moved by Trustee da Silva seconded by Trustee Roach:**
THAT the agenda for Monday, February 28, 2022, as amended, be now approved.
--- Carried by consensus.

**1.4 Declaration of Pecuniary Interest**
1.4.1 From the current meeting – NIL
1.4.2 From a previous public or in-camera meeting – NIL
1.5 Items for Action:

2022-17- It was moved by Trustee Van Alphen and seconded by Trustee Weiler:
THAT the Items for Action of the In-Camera meeting of January 24, 2022 regarding parent concern and HRS matters; In-Camera meeting of February 7, 2022 regarding property matters; Private, Private, Private meeting of February 7, 2022 regarding HRS matters; and Private, Private, Private meeting of January 24, 2022 regarding HRS matters; be now approved.
--- Carried by consensus.

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

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

Approval of Minutes of Regular and Special Meetings
3.1 Approval of Minutes of Regular and Special Meetings
  3.1.1 Board of Trustee’s Meeting – January 24, 2022
  3.1.2 Special Board of Trustee’s Meeting – February 22, 2022
3.2 Update on Budget Preparation
3.3 SEAC Minutes – January 5, 2022
3.4 2020-2021 Trustee Expense Audit Report
3.5 Semi-Annual Policy Update

2022-18- It was moved by Trustee Conway and seconded by Trustee da Silva:
THAT the Consent Agenda Board of Trustees and the recommendations, contained therein be now approved.
--- Carried by consensus.

4 Delegations

5 Advice from the CEO

5.1 Director’s Monthly Report
Director Notten provided an update on various meetings and events attended locally and provincially.

5.2 Staff Census Comprehensive Report
Director Notten introduced Lynn Garrioeh, Equity Officer who presented on the Staff Census Report. The presentation included overview, introduction of Primary Workforce Census Team, highlighted results, and key recommendations. Trustees asked clarifying questions regarding Leadership hiring practices, accountability on the recommendations and how the board will monitor.

Trustee Van Alphen put forth a motion to ensure the recommendations are being monitored.

2022-19- It was moved by Trustee Van Alphen and seconded by Trustee Nash:
That the Trustees request staff to bring a follow up report to Trustees on the progress made toward the workforce census recommendation in the fall of 2022 to include the Guarding Minds survey.
--- Carried by consensus.

5.3 School Year Calendar
Superintendent Ritsma presented to the Trustees the 2022-2023 school year calendar for approval. Trustees asked clarifying questions.

2022-20- It was moved by Trustee Conway and seconded by Trustee da Silva:
That the Board of Trustee approve the 2022-2023 School Year Calendar
--- Carried by consensus.
5.4 Update on WCDSB Pandemic Management
Director Notten provided an update on WCDSB Pandemic Management highlighting return to in person learning, case and contact management, vaccination, staff testing, masking, daily screening, testing, sports/extra-curriculars and ventilation. Trustees asked clarifying questions regarding eLearning, HEPA filters and graduation. Director Notten clarified information.

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

7. Reports From Board Committees/Task Forces
7.1 Student Trustee Update
Student Trustees’ Simoes and Wilson provided an update on events in the school community along with Student Trustee Role update for the month of February.

8. Board Education (at the request of the Board)
8.1 Chair’s Report
Chair Gravelle provided a summary of events and meeting attended during the month of February.

8.2 OCSTA/CCSTA Communications
Trustee discussed OCSTA communications.

9 Policy Discussion

10 Assurance of Successful Board Performance
10.1 Board Policy II 007 Board Members’ Code of Conduct
Chair Gravelle confirmed review of Board Policy Board Policy II 007 Board Members’ Code of Conduct and confirmed compliance.

2022-21 -- It was moved by Trustee Gravelle and seconded by Trustee Schmalz:
THAT the Board of Trustees reviewed Board Policy II 007 Board Members’ Code of Conduct and find that the Board is in compliance.
--- Carried by consensus.

Chair Gravelle confirmed there is no need to review the policy.

10.2 Board Policy III 003 Accountability of the CEO
Chair Gravelle confirmed review of Board Policy III 003 Accountability of the CEO and confirmed compliance.

2022-22 -- It was moved by Trustee Gravelle and seconded by Trustee Weiler:
THAT the Board of Trustees reviewed Board Policy III 003 Accountability of the CEO and find that the Board is in compliance.
--- Carried by consensus.

Chair Gravelle confirmed that there is no need to review the policy.

10.3 Board Policy Board Policy III 004 Delegation to the CEO
Trustee Price confirmed review of Board Policy Board Policy III 004 Delegation to the CEO and confirmed compliance.

2022-23 -- It was moved by Trustee Price and seconded by Trustee Conway:
THAT the Board of Trustees reviewed Board Policy Board Policy III 004 Delegation to the CEO and find that the Board is in compliance.
--- Carried by consensus.

Trustee Price confirmed that there is no need to review the policy, perhaps when the Ends review are complete but not now.
Date: March 28, 2022
To: Board of Trustees
From: Director of Education
Subject: 2022-2023 Estimates Budget Update

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

Type of Information: ☑ Information for Board of Trustees Decision-Making
☐ Monitoring Information-Board Policy IV 008 “Financial Conditions and Activities”
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which the director must adhere in the preparation, planning, and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees in June.

This year, administration will present a budget to Trustees on June 6, 2022 and request budget approval on June 13, 2022 in alignment with the Board’s calendar of meetings.

Policy Statement and/or Education Act/other Legislation citation:
Board Policy IV 007 “Financial Planning/Budgeting”

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

Alignment to the MYSP:
Priority: Student Achievement and Innovation
Strategic Direction: Foster maximum opportunity and success for all
Background/Comments:
The 2022-2023 budget timeline to date:

- Planning & Data Collection
- Prelim Enrolment & GSN release
- EFIS released
- Balance Budget
- Trustee Budget Meeting
- Ministry filing

Budget Survey

- The budget survey opened on February 28, 2022
- To date there have been 565 participant responses. Participant profile is summarized below:

```
I am an: (Select all that apply)

- Elementary Student
- Secondary Student
- Parent/Guardian
- Teacher
- Support staff or non-teaching staff
- Administrator
- Community member
- Clergy
- Trustee
- Other

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- In addition to the traditional survey, management sent the following separate questions to employee group representatives in order to capture specific feedback related to their respective groups:

  **Question 1:**
  Given the Board priorities are graduation rates, well-being, equity and innovation, please outline some key strategies that your group feels would be relevant in order to achieve these priorities. Please note that faith formation remains a priority of the board, but we are not seeking input on strategies at this time.

  **Question 2:**
  Are there other priorities that you feel the Board should consider when developing the 2022-2023 budget?

- The survey and employee group feedback will both close April 1st
- The survey continues to be promoted internally to staff via weekly Wednesday Communications, through Twitter and school newsletters
- Results will be made available once they have been compiled and shared with management and the Budget Advisory Committee

Key Priorities:
- The budget will be built to support initiatives that are expected to be in the next iteration of the Multi-Year Strategic Plan. Preliminary foci are:
  - Graduation rates
  - Equity
  - Well-being
  - Innovation

Operational Budget Submissions
- Final department budget submissions were due to Finance on February 26, 2022
- Compilation of both operating and capital expenditures continues to progress well
Upcoming
- Secondary and Elementary Enrolment Committees: March 23rd and 24th
- Ministry release of EFIS (web-based revenue calculation and reporting tool) and the Technical Paper (detailed information on the 2022-23 grants) – expected March 31, 2022
- Budget survey conclusion: April 1st
- Enrolment projections: due to Finance April 5th
- Budget Advisory Committee meeting: April 13th

Recommendation:
This report is provided as information on the development of the 2022-23 school year budget.

Prepared/Reviewed By:  Loretta Notten
Director of Education

Renee King
Manager of Budget

Laura Isaac
Senior Manager, Financial Services

Shesh Maharaj
Chief Financial Officer

*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.”*
11 Assurance of Successful Director of Education Performance
11.1 Monitoring Report - Board Policy IV 011 Emergency CEO Replacement
Director Notten presented a report requesting approval.

2022-24 -- It was moved by Trustee Conway and seconded by Trustee Schmalz:
Part 1 of this report will be implemented by the CEO when the Director is out of the Province or Country.
Part 2 through 4 will be implemented as indicated.
That this report be accepted as evidence of compliance with Policy IV 011 Emergency CEO Replacement.
--- Carried by consensus.

12 Potential Agenda Items
12.1 Notice of Motion Re: Menstrual Equity in Schools
Chair Gravelle confirmed that the Notice of Motion will be brought forward to the March Board meeting for discussion and decision.

13 Announcements
13.1 Upcoming Meetings/Events
Trustees briefly discussed upcoming events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda
14.1 Trustees reviewed items for next meeting agenda.

15 Adjournment – Confirm decisions made tonight.
15.1 Confirm Decisions made tonight

15.2 Move into Private, Private
2022-XX-- It was moved by Trustee da Silva and seconded by Trustee Van Alphen:
THAT the meeting be moved into Private, Private at 8:13 p.m.
--- Carried by consensus.

15.3 Move into Private, Private, Private
Deferred to a future meeting.

2022-XX -- It was moved by Trustee da Silva and seconded by Trustee Weiler:
That the Board of Trustees Rise and Report at 9:44 p.m.
--- Carried by consensus.

16 Closing Prayer

17 Motion to Adjourn
2022-XX-- It was moved by Trustee Price and seconded by Trustee da Silva:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:44 p.m.

Chair of the Board

Secretary
# SEAC Committee Meeting Minutes

**Date & Time:** February 2, 2022, at 6:00 p.m.

**Location:** Teams Meeting

**Next Meeting:** March 2, 2022

**Committee Members:** Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke, Cindy Benedetti

**Administrative Officials:** Gerald Foran, Erin Lemak

**Regrets:** Sue Simpson, Tracey Weiler

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<tr>
<td>1. Opening Prayer</td>
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<td>Welcome</td>
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<td>2. Approval of Agenda</td>
<td>E. Lemak</td>
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<td>- Add point 6.4. Draft letter to the Minister of Education to support continuation of the funding for the summer programs.</td>
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<tr>
<td>Motion by: Jeanne Gravelle</td>
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<td>Seconded: Kim Murphy</td>
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<td>3. Declared Pecuniary Interest</td>
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<td>N/A</td>
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<td>4. Approval of the January 5th Minutes</td>
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<td>Motion by: Jeanne Gravelle</td>
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<td>Seconded: Kim Murphy</td>
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<td>5. School System Operational Business</td>
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<td>5.1. WCDSB model of SLP support</td>
<td>C. Cressman</td>
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<td>- 5 Speech and Language Pathologists (SLP) and 4 Communicative Disorder Assistants (CDA). Each Family of School has 1 SLP on the Multidisciplinary Team</td>
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<td>- Help in the following areas: voice, stuttering, feeding, and swallowing, assistive technology, cognitive communication, social communication, listening, speaking, reading, and writing and speech sounds.</td>
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<td>- Tiered approach</td>
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<td>Tier 1 – whole classroom</td>
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<td>Tier 2 – small group</td>
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<td>Tier 3 – direct intervention</td>
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<td>➢ Motion to support ACSLP Position to support SLP services in schools.</td>
<td>All</td>
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<td>Motion by: Kim Murphy</td>
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<td>Seconded: Karen Kovats</td>
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<td>Motion carried and the letter to be drafted on the Board letterhead.</td>
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5.2. BIEPSA
Q&A

5.3. Project Search
• WCDSB committed to go ahead with the new two-year development disability Ministry pilot, Project Search
• Partnered with KW Habilitation and St. Mary’s hospital.
• In process of finalizing the final steps regarding the program.

Q&A

6. Ministry Updates (10 min)

6.1. ACSLP letter to SEAC Chair-revisiting the request
Motion was carried earlier in a meeting to draft the letter from the committee.

6.2. TLDSB letter to Minister of Education
Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder

6.3. DSBM letter to Ministers of Health and Education
Challenges by the shortage of nurses

6.4. Draft letter to the Minister of Education to support continuation of the funding for the summer programs.
➢ Motion to accept the draft as presented.

Motion by: Karen Kovats
Seconded by: Kim Murphy
Motion carried.

7. SEAC Committee Functions

7.1. PRO Grant discussion
• Committee agreed to proceed with booking Paul Davis to present on the social networking safety topic.
• Preferred timing: May (before or after Catholic education week), on Tuesday, Wednesday, or Thursday at 6:30 p.m.

8. Policy Advice to the Board
N/A

9. Updates
(20 minutes)

9.1. Association Updates
WWDSS:
1. WWDS Evening Speaker Series Events with Heather McLennan, Speech Language Pathologist
   1. Speech & Language Development on Thursday, February 3rd
   2. Social Skills on Thursday, February 10th
Presenter: Heather McLennan is a Speech Language Pathologist and has over 30 years of experience providing speech therapy for children, teens, and adults with Down syndrome. WWDS has partnered with Heather on multiple speech-related programs over the years, including the current Online Socials Skills Program

9.2. Trustee Updates

Board of Trustees
<table>
<thead>
<tr>
<th></th>
<th>Pending Items</th>
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<tbody>
<tr>
<td></td>
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<tr>
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<th>Adjournment</th>
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<tr>
<td></td>
<td>Motion by: Jeanne Gravelle</td>
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<td>Seconded: Karen Kovats</td>
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<th>Action Items Place Holder</th>
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# Catholic Parent Involvement Committee - MINUTES

<table>
<thead>
<tr>
<th>Date:</th>
<th>Wednesday, January 26, 2022</th>
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<tbody>
<tr>
<td>Time:</td>
<td>6:00 p.m. – 7:30 pm</td>
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<tr>
<td>Location:</td>
<td>MS teams</td>
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## Attendees:
- Sharon Adie: Administrator, elementary
- Bree Almeida: Parent representative
- Wendy Ashby: Parent representative
- Monica Czagan: Parent representative
- Margaret Ingoldsby: Administrator, secondary
- Judy Merkel: Superintendent
- Kim Snage: CPIC Chair
- Manuel da Silva: Trustee
- Samantha Murray: Parent Representative
- Shana McTurk: Parent Representative
- Dave Perlaky: Parent Representative
- Andrea Snyder: WCDSB Mental Health Lead
- Jennifer Staats: WCDSB Indigenous Lead

## Regrets:
- Fr. Joseph de Viveiros: Diocesan Rep
- Wilma Laku: Parent representative
- Shannon Nash: Trustee
- Ayo Owodunni: Parent representative

## Recorders:
- Lisa Legault: Executive Admin Assistant
- Jessey Fraga: Executive Admin Assistant

## Action Items
Noted in Green
<table>
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<tr>
<th>TOPIC</th>
<th>Presenter</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>1. Opening Prayer &amp; Welcome, Call for additional Agenda Items</strong></td>
<td>Judy</td>
<td>5 min.</td>
</tr>
<tr>
<td><strong>2. Approval of Agenda</strong></td>
<td>Kim</td>
<td>2 min.</td>
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<tr>
<td>Bree moved that the agenda, as distributed, be accepted. Monica</td>
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<tr>
<td>seconded the motion. CARRIED.</td>
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<td><strong>3. Approval of the Minutes</strong></td>
<td>Kim</td>
<td>5 min.</td>
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<tr>
<td>Bree moved that the November 24, 2021 Minutes be accepted as</td>
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<td>presented. David seconded the motion. CARRIED.</td>
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<tr>
<td><strong>4. Human Trafficking Update</strong></td>
<td>Judy</td>
<td>15 min.</td>
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<tr>
<td>Last year, the Board presented an online Human Trafficking</td>
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<td>presentation for our parent community, in collaboration with the</td>
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<td>Waterloo Region Police Services and Sexual Assault Victim’s Unit</td>
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<td>at St. Mary’s Hospital. Since then, the Ministry of Education</td>
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<td>has issued PPM 166, affecting all Ontario schools as well as</td>
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<td>regional institutions. As a result, the Board must have a protocol</td>
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<td>in place by the end of January. It is being developed in</td>
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<td>collaboration with our community partners, WRDSB, FMNI Lead, Mental</td>
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<td>Health Lead, International Education department, Special Education,</td>
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<td>Safe Schools. Our parent community will be engaged through CPIC and</td>
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<td>CSAC. Students will be engaged through the use of tweets and</td>
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<td>posters in the schools. All stakeholders in the schools will have</td>
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<td>annual professional development on how to support students and the</td>
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<td>steps to follow when human trafficking is suspected. Information</td>
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<td>will be shared with families to raise awareness of this issue and</td>
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<td>will include details on an anonymous reporting system similar to</td>
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<td>the one currently in place on our website for bullying. **CPIC</td>
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<td>parents are encouraged to contact Judy or Kim with any</td>
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<td>questions/suggestions they may have as well as ideas on</td>
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<td>awareness-raising strategies. Next year, PRO Grant activities</td>
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<td>could be utilized to increase awareness and/or highlight</td>
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<td>underlying causes that put students at risk.</td>
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<td><strong>5. OAPCE Update</strong></td>
<td>Kim /</td>
<td>5 min.</td>
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<tr>
<td>OAPCE looks at Catholic education through a parent’s perspective.</td>
<td>Shana</td>
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<td>They support parents through their Parents4Parents newsletter as</td>
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<td>well as free parent-centered webinars on their website [<a href="https://www">https://www</a>.</td>
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<td>oapce.org/](<a href="https://www.oapce.org/">https://www.oapce.org/</a>) Shana plans to send out more</td>
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<td>information on OAPCE. Members can reach out to her with any</td>
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<td>questions.</td>
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<td>A subcommittee met earlier in December to discuss goals and review</td>
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<td>the $25,600 CPIC budget. Some funds have already been offered to</td>
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<td>groups to support:</td>
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<td>- Special Education Advisory Committee (SEAC) - $2,500</td>
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- English as a Second Language (ESL) - $3,500
- St. Louis Adult Learners - $3,000
- Indigenous Lead - $3,000
- A subscription to “Formed” - $2,000
- School distribution for PRO Grant proposals - $7,000 ($1,000 x 7 schools involved)

The remaining $4,600 can be used to support CPIC board-wide activities centered around the four themes identified in the PIC Coffee Chats, survey, and subcommittee feedback:

**Mental Health and Wellness**
Andrea Snyder and Kim met with the Umbrella Project to work on an idea of a pop-up which could feature mental health and wellness topics. The customized videos would be pre-recorded and available to all parents on a website, along with content featuring free/affordable resources from local organizations.

The following items need to be addressed:
- How to communicate this to the parent community
- How to ensure parents have access to it
- How best to promote it (CSAC)?
- What is the cost of this pop-up project?
- What is the length of the videos (20-30 mins)?
- How many sessions to include (2-3)?
- How long do we own the pop-up content?

CPIC parents (Shana, Bree, David, Samantha, Monica, Wendy) indicated their support for this initiative. Kim will contact the Dr. Jen, and report back to CPIC.

**Indigenous Education**
Wendy stressed that these initiatives should be indigenous lead and reconciliation through education should be in the forefront.

- post the *Word of the Day* in the Mohawk language on a white board in the lobby of each school (including correct pronunciation and its meaning) and include it in the daily announcements.
- Rotate an *artistic/cultural/historical item* monthly throughout the schools’ lobbies. The item would include an explanation of its significance from an indigenous knowledge-keeper.

These projects could be developed in collaboration and partnership with Wendy’s contacts at the University of Waterloo and Wilfrid Laurier University. She also suggested reaching out to the Healing of the Seven Generations.

Jennifer Staats, the WCDSB Indigenous Lead, shared that her subcommittee is currently working on a variety of projects including:
- interactive visuals for bulletin board displays in each school to provide parents and students with information on providing info on language, events, and education.
- Artifacts for display cases in the schools
- FNMI webpage to showcase all the work being done in the schools, including a monthly focus on one of the Seven Grandfather’s Teachings.

Wendy will meet in person with her contacts at the universities and communicate with Jennifer. Kim will support Wendy going forward, gathering more information, and reporting back to CPIC with a plan.

Diversity, Equity, and Inclusivity
Kim reported that the LGBTQ sensitivity training has been brought forward to the Umbrella Project and it is expected that this content will be included in a future pop-up.

School/Parent Connection & Communications
Meet our CSAC/CPIC night in the spring - members are asked to approach their local CSAC and bring back ideas on parent engagement at the next CPIC meeting.

### 7. Superintendent Update

| **- families will soon receive a letter on an upcoming school climate survey for parents. This is a bi-annual Ministry initiative to assess bullying and how safe and caring our schools are perceived to be.** |
| **- Another upcoming survey is the Middle Years Developmental Instrument (MDI) survey which is a tool that measures the wellbeing of students in grades 4 to 12. Parents will have an opportunity to indicate if they wish to have their child participate in this survey.** |
| **- As part of re-engagement and destreaming, Thinking Classroom is an innovative teacher strategy that allows for multiple entry points for all students towards an ask. Students will get up out of their chairs to work collaboratively to solve problems.** |
| **- The results of the staff census will be presented to the Board of Trustees shortly. This survey helps the Board identify the needs of its employees so they can better serve the students.** |
| **- Pandemic-related staffing challenges continue to be a factor so the central staff have been deployed in classrooms to mitigate the effect of staffing shortages on the schools and students.** |

### 8. Trustee Update:

The Committee of the Whole Meeting Minutes are posted on the WCDSB website. Items discussed at the recent meeting on January 10, 2022, include:

| **- Director’s Monthly Report by Loretta Notten** |
| **- Early Literacy Strategy Report** |
| **- Report on Board Properties on the building of new schools in Kitchener and Cambridge (Galt)** |
- Leadership Strategy Report
- Period Poverty and Menstrual Equity – personal product availability in schools
- Pandemic Management Update

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<thead>
<tr>
<th>9. Discussion Items/ Updates:</th>
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<thead>
<tr>
<th>a. Committee Updates</th>
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<tr>
<td>Finance and Audit Committee – Dave Perlaky stepped forward to volunteer as the CPIC rep for the budget subcommittee. This committee meets during the daytime hours, 2-3 times a school year. <strong>Dave will report back to CPIC after he meets with this committee.</strong></td>
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<thead>
<tr>
<th>Kim / Judy</th>
<th>10 min</th>
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<tr>
<th>10. Next Meeting:</th>
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<tr>
<td>The next CPIC meeting will occur via Teams on Wednesday, February 16, 2022, at 6:00 p.m.</td>
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<tr>
<th>Judy</th>
<th>2 min.</th>
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<thead>
<tr>
<th>11. Gratitude and Closing Prayer</th>
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<tr>
<th>Judy</th>
<th>5 min.</th>
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<tr>
<th>12. Adjournment</th>
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<tr>
<td>Adjourned at 7:20 p.m.</td>
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| | |
Report

Date: March 28th, 2022
To: Board of Trustees
From: Director of Education
Subject: March Director’s Report

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Executive Limitation IV 012 Communication to Board

Policy Statement and/or Education Act/other Legislation citation:
Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:
Strategic Priority: Nurturing Our Catholic Community
Strategic Priority: Student Engagement, Achievement and Innovation
Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

It has been a quick month due to the March Break but eventful as always. We were pleased to see the impact of the omicron variant decline and that allowed even greater degrees of normalcy to return to our schools. As a result, we continue to be a board – like most of the province – in a state of flux and evolution, however fortunately this month the trend continues in a positive direction and we are starting to see the movement back to a more normalized school experience. We have continued to genuinely feel and offer gratitude to our staff for the myriad ways they have responded to the challenges of the pandemic. Everyone is centered on the core purpose of meeting the needs of our students, but we are also endeavouring to be attentive to the demands on our staff and all who serve our WCDSB system. We continue to deal with various layers of complexity and challenge, and a variety of different perspectives on the best course of action. The pandemic continues to make school and board life different from every other pre-pandemic school year. Staff at every level have been working exceptionally hard to ensure a positive learning experience for our students, with a full eye toward preserving the health, safety and wellbeing of all our WCDSB community members.

Some of the meetings that were common-place into March have included:
• Lengthy senior team meetings – typically once a week but with the changes, more typically twice a week and more, while trying to preserve Academic Council once a week
• Meetings with Public Health and WRDSB – Thursdays (may begin wrapping up now)
• CODE Continuity of Learning sub-group – now once a month
• CODE Continuity of Learning mtg with DM – now once a month
• Chairs and Directors of Ed Teleconference with Minister Lecce – now Tuesday afternoons
• Administrator meetings are continuing twice a week – though we are transitioning back to in-person meetings once a month starting in April.
• Continuing in my role as Chair of ECCODE and continue to chair (now) monthly ECCODE meetings –
  • I typically fielded 3-6 media inquiries a week; completed radio interviews, TV interviews and several newspaper interviews.
  • Worked on various letters and videos as part of our ongoing communication plans

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

• Visited Blessed Sacrament to speak with the administrator and tour/visit the building and staff.

• Met a minimum of once a week with the Equity Officer to discuss strategy and resources; also attended meetings in relation to our staff and student census work, as well of some of our ongoing proposals in relation to advancement of EDI at WCDSB

• Participated in local collective bargaining with our Administrators.

• Participated in several meetings of various types with various people related to a school-based issue with board implications.

• Attended a province wide webinar hosted by Parents of Black Children

• Attended a meeting of SWCODE

• Participated with preparatory meetings with Education Partners for panels I will chair on their behalf at ERDI

• Participated as ECCODE’s rep on the Provincial Educational Partners table

• Attended a meeting with all 5 local Liberal MPP candidates as their invitation – their interest in knowing top-of-mind issues for WCDSB

• Presented to CCDO’s SOQP Candidates on Leading Catholic Learning Organizations

• Attended CODE Executive meeting and CODE Affiliate chair meetings

• Attended a Governance meeting with the Board of Trustees

• Chaired 2 meetings of the full provincial ECCODE group; 1 was more global and general in nature, one specifically focused on eLearning.

• Attended 2 different CODE PD events – one with an Equity focus and one focused on Mental Health

• Attended OCSOA Board of Directors’ mtg (first in person mtg in over 2 years)

• Participated in meetings in relation to eLearning in Catholic schools; follow up meetings with OCSTA president and ED and OCSOA ED
• Engaged in early work with Board researcher on the MYSP survey to inform report card and next iteration of the MYSP

• Attended the CCFOWR Board meeting

• Participated in provincial level MOE+CODE committee on the Board Improvement and Equity Plan development

Recommendation:
This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”
Date: March 28, 2022
To: Board of Trustees
From: Director of Education
Subject: Student Success Update

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

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

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

Board Policy I - Ends
APC 050 - Assessment, Evaluation & Reporting, Grades 1-12

Policy Statement and/or Education Act/other Legislation citation:
Ministry of Education: Education for Tomorrow: https://www.ontario.ca/page/preparing-students-future
Ministry of Education: Student Success Programs for Secondary Students: http://www.edu.gov.on.ca/studentsuccess/
The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018
Dual Credit Programs: Policy and Program Requirements, 2020
Pathways to Apprenticeship: Options for Secondary School Students, 2017

Alignment to the MYSP:
Nurturing Our Catholic Community
  o Promote a culture of belonging and respect, that supports success for all:
    ✔ Equitable access to learning opportunities
Student Engagement, Achievement and Innovation
  o Nurture a culture of innovation:
    ✔ Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
  o Foster maximum opportunity for success for all:
    ✔ Improve graduation rates
    ✔ Increased opportunity for experiential learning
Building Capacity to Lead, Learn and Live Authentically
  o Nurture the well-being of all students and staff:
  o Increase in student attendance and engagement
Background/Comments:
While the COVID-19 pandemic has introduced challenges to overall student success, achievement, and well-being, at Waterloo Catholic District School Board it has also presented opportunities for renewal and re-engagement. The pandemic has stimulated innovative and creative ways of teaching and learning. We have been able to adapt, pivot and continue to move our student success and experiential learning initiatives forward despite the following challenges:

- Reduced overall co-op placements due to pandemic protocols
- Significant program modifications or cancellations due to COVID constraints
- Technology supply/support issues
- Online fatigue
- Ongoing challenges as we adapt to a new student information system (SIS) that has on occasion temporarily reduced our ability to retrieve data, therefore inhibiting responsive, evidence-based decision making
- Temporary reassignment of student success consultants, teachers and officers due to teacher shortage

The Ontario Ministry of Education supports a range of initiatives to facilitate student success in secondary schools, and in the transition to secondary schools, with the understanding that every student learns in their own way. Ontario's high schools are working with communities, employers, colleges, universities and training centers to offer more ways than ever to help students focus on their interests and support their learning.

The goal is to meet the needs, interests and strengths of all students and provide equitable opportunities and positive outcomes that engage students in their learning and better prepare them for graduation and a post-secondary destination be it an apprenticeship in a skilled trade, college, community supported living, university, or the workplace. Student Success initiatives in place to support fair learning and engagement include:

1. Education and career/life planning, transition/orientation programs and extra help for students as they move from grade to grade and school to school.
2. Eliminating the streaming of students into Applied and Academic programs in Grade 9 - starting in 2021 with de-streaming Grade 9 Math.
3. Students have the voice and influence to positively change their school environment and to become more involved in the life of the school and achieve their goals.
4. Student success teams at each school include school administrators, teachers and guidance counsellors to provide extra attention and support for individual students.

Student success initiatives and programs in the Waterloo Catholic District School Board broaden and deepen students’ experiential learning opportunities as supported by the Ministry of Education. Some examples include:

- Specialist High Skills Major programs that provide certification options and bundle 8-10 courses allowing students to focus their learning on a specific economic sector while completing their high school diploma.
- A cooperative education program that combines classroom and workplace learning. Students can earn two co-op credits towards their compulsory diploma requirements, with no limit on earning optional co-op credits.
- Dual credit programs where students have more opportunities to earn credits that count towards both their high school diploma and a college diploma or apprenticeship certification.
- STEM, STEAM and other innovative activities and events for students from K-12.

With the help of these Student Success initiatives students are put at the centre of their own learning, helping them to realize their potential and become architects of their own lives.
Student Success Consultants 7-12

Transitioning students and setting them up for success is always a Student Success Consultant priority. To guide our practice we rely on data collected in the Student Demographic Survey as well as the Student Transitions Survey. These reports will help us become intentional when planning transitions, and experiential learning activities to increase student engagement and overall student success. We collaborate daily with Administrators, CEC Staff, Teachers (both past and present), Student Success, Special Education, Guidance, Social Work and families to collectively work together for the best interest of the student.

Student Success Consultants Intermediate & Transitions (Grade 7-9)

Due to the COVID-19 pandemic, many transition activities were either paused or took place virtually. Grade 7 and 8 students were not given any opportunities to participate in visits to local high schools. Given the movement to remote learning for Elementary and the Quadmester system for High school, any plans for transitioning intermediates became null and void. In the fall of 2021, the Student Transition Survey was conducted in random Gr.9 Religion classes to provide insight to making improvements in programming.

With the support of programming planning, placement officer and classroom teachers, two student Success Consultants work in classrooms and with individual students between grades 7-9 to provide guidance, support and strategies to help students identify and plan their learning program goals. Student success consultants and teachers help students deal with social and emotional issues that may be impeding their ability to be successful in school. Student Success consultants collaborated with the Re-engagement team members to ensure students who were not attending, not engaged or who were struggling were supported.

With the introduction of de-streaming, Student Success Consultants provided support for classroom teachers and students to alleviate questions and concerns around streaming and programming. Through the participation in the De-Streaming Committee, information was shared to provide clarification and insight.

Restorative justice practices are used to augment their ability to engage students who are struggling with behavioural and relational issues, and to help heal bruised or broken relationships so that schools and classrooms can continue to be safe and inclusive learning communities.

Student Success Consultants Intermediate (SSCI)

- Student Success Consultants were back in full force in the fall of 2021. September was spent transitioning new Gr.9’s at our associated high schools, connecting them with supports and extracurriculars and collaborating with support staff to ensure a successful start to Secondary School. Student Success Consultants were formally removed from their roles to help with the teacher shortage and placed at various school communities 2-3x/wk in February 2022.
- In 2021/2022 - Gr. 7 & 8’s were invited to join SSC Google Classrooms to gain access to our Virtual Check and Connect form
- Restorative justice circles and individual or small group mediation is ongoing with intense schools or upon Administration or teacher request
- In October SSC’s visited every school in the WCDSB to determine needs and identify “In/At Risk” students (mental health, disengagement, attendance, high school concerns etc.)
- **Results:** Of FIVE FOS across the KW-Cambridge and St. Isidore (includes a total of 2,245 students)
Caring Adult - 1678
No Caring Adult -559
Check-in Request-156
In/At RISK -Over 180 flagged

- FIVE top Issues surfaced from Gr. 7/8 students:
  - Stress/Anxiety
  - Sleep
  - Lack of Engagement/Motivation
  - Problems with Social Interaction/Making Friends
  - Academic Gaps

- Direct and targeted Student Success support continues with 50 administrators, 129 teachers and over 2245 intermediate students in 34 intense schools. Needs were higher, more intense, and spread throughout the WCDSB due to Covid
- Virtual or In Person Pathway Presentations continue with an emphasis to explain the new De-Streamed courses and rationale for the implementation
- "In Person" Course Selection Presentations continue to support teachers and students
- Increase in Parent Contact (phone and virtual) to support with course levels and Secondary High School choice
- Home Porch Visits continued in September. Re-engagement teachers took over this role as the year progressed
- St. Isidore Gr. 7 and 8 Class Student and Teacher Support
- Virtual Restorative Justice Mediation and Follow-Up
- Planning on-site High School Tours with In-Risk students (tours have started earlier this year and we have had an increase of interest due to the pandemic and associated students at St. Isadore)
- Support for Pen Pals with the Catholic student trustee initiative through promotion to intermediate teachers and staff, and assistance with students
- Promotion of summer school Reach Ahead credit course for incoming Grade 9s and HEAD START
- Virtual Student Check ins (WELLNESS) were higher this year with many students reaching our due to mental health issues, high school questions and check-ins
- Through relationship building, student success consultants supported over 200 “At Risk” grade nine students collectively in their first month of high school
- Bridge to Success Gr. 9 Summer Reach Ahead Credit Course
  - piloted at St. Benedict in summer 2018 with 23 students earning 23 credits
  - expanded to include Resurrection CSS, St. Mary’s High School and St. Benedict in summer 2019 with 63 students earning 63 credits
  - due to COVID, this program shifted to a virtual learning experience in summer 2020 with all 5 secondary schools offering the course and 197 students successfully earned their first high school credit
  - This summer, the reach ahead course will be offered at 4 of the 5 high schools IN PERSON. This is another opportunity to get students formally into the school environment and connected to a teacher from that school and participating in a course with students form various FOS within their cohort.
- Over 100 Grade 7&8 classrooms were visited by SSC’s to provide myBlueprint presentations to assist with IPP regarding implementation
- SSC’s work collaboratively with Judy Carley (Pathways Officer) to promote the Entering Secondary Booklets and myBlueprint
- Attend Transition Meetings for appropriate schools to provide input on “At Risk” students
Moving forward SSC’s will continue to provide support for myBlueprint (particularly with Gr. 7’s,) provide uniform support for low income families, continue tours, promote and assist with Bridges to Success and continue to “Check and Connect” with “At Risk” students.

**Program & Pathways**

“All students can be successful, success comes in many forms and there are many pathways to success.”
Creating Pathways to Success, 2013

To foster maximum opportunity for success we are:

- focused on providing students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities
- empowering students to confidently take charge of their own learning by fostering student independence, choice, voice and problem solving in collaborative and innovative learning environments
- continuing to engage the whole education community – teachers, administrators, students and parents – as well as the broader community to support students in their learning
- developing resources and supports to promote these learning opportunities

Examples of these initiatives include:

**Pathway Program Offerings**

**Specialized Programs in Secondary Schools** – we offer a variety of diverse and engaging alternative programs such as SHSM (Specialist High Skills Major), OYAP (Ontario Youth Apprenticeship Program), Co-op and Dual Credits. These programs are highlighted later in this report.

**Community Programs** – highlighted are just some of the many community offerings for students, parents/guardians and educators to support education and career/life planning.

<table>
<thead>
<tr>
<th>FREE Pathway Event/Program</th>
<th>Description</th>
<th>Target Audience</th>
<th>Participation *Year To Date (March 2022) *Projected #’s to Year End</th>
</tr>
</thead>
</table>
| **Business & Education Partnership** | *Speakers Bureau  
*Explore your Future Speaker Series (5)  
*ICE (Innovation, Creativity, Entrepreneurship) challenges | Virtual evening events highlighting careers in the Arts, Science, Technology, Construction/Trades and programs like Co-op and SHSM  
Student Feedback: | Students (Gr. 7-12)  
Parents  
Educators | Speakers Bureau Participation to date:  
2290 secondary students  
200 elementary Upcoming bookings:  
175 secondary students  
500 elementary students |
"I learned the difficulties and experiences you have to go through in order to start your own company and I also learned that you can make a living off of things you love."

"Reaching your goals isn't impossible if you just put your mind to it and try."

| Junior Achievement of SW Ontario | Explore Your Future  
Participation to date: 242 families  
Upcoming events: 3 more events in the Spring, registration unknown |
|----------------------------------|------------------------------------------------------------------|
| **Gr. 4-8** - Money management, career prep and business skills for young learners  
**Gr. 9-12** – World of Choices Series (Empowered Women, Career Summit, Business Builders) | ICE challenges  
Participation to date: 53 students over 2 events |
| Students are exposed to a variety of potential career paths.  
*Conferences, self-directed or teacher-led experiences | |
| Grades 4 to 12 | |

<table>
<thead>
<tr>
<th>Skills Ontario</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Presentations, Young Women’s Initiatives, First Nations, Metis, and Inuit Initiatives, Diversity, Equity and Inclusivity, Competitions and Show case Conferences</td>
<td></td>
</tr>
</tbody>
</table>
| Students are exposed to a variety of potential career paths.  
*Conferences, self-directed or teacher-led experiences | |
| Grades 4 to 12 | |

**Junior Achievement of SW Ontario**

**Gr. 4-8** - Money management, career prep and business skills for young learners

**Gr. 9-12** – World of Choices Series (Empowered Women, Career Summit, Business Builders)

Students are exposed to a variety of potential career paths.

*Conferences, self-directed or teacher-led experiences

**Skills Ontario**

Virtual Presentations, Young Women’s Initiatives, First Nations, Metis, and Inuit Initiatives, Diversity, Equity and Inclusivity, Competitions and Show case Conferences

Note: Ontario skills camps, conferences and workshops are offered publicly and outside of school hours so they do not track participation.

Promoting careers in the skilled trades and technologies through virtual presentations and events with a focus on diversity, equity and inclusivity.

All grades Parents, Guardians Educators

We are currently planning for the spring 2021 secondary skills competition. We recently received confirmation that it will run virtually. Knowing this, we anticipate a small participation number similar to last year. Many skilled trade competitions do not run well under a virtual format. Space, supervision and safety requirements are risks factors that hinder the opportunity for virtual participation.
From Spring 2020 - WCDSB had a total of 8 competitors in the Secondary Skills Ontario Competition. See below for the 3 medalist winners.

<table>
<thead>
<tr>
<th>Build a Dream</th>
<th>Interactive Virtual evening events with breakout presentations, Q&amp;A sessions and 1:1 opportunities to chat with experts.</th>
<th>Gr. 7-12 Parents Guardians</th>
<th>300+ regional students attended the VCE event.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virtual Career Exploration (VCE)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spark Your Career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled in STEM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strong Start Waterloo</th>
<th>Co-op students receive online training and certification to support our grade 1 &amp; 2 students with early reading skills. This training can also qualify as a SHSM certification.</th>
<th>Gr. 11 and 12 Co-op students</th>
<th>Quad 2 - 8 co-op students received certification Semester 2 - we anticipate 8 to 10 co-op students will be certified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters, Sounds and Words Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apple Canada</th>
<th>Currently in discussion with Apple Canada regarding opportunities they have presented.</th>
<th>Grades 11/12</th>
<th>1 Community Partner and 3 educators are engaged in the planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-op, SHSM and Comm Tech Engagement Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Learning Partnership</th>
<th>In light of COVID 19 restrictions, students had three options to participate in Take Our Kids to Work Day:</th>
<th>Grade 9</th>
<th>Across the 5 secondary schools, 848 students participated in Take Our Kids To Work Day either at a workplace or virtually from home. This number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Our Kids to Work Day – Nov. 3, 2021</td>
<td>• hosted by their parent’s employer (in person or virtually) • hosted online by The Learning Partnership</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take Our Kids to Work Day – Nov. 3, 2021

In light of COVID 19 restrictions, students had three options to participate in Take Our Kids to Work Day:

- hosted by their parent’s employer (in person or virtually)
- hosted online by The Learning Partnership

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with their parents from home
● in class with their teacher virtually during the school day

Our Experiential Learning Team provided additional options for teacher led or self-directed activities in D2L.

represents 48% of our grade 9 students.

**Secondary Skills Ontario Competition 2021 - Medal Winners**

**Tolu Akinyemi**, St. Benedict C.S.S. – **GOLD Medalist** – Prepared Speech

**Sabrina Bumbacco**, St. Benedict C.S.S. – **SILVER Medalist** – Job Skill Demo

**Manda Ilic**, St. Mary’s High School – **BRONZE Medalist** – IT Office Software Applications

**Pathway Planning Resources – IPP (Individual Pathway Plan)**

**myBlueprint** - all students/teachers from Grade 7 to 12 have access to myBlueprint. This web-based program is available to assist students with the four-step inquiry process of Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions. Students work each year to build their IPP (Individual Pathway Plan) in myBlueprint and are able to share their progress with their parent/guardian.

**EdgeFactor** – recently available to our teachers and students in Grades 7 to 12, this website offers an incredible array of options to showcase industries and careers, teach soft skills, show how STEAM comes alive in the real world and highlight local training and career opportunities.

**Pathway Presentation** – typically evening Pathway presentations would be offered to Grade 8 families but due to COVID restrictions a pre-recorded option was posted that families could view from the safety of their own homes. The link to this presentation is posted on all secondary school sites welcoming the Grade 8’s. Closed captioning and translation options make this presentation accessible to all.
Entering Secondary School Transition Guide for Students & Parents/Guardians – this guide provides the most up to date information for students transitioning to our WCDSB secondary schools. Each family receives a copy and the ESS guide is posted on the Board website and Secondary school websites so that google translate and live link options can be activated.

Additional opportunities to engage in Pathway exploration:

Community Involvement Hours - 40 hours of community involvement is a graduation requirement of the OSSD. Students are encouraged to use these hours as a way of exploring career options and developing new skills and valuable work experience while supporting their community.

*New in 2021/22 – a committee revamped the reporting form so that hours can be easily submitted online directly to their school guidance office for tracking.

Event and Program Promotion

Event planning has certainly had its challenges with the many unknowns of COVID. Programs and events were subject to change, rescheduling or cancellation, they required continuous modifications imposed by health guidelines and activities were adapted for a virtual format.

To enhance the communication of programs and events – students, teachers, parents/guardians are being directed to our Experiential Learning News and Event page. Additional methods used to promote events and programs include: social media, hard copy invites, posters, school newswire, websites, D2L and Google Classroom, notifications to teachers through NTIP News, SHSM spotlight and Pathway News in the staff announcements.

Experiential Learning:

In our current MYSP, a key performance indicator is to increase in K-8 experiential learning opportunities as tracked by the experiential learning teacher.

While the ongoing pandemic with required safety protocols, limits on social gatherings and staffing challenges, have caused a number of planned activities to be paused or canceled, the following have taken place or are planned for Spring 2022:
Coding Micro:bits continues to be the most popular workshop this school year. Presented over 56 Micro:bit workshops with approximately 1,312 students who participated. The presentations introduced Micro:bits that connected coding to the Math curriculum. Micro:bit workshops have been extended this year to include building and coding cardboard boats, cars, and robot challenges for every division.

Students across the region will participate in an Earth Week Climate Action Event where they will learn how to use technology to solve the Global Sustainable Goals on land and water. Students will learn about the issues associated with deforestation and agriculture. The students will code a seed planting machine and a plant watering system that detects moisture in the soil.

WCDSB continues their partnerships with DELL Canada, Microsoft, and Intel to provide an opportunity for girls at St. John’s Elementary School to participate in the Girls Who Game (GWG) program. This is an extra-curricular program that provides an opportunity for young girls and underserved students across North America to learn more about gaming and the use of Minecraft as a learning tool, while developing their global competencies, such as communication, collaboration, critical thinking, and creativity. This fall we had 12 girls and 2 educators participate in the first session.
The Waterloo Catholic District School Board continues to participate in the Skills Ontario Challenges. This year Holy Spirit Catholic Elementary School placed 2nd for two years in a row in the western region Paper Glider Plane competition as part of the Junk Drawer Races program. 540 students from grades 3-8 participated in the gravity robot walker, paper glider, cardboard car, or the hydraulic crane Junk Drawer Races activities.

Snow Sculpture Competition began and took place throughout the winter season, creating a community connected experiential learning event for 9 different classes from grade 6-8. Snow pounders were created and assembled by students from St. Benedict and Monsignor Doyle with guidance from local snow sculptor Matthew Morris.

Skilled Trades & Makedo Workshops were extended to K-9 students. These events involved learning how to use the Makedo tools to build a structure that aligned with learning the skilled trades. Students worked through the design thinking process and experiential learning cycle. We had 645 students from 8 schools, participating in these events.
Building capacity for staff and students in the areas of skilled trades, STEAM, Innovation, and experiential learning opportunities from K-12. We implemented a co-learning model where classroom teachers and their students participate in inquiry based activities and presentations (computational thinking through coding, design thinking through build challenges, skilled trade events, and robotics).

Professional development opportunities were provided for staff during lunch and learn sessions, divisional planning, and staff meetings. From September 2021- March 2022 there were 25 different schools and program areas, 138 classrooms, and 3082 students who participated in a variety of experiential learning opportunities.

A Coding @ Home Event is scheduled to take place during Catholic Education Week. It will consist of coding workshops for students from K-8 and their parents in the evening.

**Specialist High Skills Major Program (SHSM)**

<table>
<thead>
<tr>
<th>In our current MYSP, a key performance indicator is to increase the number of students in Specialist High Skills Major (SHSM) and the variety of opportunities connected to the SHSM Red Seal; and to increase opportunities for Experiential Learning.</th>
</tr>
</thead>
</table>

- The Experiential Learning Specialist High Skills Major (SHSM) central and school-based teams continue to support our students in their pathway journeys through participation in the SHSM program.
- Fifty-one sector-specific Specialist High Skills Major (SHSM) programs involve 1290 students in grade 11 and 12 this school year, across all 5 high schools. The board’s total SHSM footprint is 33% - which remains one of the highest footprints in the province. The provincial SHSM footprint for 2020-21 was 16%.
- SHSM Lead teachers at each of the secondary schools advise students and coach them to completion of the requirements of the program. The completion rate for SHSM for the 2020-2021 school year was 63% and the estimated SHSM completion rate for this year is between 65% and 70%.

**Pathway Representation in SHSM:**
- Four pathways of students are represented in SHSM across all 5 secondary schools:
SHSM Certifications Overview:

- Students in SHSM take a variety of certifications through the program; each sector includes a variety of compulsory certifications (CPR-C, Standard First Aid, WHMIS and an additional certification for some sectors), as well as elective certifications particular to that sector (Conflict Resolution, Lean Manufacturing, Business Etiquette, etc.).

- SHSM Certification opportunities continue to be accessible to our students in the following ways:
  - ✔ 40 asynchronous online certification opportunities
  - ✔ 5 of which were custom built for WCDSB students, with 4 more in production (partnership with WCDSB Alumni Marshall Angus & Timothy Muza)
  - ✔ 26 Virtual Synchronous sessions delivered “after school” via MS Teams
  - ✔ 3 Virtual Synchronous SPE sessions delivered through the Business and Education Partnership of Waterloo Region
  - ✔ Teacher-led certifications are beginning to be implemented - this year as a pilot project at St. Benedict for Transportation and Manufacturing SHSM with these certifications benefitting all students in the class
  - ✔ A partnership with St. John’s Ambulance allows students to earn their Standard First Aid and CPR-C training, in-person on their own time (if comfortable, with Parent/Guardian approval)
  - ✔ To date students in SHSM have earned a total of 2431 certifications, including CPR-C and Standard First Aid, other compulsory certifications, and elective certifications:
Growing the SHSM program:
- Promotion has adapted in the following ways:
  - In-class presentations for Careers and Cooperative Education classes to approximately 375 students
  - A virtual synchronous promotional event took place on Feb 23, 2022 with the WRDSB and the Business and Education Partnership of Waterloo Region to promote SHSM and Cooperative Education to grade 7-10 students in our Region. There were 313 overall registrations with 140 logins throughout the session; often multiple participants view the presentation through one login in a household.
- WCDSB has applied to add two new SHSM programs for next year: Environment SHSM at Monsignor Doyle Catholic Secondary School and Non-Profit Education Stream at Resurrection Catholic Secondary; the Non-Profit Education Stream provides a pathway for our French-Immersion students to opportunities in French Language education.
School College Work Initiative (SCWI) and Dual Credits

In our current MYSP, key performance indicators are to increase the variety of opportunities connected to the SHSM Red Seal; a continued improvement in the Graduation Rate; increase in number of OYAP participants and apprenticeship opportunities for students of the board; and an increase in opportunities for Experiential Learning.

- The goal of Dual Credit Programs is to support students in the achievement of their OSSD and provide a successful transition to a college and/or apprenticeship program. The primary focus is on students who face significant challenges in completing the requirements for graduation but have the potential to succeed in college or apprenticeship. In partnership with the School College Work Initiative and Conestoga College, the Waterloo Catholic District School Board offers 5 Dual Credit programs to meet the needs of our learners who are working towards the Apprenticeship and College pathways. These are:
  - School Within a College (SWAC) - involving 20 students across both Semesters (due to capacity restrictions on behalf of the College) working towards the achievement of 20 Dual Credit courses (in addition to their OSSD requirements) in person, on campus at Conestoga College Doon.
  - Exploring the Construction Trades Program - involved 10 students (due to capacity restrictions on behalf of the College) in Semester 1 who earned a total of 27 Dual Credits. This program was also delivered in person at Conestoga College Dearborn campus.
  - College Cooperative Experiential Program (CCEP) - involving 19 total students across both Semesters who are working towards the achievement of 33 Dual Credits. In Semester 1, this program was delivered online, and in Semester 2, in person at Conestoga College Doon campus.
  - College Apprenticeship Preparation Program (CAPP) and Level 1 OYAP Dual Credit - involving 12 students in Semester 2 working towards the achievement of 24 Dual Credits. This program is offered in person at a Conestoga College campus location depending on the program (Guelph, Waterloo or Doon).
  - Summer dual credit program: Set to run July 5 through 8th; typically involves 5 - 10 students who work towards the achievement of 1 Dual Credit during the full day sessions.

- The overall success rate of our students in Semester 1 Dual Credit courses was 91%!

Ontario Youth Apprenticeship Program (OYAP)

In our current MYSP, a key performance indicator is to increase the number of OYAP participants and apprenticeship opportunities for students of the board.

While our numbers in experiential learning programs overall are down due to the challenges of school/business closures and ongoing safety protocols, we continue to offer a variety of opportunities for students as COVID restrictions are reduced,

- Currently 168 OYAP participants since Sept 2021.
- We are on track to surpass OYAP contract commitments, a significant achievement given the challenging environment with employers.
- Student in Level 1 (Trade school program), 1 in Brick and Stone, 4 in Auto Service Technician
- 5 students were employed full time out of the Electrical OYAP Program with IBEW from the previous school year(2020-21). This has become a prestigious and highly competitive program.
- 5 students are currently enrolled in the IBEW Electrical OYAP Program out of 16 regional spots.
- 2 students are currently enrolled in the UA Plumbing OYAP Program out of 7 students.

- Boards OYAP website updated https://el.wcdsb.ca/programs/oyap/. Here you will find information on the apprenticeship pathway and how to start an apprenticeship while in high school. The website contains:
  - Board specific OYAP programs,
  - Chart of the 144 skilled trades that lead to an apprenticeship
  - Videos and testimonials
  - Financial incentive information for employers and apprentices
  - Job boards and trades association links.


- On-going cooperation with the BEP (Business Education Partnership) in the celebration of student participation in the trades. This is captured through video testimonials that can be viewed at: https://www.youtube.com/channel/UCh1D76qh45zmEDMJTu8E54w.

- Ongoing Virtual and in-person OYAP presentations available to St. Louis Students, Careers and Guidance. The roadmap to becoming an apprentice is not always straight. Exploring a career in the skilled trades through co-op is the most immersive opportunity available to students. Through co-op students can start their apprenticeship.

**The Road To Becoming An Apprentice**

- St. Louis OYAP programs (Cook, Hairstyling and Credits@work), Currently 16 students are registered as OYAP Participants.
  - 29 Hairstyling students wrote both the Level 1 and Level 2 exemption exams.

**Promoting Experiential Pathway Learning**
In our current MYSP, a key performance indicator is to increase the number of OYAP participants and apprenticeship opportunities for students of the board.

In our current MYSP, a key performance indicator is to increase in K-8 experiential learning opportunities as tracked by the experiential learning teacher.

- March- May is Secondary Skills Season: Reduced participation with competitors.
  - Competing in 3-7 categories. Heavily impacted by COVID
  - This will be a virtual event again this year.

- Tiny Homes Project in partnership with St. Mary’s Parish and Lot 42: https://youtu.be/r74Y1NhU1l0
  - Resurrection students are currently building homes for delivery.

- Fanning the Fire Within Indigenous Youth Conference (Nov. 18-20) through NPAAMB in partnership with Edgefactor and 6 other school districts https://npaamb.com/
  - The goal of the conference is to provide youth with an exposure to the opportunities and possibilities for career pathways after graduation. The focus will be on trades and apprenticeship including post-secondary education, scholarships and bursaries, and volunteerism. Students will be able to participate in interactive workshops, presentations, skills competition, and a trade show.
  - 3-day conference and sessions were recorded https://edgefactor.com/opportunity-knocks
  - Students and teachers can view the conference virtually through the Edgefactor platform.

- Planning is underway for an upcoming indigenous skilled trades culinary presentation/workshop and for an upcoming Indigenous basket making craft event hosted by an Indigenous Knowledge Keeper & Craft Artisan. Through an indigenous perspective, Indigenous students will deepen their understanding of the skilled trades and OYAP as they participate in these experiences.

- Build A Dream online information session for young women that highlighted opportunities and exploration of careers in the Skilled trades, STEM, Emergency Response, Entrepreneurship and Leadership. Opportunities in OYAP and SHSM were also presented. Total of 300+ total registrants. 27 elementary and secondary schools participated in the event. Visit webuildadream.com
Final thoughts from the participants of the Build A Dream Event

It was very well thought out and I think that it provided me as well as other young girls with enough information to pursue Co-Ops and jobs in the groups listed above.

This was definitely a very worthwhile, and informative event. I wasn’t aware that Co-Op was available in high school, and to everyone. Hearing from the women working in these trades, Co-Op seems like a great option to really test different career options with first hand experiences.

● 5 Great Reasons for a Career in the Trades and Understanding OYAP! Evening virtual presentation (March 1st, 2022), 150+ registrants.

● Revamp of elementary Technology Red Bin Kit: OYAP, cardboard houses, Cars and Picnic table challenges activities to complement virtual presentations.

● Red Bins STEM kits for elementary students have been signed out 70 times. The STEM kits include:
  ○ JudoBots, Electrical Circuits, Light Spinner, Elastic Powered Car, Easel, Grabbing Device, Little Bits, electric motor

● Approximately 300 elementary students participated in the Construction Skilled Trades day on Oct 27th, 2021

● Various advertising campaigns.
OYAP Billboards located within Waterloo Region
- Print and Digital ads (Kitchener Citizen and Cambridge Times)
- Digital mobile and website ads
- Women in the Skilled Trades video campaign through the Cineplex theater during the Christmas 2021 season. Visit el.wc dsb.ca/oyap

**Co-operative Education** “Co-op is the music that allows students to Dance”

In our current MYSP, a key performance indicator is to increase the number of placements with local industry, community and public organizations.

In our current MYSP, a key performance indicator is to increase the number of OYAP participants and apprenticeship opportunities for students of the board.

**Who am I?**
Knowing yourself is the first, and a very critical step in the process of planning your future. How can you figure out what you want to do with your life if you don’t know:

What am I going to do with the rest of my life? What is my dream job? What do I enjoy doing? What’s my passion? What kind of career fits my personality? Why not try Co-op

Cooperative Education (Co-op) is a learning partnership program that provides students with valuable work experience in the community while they are earning credits towards their graduation diploma.

**Key Highlights**
- Co-op Participation Numbers - (Semester 1 and Semester 2) Approximately 520 students

<table>
<thead>
<tr>
<th>School/Program</th>
<th>Sem 1</th>
<th>Sem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monsignor Doyle</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Resurrection</td>
<td>45</td>
<td>84</td>
</tr>
<tr>
<td>St. Benedict’s</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>St. David’s</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>CCEP</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>Exploring the Construction Trades, CAPP &amp; Accelerated OYAP Programs</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>20</td>
</tr>
</tbody>
</table>

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● New online co-op application form was created. This new form will aid in the collection of student information in the selection of their co-op program. This application form will streamline and create efficiencies in students’ pre-course planning meetings with their co-op teacher.
● University Co-operative Education Program (UCEP) - Coming Soon. Current planning has commenced for Sept 2022.
  ○ The UCEP program allows qualified students who are enrolled in their final year of secondary school to participate in a co-operative education work placement within the University of Waterloo campus while taking a course at the University of Waterloo in order to meet their interests, abilities and full potential.
  ○ 30 families attended the Feb 9th information session. Currently there are 20 registrants for UCEP Sept 2022.
● We continue to update the D2L Master Co-op course that was created for all co-op program areas – Allows us to PIVOT from public health measures and to continually be aligned with the 2018 Co-op policy document. New online course materials have been adapted for the Credits@work Program at St. Louis.
● Military Co-op - We are currently in the planning stages with the Royal Canadian Navy in establishing a military co-op program for Feb. 2023.

**Active Living and Community Living Co-operative Education**

We have restarted co-op opportunities for Community and Active Living Students as we begin to exit out of COVID and with a reduction in public health restrictions. Current breakdown of students working in co-op with a community partner:

**St. David’s** - 3 students  
**St. Mary’s** - 23 students  
**Resurrection** - 6 students  
**St. Benedict** - 7 students  
**Mon. Doyle** - 9 students

In addition to the students working in the community, some students will remain on site for in-school work experiences.

**Graduation Rates & Requirements**

| In our current MYSP, a key performance indicator is continued improvement in our Graduation Rate – with a goal of 83% over 3 years for a 4-year rate and a goal of 90% for the 5-year rate. |

As we continue to review the past 3 years of available data from the Ministry, we had noticed a slight downward trend in our provincially reported Ministry Graduation Rates when compared to the 2012-2013 Cohort (Graduating in 4 years in June 2016). We have since initiated a deeper dive into our internal graduation metrics, have moved through and past recent technical issues, and are now able to acquire data to populate our student achievement dashboards.

Ministry Graduation Rates includes those students who begin Grade 9 in the WCDSB but may not necessarily graduate with our board (i.e., some students may leave WCDSB before graduation). Also, the Ministry includes students who begin with the WCDSB, leave for a period of time, then return. Our
internal graduation metrics include the students who leave and then return to us, but do not include those students who leave our system as we are not able to track their progress, nor influence it. The Ministry Graduation Rates represent lagging data with the most recent graduation rates from June 2019 (e.g., 2012-2013 cohort). When we consider only the students that begin with us in Grade 9 and graduate from WCDSB, rates increase by approximately 4 percentage points (e.g., June 2019 Ministry Graduation rate was 79.7%, and our internal Graduation Metric becomes 87.3%). This indicates two important factors: first, we do exercise positive influence on the students who remain in our system as they move to graduation in 4 or 5 years; second, it is clear our students who are mobile, either in or out of our system, require additional support to achieve graduation in 4 or 5 years.

Recently, the Ministry Graduation rates can be explored through various filters - see below. We are observing that there are many groups of students who are actually performing much higher than our Board average (e.g., students who meet grade specific credit requirements, students within specialized programs). However, there are smaller groups of students who are underperforming when compared to our Ministry Graduation Board average (e.g., students who do not meet grade specific credit requirements, students supported with an IEP). This tells us two things: It is imperative that we are able to drill down into our real-time data to identify groups of students that are likely to have unfavorable graduation outcomes and re-engage these students to get them back on track to graduation. Secondly, the Ministry is published too late for our system to respond in real-time. Building a data dashboard for schools to monitor in REAL time allows our school caseload teams to identify students who may have lost their pathway to graduation and quickly work to identify a plan to ensure the student is able to fill learning gaps and re-align their goals to graduation.
Since the onset of the COVID-19 pandemic in March 2020, schools have faced new and varied challenges: multiple school closures with quick pivots to remote learning and instruction; the addition of St. Isidore and hybrid learning as virtual opportunities for students who chose it; cohorting with reduced numbers of in-school learning hours for our bricks & mortar students, quadmesters vs semesters and lack of face to face learning opportunities.

Also, as a result of the pandemic the Ontario Secondary School Literacy Test (OSSLT) requirement for graduation was waived for all students graduating in 2019-2020 and 2020-2021. The community service hours requirement for graduation was waived for all students graduating in 2019-2020 and 2020-2021. The community service hours requirement for graduating students in 2020-2021 and 2021-2022 has been reduced from 40 to 20 with allowances made for different methods of accumulating hours including virtual volunteer experiences and home-based or school-day opportunities also available.

### Ministry Graduation Rates: Who is better off?

<table>
<thead>
<tr>
<th>Grade 9 Cohort</th>
<th>4 Year June 2018</th>
<th>5 Year June 2019</th>
<th>1485: ~15 students = 1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;=8 credits by the end of grade 9</td>
<td>85.4%</td>
<td>91.0%</td>
<td>(1350)</td>
</tr>
<tr>
<td>&gt;=16 credits by the end of grade 10</td>
<td>90.7%</td>
<td>94.8%</td>
<td>(1250)</td>
</tr>
<tr>
<td>&gt;=23 credits by the end of grade 11</td>
<td>93.4%</td>
<td>97.5%</td>
<td>(1210)</td>
</tr>
<tr>
<td>SHSM program</td>
<td>86.1%</td>
<td>90.7%</td>
<td>(760)</td>
</tr>
<tr>
<td>OYAP program</td>
<td>86.1%</td>
<td>90.7%</td>
<td>(160)</td>
</tr>
<tr>
<td>Stayed at WCSSB</td>
<td>83.0%</td>
<td>88.3%</td>
<td>(1340)</td>
</tr>
</tbody>
</table>
Next Steps:
As indicated, internal data indicates that students who begin in Grade 9 and continue through to Grade 12 in the Waterloo Catholic District School Board graduate at a significantly higher rate than those students who arrive in Gr. 9 and leave before year 4 or 5.

It is clear from our data that students who are mobile – either entering WCDSB after the beginning of Grade 9 or leaving and then returning – do not graduate at the same rate as our consistently enrolled students. Students success teams, re-engagement leads and caseload teams led by school administrators will continue to work diligently with creative and supportive programming for students who are mobile.

Here is a list of the various precise programming strategies being utilized in schools to address student need:

- Access and utilization of Power BI data and a comprehensive student achievement data dashboard
- Credits at work (co-op)
- Credit recovery/rescue
- Re-engagement support
- SWAC, SAL, Dual Credit opportunities, CCEP

Additionally, retaining students who are considering leaving our system is important for their overall success and achievement. Over time, our data indicates that students who leave our system have a significantly lower graduation rate.
Re-engagement Strategy

In our current MYSP, a key performance indicator is to increase in number of students captured in our 12+ re-engagement success statistics.

In the re-engagement process, school teams with the support of the re-engagement officer (RO) generate lists of Year 5 Cohorts on roll at each school and those off roll. They also build lists of Year 6 and 7 students who have not graduated. These lists are generated for each high school.

RO connects with the high school guidance departments remotely/via email to review potential re-engagement students. A brief history of former students (mental health, non-attender, etc.) and a potential pathway to graduation plan is presented. Then, the RO attempts to connect with all potential re-engagement students from Year 5, 6 and 7 cohort lists.

Prior to contact with students, a credit counseling summary is consulted to confirm the needs of the student (early leaver). This process identifies if the student needs compulsory and/or elective credits, and whether the OSSLT and/or community involvement hours are completed. RO also checks if there a potential for a credit substitution or a credit recovery.

When contacting a student by the RO, options presented will generally include St. Louis for support with compulsory credits and completion of the OSSLT. If elective credits are needed or a credit substitution is an option, students are directed to an Experiential Learning Coop program headed by Work Co-op Teacher (WCT).

With the WCT, the student completes a pre-placement package. WCT then meets with the employer to start the program. For every 90 hours worked a student will receive 1 Elective Credit. Once the program is started the student is put back on roll at their former high school. This program has been negatively affected by COVID because of the lack of work placements available in these economic times.

WCT also supports students in finding work, resumes, tracking hours completed, and submitting credits with the home school.

The RO follows each student throughout the re-engagement process. Support is also given with volunteer opportunities in the community to complete community involvement hours.

What follows is our June 2021 summary:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Credits Accumulated</th>
<th>CSH</th>
<th>OSSLT</th>
<th>Graduates</th>
<th>Currently ON-Roll St. Louis</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCD58 Students</td>
<td>56</td>
<td>214.5</td>
<td>12</td>
<td>3</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td>Other Board Students</td>
<td>28</td>
<td>149</td>
<td>7</td>
<td>6</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Early Leavers</td>
<td>70</td>
<td>97.5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Miscellaneous Re-Engagement</td>
<td>97</td>
<td>251</td>
<td>8</td>
<td>5</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>251</td>
<td>712</td>
<td>28</td>
<td>15</td>
<td>92</td>
<td>62</td>
</tr>
</tbody>
</table>
Program Highlights 2020-21

| **92 Graduates in program (10 Grads Year 4 - 63 Grads Year 5 - 19 Grads Year 6 and 7)** |
| **44 WCDSB Graduates Year 5** |
| **19 Graduates from other school boards (Year 5)** |

**14 Coop credits completed through Gavin Burns - 28 Students, supported 18 Grads**

**33 Students ready to finish up in the fall**

Year-to-date Re-Engagement Summary:

<table>
<thead>
<tr>
<th>February Totals 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
</tr>
<tr>
<td>Year 5 On Roll Students</td>
</tr>
<tr>
<td>Year 5 Early Leavers</td>
</tr>
<tr>
<td>Miscellaneous Re-Engagement</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Miscellaneous Re-Engagement is Year 6 and 7 Cohorts

<table>
<thead>
<tr>
<th>Program Highlights to Date 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 Graduates in program to date</td>
</tr>
<tr>
<td>45 Students currently on roll at St Louis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Learning to Date - Coop Program with Gavin Burns</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Grads</td>
</tr>
<tr>
<td>45 Coop Credits</td>
</tr>
<tr>
<td>35 Students in program</td>
</tr>
</tbody>
</table>

Re-engagement for Learning Recovery 2021-2022
Grade 7 and 8 re-engagement Students

We have developed individualized plans for this particular group of students, utilizing the support of the special education department, CYCW staff and collaboration teams. Together, we work with stakeholders to identify and address student needs. Students have been provided with: gradual reentry planning and facilitation, 1 to 1 academic support, home visits, consultation, parent and student support sessions and case conferences. Collaboration with the classroom teacher has been a focus. We have offered psychoeducation and ideas for accommodations and modifications.

We have provided students with skill and capacity building sessions focusing on: self-advocacy, self-regulation, time management, organization, self care and social skills. We have developed a bridge with the home school to ensure the maintenance and ongoing encouragement of these skills from the in-school team.

Attendance was monitored according to individual student needs. For each student, we reflect on their attendance needs and create goals to measure their progress. We have noticed that students have shown improved attendance based on the goals that were collaboratively created and as unique barriers were addressed.
Grade 9 - 12 Re-engagement Students

The main priority for Secondary Students is credit attainment and wellbeing. The teaching staff work to consolidate communication and work load to support students to chunk the demands, organize work and create an individualized plan based on Trauma-Informed Teaching. The Re-engagement Team collaborates with in-school staff (ongoing communication with school staff - Administration, Guidance, Student Success Team, Special Education, Classroom teacher, and Support Staff), students and their families to ensure that accommodations and modifications are developed and followed consistently. Re-engagement team offers unique support during the transition into school, from semester to semester and between classes. As a result, students were able to achieve the following number of credits. Many of the students referred to the team have not been active academically prior to referral to the team.

In total, the team has dealt with a combined total of 76 high school students, resulting in a combined total of 97.5 high school credits. Please refer to the Credit Accumulation by High School Students chart below for more detailed information. Up to-date, the team has serviced 92 students. 29 cases have been closed. Please refer to the pie chart below for more detailed information.

The referrals made to the re-engagement team are based on student disengagement. The following systemic barriers were identified at the time of referral and were categorized by the Ministry of Education guidelines for the re-engagement strategy. The bar graph below identifies the disadvantaged populations represented (note that some students are impacted in more than one way).
Disadvantaged Populations Representation

The Social worker assigned to the Re-engagement team supports students and their families by assessing and intervening related to mental health and wellbeing. Assessments are completed in consultation with staff, students, caregivers, service providers and community members. Assessments inform the in-school staff and the re-entry/re-engagement plan. Ongoing collaboration with school, community and informal supports provides a consistent “wrap around” approach. The common mental health needs of students appear to be related to social anxiety, intergenerational trauma and stressors related to oppression. Students also require support with respect to self-regulation, self-advocacy, physical health needs and overall family/student functioning.

Psychoeducation is provided to caregivers, students and staff to build capacity in addressing barriers to re-engagement. This results in increased empathy, flexible approaches and team work between school and home. Community partners are engaged to further meet mental health needs of students and their families. The social worker on the team also provides individual sessions with families and students to build skills to cope with stress, build resiliency and better understand their development, mental health and agency. Sessions may also include psychoeducation related to the importance and intervention related to sleep hygiene, nutrition, physical activity and life and relationship skills.

In addition to clinical support, the Social Worker has monitored and documented the Attendance status of students in order to keep them on roll, while re-engagement efforts take place, where students have entered into a prolonged absence protocol.

In January 2022, two new re-engagement officers were hired centrally to support students who have credit deficits or were in-risk or at-risk of credit loss. As of March 1st, we had 31 referrals that have led to 14 credits rescued; 2 recovered.

Supports included:
- 1:1 at home school,
- supported home school CT, SST or Guidance
- Virtual meetings with students to support work completing
- Supported students to manage workload and prioritize assignments
- Check ins and support to ensure work was submitted
St. Don Bosco

Year to Date:
91 credits have been earned so far this year in Supervised Alternative Programs (SAL) including co-op, SWAC and safe schools programming.
A grade 10 alternate program was initiated in Semester 2. A total of 14 students are currently enrolled in 73 credits.

Summary:
This past year has presented a number of challenges for students. Yet given these unprecedented times, the Student Success strategy continues to offer robust experiential learning opportunities to support student achievement and pathway planning, including additional and intentional supports for our most vulnerable students.

In terms of our stated key performance indicators, while our overall numbers are down for students involved in experiential learning opportunities, we continue to trend above the provincial average in OYAP participation, SHSM enrollment, and we did achieve a 63% SHSM Red Seal completion rate in June 2021. Additionally, our re-engagement numbers have increased steadily and we continue to support students who have credit deficits and/or learning loss.

It remains true that our goals are best accomplished with an integrated approach where school and district teams work closely with each other to identify students in need, build personalized plans of support for each student, and utilize effective monitoring processes to evaluate the success of the strategies and programs employed. In our Catholic/Christian Tradition, the gospel imperative to seek those that are lost and return them to the embrace of the community is embedded in scripture and in the corporal acts of mercy. Our schools are most effective and our mission is best realized when all students have the opportunity to succeed.

While COVID-19 continued to offer challenges, the staff and students at WCDSB continued to adapt to the changing learning landscape.

Recommendation:
This report is prepared for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education
Annalisa Varano
Superintendent of Learning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise ac
Date: March 28, 2022
To: Board of Trustees
From: Director of Education
Subject: 2022 Catholic Trustee Determination and Distribution

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:
As part of the upcoming elections, Trustees are required to pass certain motions to determine the number of Catholic Trustees that will be elected in 2022 as well as the areas they will represent. In addition, the Board is required to appoint an audit committee for purposes of reviewing election expenses if a related dispute arises. This report provides information on these processes.

Policy Statement and/or Education Act/other Legislation citation:
- Education Act Section 58.1 “Regulations: district school boards”
- Ontario Regulation 412/00 “Elections to and Representation on District School Boards”
- 2022 MPAC “Population of Electoral Groups Report”
- Trustee Determination and Distribution Guide for Ontario District School Boards 2022 (Province of Ontario)
- Municipal Elections Act “Compliance Audits and Reviews of Contributions” Sections 88.33, 88.34, and 88.37

Alignment to the MYSP:
N/A

Background/Comments:
By March 31, 2022, school boards are required to complete a Trustee Determination and Distribution Report. This report will be used by local municipalities to fulfil their administrative duties as relates to the 2022 municipal elections. The report also provides information to candidates who are interested in running for the position of school board trustee on the number of positions to be elected in their area.

Following are the requirements:

1. Trustees must approve a motion identifying the number of Catholic Trustees that will be elected in 2022 (Trustee Determination).
2. Trustees must approve a motion identifying the geographical areas that Catholic Trustees will represent (Trustee Distribution).
3. Trustees must approve a motion establishing, or to not establish, low enrolment areas.
4. Trustees must appoint members to an Election Expense Compliance Audit Committee.
The first three motions need to be approved by March 31, 2022. The last by October 1, 2022.

**Trustee Determination**

Trustees have the option of choosing for the 2022 election:

1. The number of Trustees determined for the general election in 2006. That number is set at 9.
2. A different number calculated using the formulae contained in Ontario Regulation 412/00. Using the recommended web-based calculator located on the Ontario Educational Services Corporation (OESC) website, that number is 8. The calculations are shown in Appendix A to this report.
3. A lower number to a minimum of 5 Trustees.

Given the growth in enrolment in recent years, future enrolment trends, and increasing interest in our faith-based education system, a reduction in the number of Trustees representing Catholic ratepayers is not desirable. Further, having an even number of Trustees (8) has the potential to create challenges with future decision making (i.e., tied votes).

A recommendation supporting a total Catholic Trustee complement of 9 can be found below.

**Trustee Distribution**

Historically, the geographic areas of representation have been as follows:

Kitchener Wilmot – 4 Trustees
Cambridge North Dumfries – 3 Trustees
Waterloo Woolwich Wellesley – 2 Trustees

Some math 😊

A prescribed calculator has been provided by the province to assist boards in assessing representation options.

The calculator provides an area ‘quotient’ which is the percentage of Catholic school supporters in an area in relation to the number of Catholic school supporters in the Region.

The groupings of municipalities and townships can be changed for the upcoming election if desired by adding together different combinations of area quotients. The total of each grouping of area quotients equals (with rounding) the number of Trustees for that area.

The Board also has the option of identifying one or more areas as an area of low population. The identification allows the Board to modify the area quotients to increase the number of Trustees for an area (but in total, Trustees are still capped at 9). Boards often make this designation in low population areas where extensive growth is projected during the upcoming 4 year term. As this would not apply to WCDSB, a recommendation will be made that the Board not identify any areas low population. If Trustees wish to explore this option, there are prescribed templates and calculations for this purpose which can be provided upon request.

Assuming that Trustees are comfortable with the current combination of townships and municipalities, following are the calculations for WCDSB using the 2022 area quotients:
The allocations would remain unchanged.

Should Trustees wish to model different combinations of townships and municipalities, management is providing the following spreadsheet for this purpose: Distribution Modelling.xlsx

A recommendation supporting an unchanged distribution can be found at the end of this report. If the Board determines a different distribution is preferable, the recommendation can be modified to suit.

**Election Expense Audit Committee**

By October 1, 2022, the Board is required to appoint members to its Election Expense Audit Committee for the next 4 year term. The Committee only sits if there is a challenge to a future Trustee’s election campaign expenses.

The Municipal Elections Act requires that members cannot be:
- An employee of the Board
- A Trustee of the Board
- A candidate in the upcoming election

An Election Expense Audit Committee can be shared between municipalities and or school boards. Management has had discussions with staff at Waterloo Region District School Board about continuing the current sharing arrangement between the school boards. Membership would consist of 4 community members who currently sit on
each board’s Audit Committee. In the future a report will be brought back requiring the Board of Trustees to appoint each member to the committee.

Recommendations:

1. That the Board of Trustees determine the number of Catholic Trustees to be elected in the 2022 Municipal Election is 9.
2. That the Board of Trustees not designate any municipality as an area of low population for the purposes of Trustee distribution in the 2022 Municipal Election.
3. That the Board of Trustees, for the purpose of the 2022 Municipal Election, distributes 9 Catholic Trustees as follows:
   Kitchener / Wilmot – 4 Trustees
   Cambridge / North Dumfries – 3 Trustees
   Waterloo / Woolwich / Wellesley – 2 Trustees

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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

#### Trustee Determination

**Submitted Data**

<table>
<thead>
<tr>
<th>District School Board</th>
<th>Waterloo Catholic District School Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of Board's Electoral Group</td>
<td>93,672</td>
</tr>
<tr>
<td>The final day school average daily enrolment from your board's 2021-22 Estimates data</td>
<td>22,770</td>
</tr>
</tbody>
</table>

#### Result

<table>
<thead>
<tr>
<th>Data</th>
<th>Source</th>
<th>Figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Population of electoral group</td>
<td>MPAC (PEG Report)</td>
<td>BOX 1 93,672</td>
</tr>
<tr>
<td>2. Board area</td>
<td>TABLE 1, O. Reg. 412/00</td>
<td>BOX 2 1,383</td>
</tr>
<tr>
<td>3. Board density</td>
<td>Population divided by area</td>
<td>BOX 3 67.731</td>
</tr>
<tr>
<td>4. Dispersal factor</td>
<td>TABLE 5, O. Reg. 412/00</td>
<td>BOX 4 0.0</td>
</tr>
<tr>
<td>5. Number of population-based trustees</td>
<td>TABLE 2, O. Reg. 412/00</td>
<td>BOX 5 8</td>
</tr>
<tr>
<td>6. Additional density-based trustees</td>
<td>Refer to TABLE 3, O. Reg. 412/00 using board density figure</td>
<td>BOX 6 0</td>
</tr>
<tr>
<td>7. Additional density-based (area adjusted) trustees</td>
<td>Refer to TABLE 4, O. Reg. 412/00 using board density figure</td>
<td>BOX 7 0</td>
</tr>
<tr>
<td>8. Lesser of BOX 6 and BOX 7</td>
<td>Refer to rules set out in O. Reg. 412/00, s.3</td>
<td>BOX 8 0</td>
</tr>
<tr>
<td>9. Additional trustees based on dispersal factor</td>
<td>Refer to rules set out in O. Reg. 412/00, s.3, using Dispersal factor</td>
<td>BOX 9 0</td>
</tr>
<tr>
<td>10. Total number of additional trustees (greater of BOX 8 and BOX 9)</td>
<td>Refer to rules set out in O. Reg. 412/00, s.3</td>
<td>BOX 10 0</td>
</tr>
<tr>
<td>11. Minimum number of population-based trustees plus additional trustees</td>
<td>Refer to rules set out in O. Reg. 412/00, s.3</td>
<td>BOX 11 8</td>
</tr>
<tr>
<td>12. Minimum number of enrolment-based trustees</td>
<td>Refer to rules set out in O. Reg. 412/00, s.3</td>
<td>BOX 12 8</td>
</tr>
</tbody>
</table>

**Number of elected trustees = The greater of BOX 11 and BOX 12** | 8 |

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Trustee Determination & Distribution Calculator

Trustee Distribution

Submitted Data

<table>
<thead>
<tr>
<th>District School Board</th>
<th>Waterloo Catholic District School Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of Board's Electoral Group</td>
<td>93,672</td>
</tr>
<tr>
<td>Number of elected trustees (If your board has passed a resolution to reduce its trustee positions, pick a new number from the drop-down menu)</td>
<td>9</td>
</tr>
</tbody>
</table>

Trustee Distribution – Template A

<table>
<thead>
<tr>
<th>Column 1 Name of Municipality / Ward</th>
<th>Column 2 Electoral Group Population</th>
<th>Column 3 Electoral Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dumfries 3001</td>
<td>1,871</td>
<td>0.18</td>
</tr>
<tr>
<td>Cambridge 3006</td>
<td>28,871</td>
<td>2.774</td>
</tr>
<tr>
<td>Kitchener 3012</td>
<td>40,901</td>
<td>3.93</td>
</tr>
<tr>
<td>Waterloo 3016</td>
<td>15,605</td>
<td>1.499</td>
</tr>
<tr>
<td>Wilmot 3018</td>
<td>2,462</td>
<td>0.237</td>
</tr>
<tr>
<td>Wellesley 3024</td>
<td>1,363</td>
<td>0.131</td>
</tr>
<tr>
<td>Woolwich 3029</td>
<td>2,599</td>
<td>0.25</td>
</tr>
<tr>
<td>TOTALS</td>
<td>93,672</td>
<td>9</td>
</tr>
</tbody>
</table>

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March was a month of new beginnings at our WCDSB schools. With COVID-19 restrictions changing and outdoor weather becoming more accommodating students have begun to hope for more in person events. Elementary and secondary schools have begun planning ways to celebrate their graduates and are hoping for the first time since the pandemic to see celebrations return to relatively normal. Schools found unique ways to celebrate international women's day and fundraise for Ukraine relief. Students are excited for the events and activities to come as we move into spring.

**Common Activities Hosted by The Schools:**

- **Multicultural Week:** March 7th-11th was multicultural week where St. David decorated the halls with flags and images of different countries around the world, and St. Mary's is doing Multicultural Mondays where songs of different cultures are played on the announcements.
- **Important Dates:**
  - **International Women’s Day:** March 8th was International Women’s Day, where St. Mary’s made a playlist for morning announcements and a montage of women amongst
the teachers and administration, and Monsignor Doyle and Resurrection made informational Instagram posts.

- **World Down Syndrome Day**: March 21st was World Down Syndrome Day where all schools encouraged students to wear mismatched socks.
- **St. Patrick’s Day**: March 17th was St. Patrick’s Day where Monsignor Doyle played songs on the morning announcements by Irish artists and hosted a clover scavenger hunt around the school for prizes.

- **Ukraine Relief**: Schools promoted the WCDSB campaign to spread awareness about Ukraine. Donations were collected through School Cash Online and forwarded to the Canadian Red Cross. St. David also sold snacks to collect spare change.
- **Resurrection E-Sports**: Resurrection is starting an e-sports league which will be a series of video game tournaments. This will be a part of the grade wars tournament for students to earn points in and win prizes.

**Student Trustee Role Update:**

- **ESLC Update**: On March 8th information regarding ESLC was shared with our elementary schools. Intermediate teachers were provided a google form to pass on to their selected intermediate students. All schools are being asked to sign up their students by April 1st for our conference to run on April 14th!
- **Menstrual Equity Meeting**: On March 17th Trustee Simoes, Trustee Wilson and the two incoming Student Trustees Chloe and Anika, met with Kevin Hiebert, a representative from changing the flow. This meeting highlighted the greater need for menstrual equity action and conversation within the WCDSB. At the upcoming Senate meeting the Student Trustees plan to highlight menstrual equity and brainstorm with the high school Co-Presidents ways we can better advocate for menstrual equity at the student level. Chloe and Anika are excited to be part of this conversation and carry on any work into the coming year!
- **Student Trustee Mentoring**: Every Thursday for the month of March, Trustee Simoes has been meeting with our incoming Student Trustees online for 30 minute mentoring sessions. So far she has covered board meetings, in camera meetings, board reports and OSTA-AECO with Chloe and Anika. These smaller mentoring sessions allow for the incoming Student Trustees to learn the role in parts, ask any questions they may have along the way, and feel more prepared for the year ahead. Trustee Simoes has the intent of continuing these weekly meetings all the way until June.
- **OSTA-AECO Work**: Trustee Wilson has been busy organizing the Ontario Student Voice Awards for the Ontario Student Trustee Association (OSTA-AECO). Student Senate has been helping promote the 6 $1000 awards for graduating students across Ontario, with applications opening in late February and closing in late March.

**Recommendation:**
This report is for the information of the Board.

**Prepared/Reviewed By:**  
Sarah Simoes and Sarah Wilson, Student Trustees
*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Date: Mar 28, 2022
To: Board of Trustees
From: Chair of the Board
Subject: Chair’s Report

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**Policy Statement and/or Education Act/other Legislation citation:**
- Policy I 001 Ends
- Policy II 003 Board Job Description
- Policy II 004 Advocacy and Advertising

**Background/Comments:**
- Attended weekly teleconference calls with Minister Lecce, prepared summaries for Trustees
- Attended Governance review of By-laws
- Several meetings and calls with Director regarding mask mandates and other on-going items.
- Fielded several media requests for comment on mask mandates and other news items.

**Recommendation:**
This report is for the information of the Board.

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

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
March 3, 2022

MEMORANDUM

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

CC: OCSTA Directors and Staff
    Board Secretaries and Administrative Assistants
Further to our memorandums related to the Education Accessibility Standards Working Group, on January 28, 2022, the group submitted its final report and recommendations to the Minister of Seniors and Accessibility. The report, background information on the working group’s membership and meeting minutes are now public and available at https://www.ontario.ca/page/kindergarten-grade-12-k-12-education-standards-development-committee.

Background
In 2017, the Minister responsible for accessibility established the Education Standards Development Committee—a group of representatives comprised of people with disabilities, disability organizations, Trustees and a representative from OCSTA (Steve Andrews, Director of Legislative and Political Affairs) and other sector experts—to develop recommendations for a proposed accessibility standard to address barriers in publicly funded K-12 education. The group meet monthly over the past four years to develop its recommendations.

Recommendations
The committee put forward initial recommendations and asked for public feedback in the fall of 2020 to help them refine their final recommendations to the Minister responsible for accessibility. The committee then reviewed all comments, finalized their recommendations and submitted them to the Minister of Seniors and Accessibility for consideration in January 2022.

Next Steps
The Ministry of Seniors and Accessibility and the Ministry of Education will now review the reports’ recommendations and draft submissions to cabinet for the creation of a K-12 education standard regulation under the Accessibility for Ontarians Disability Act (AODA).

I would like to thank Steve Andrews for this important work and contributions to the Education Accessibility Standards Working Group.

If you have any questions or would like a copy of the final report, please contact Steve Andrews at sandrews@ocsta.on.ca or me at pdaly@ocsta.on.ca.

Patrick J. Daly,
President

MARIE PALOMBI
Ontario Catholic School Trustees’ Association
1804 – 20 Eglinton Avenue West
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Loretta Notten
Director of Education
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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, March 8, 2022 12:03 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - Ontario Modernizing School Science Curriculum

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

March 8, 2022

MEMORANDUM

TO: Chairpersons and Directors of Education
   • All Catholic District School Boards
Please see Ontario news release below, sent to you for your information.

## NEWS RELEASE

### Ontario Modernizing School Science Curriculum

Improved curriculum to emphasize critical life and job skills, including the skilled trades

**March 08, 2022**

**Ministry of Education**

TORONTO — To ensure students have critical life and job skills, the Ontario government is introducing a new science and technology curriculum and de-streaming the Grade 9 science course for the upcoming 2022-23 school year.

The *Ontario Curriculum, Grades 1 to 8: Science and Technology, 2022*, and the planned changes to the new de-streamed Grade 9 science course, are part of the government’s plan to align curriculum changes with the province’s economic needs and place an emphasis on critical life and job skills, including the fast-growing skilled trades.

Ontario’s elementary science and technology curriculum was last updated in 2007.
and the Grade 9 course was last updated in 2008. Since then, significant scientific and technological innovations such as the advancement of smartphones, everyday use of 3D printing and genomic vaccines have emerged, and the global economy has changed. The updated curriculum responds to these changes with the goal of positioning Ontario as a leading jurisdiction in STEM, helping to prepare students for the jobs of tomorrow.

The new curriculum will be implemented in September 2022, in time for the 2022-23 school year as part of the government’s plan to ensure that all students have the foundational, transferable and entrepreneurial skills they need to compete in a rapidly changing world.

“Ontario has transformed the curriculum to now emphasize STEM education across all grades, embedding life and job skills that will support the next generation of scientists, innovators and entrepreneurs,” said Stephen Lecce, Minister of Education. “From finding new cures for cancer, to space robotics that reach new planets, and the development of artificial intelligence and technologies that are changing the economy, Ontario's new science and technology curriculum is focused on giving young people the skills to think critically, dream boldly and chart new pathways forward for our economy.”

For the first time in Ontario history, the revised curriculum includes required learning on real-world connections between science, technology, engineering and mathematics. New expectations include:

- **Coding:** mandatory learning on coding from Grades 1 to 9, consistent with the math curriculum, to further enshrine Ontario as a STEM leader. For example, in Grade 3, students can learn how to program a small robot.
- **Connecting STEM Learning:** for the first time, Ontario has dedicated learning expectations from Grades 1 to 9 which explicitly connects science, technology, engineering and mathematics to real-world issues.
- **Emerging technology:** students will learn about the rise and application of advanced research, robotics and the development of artificial intelligence (AI) systems. Students can learn about the impact and application of AI in their daily lives, including facial recognition, autonomous vehicles, drones and search engines.
- **Skilled trades:** mandatory learning from Grades 4 to 9 on the relationship between how advancements in science and emerging technologies are enhancing the skilled trades and providing exciting career opportunities.
- **Food literacy:** learning related to food literacy in every grade that empowers students to make decisions that affect physical and mental health, consider local food production, and the scientific processes involved in agriculture.

The previous curricula did not contain required learning related to the skilled trades. Students will now explore how science relates to careers in the skilled trades and how emerging and new technologies impact these careers. These new learning expectations within the curriculum will ensure Ontario’s students are at
the forefront of emerging innovation, thought and able to compete in the global economy.

To support the continuum of learning in mathematics, the ministry is also issuing an addendum for each of the Grade 10 Academic and Applied Mathematics courses, to be implemented for the 2022-23 school year. The addenda outline additional learning expectations to support students in their learning as they transition from the new de-streamed Grade 9 Mathematics course to the current Grade 10 Mathematics courses.

**Quick Facts**

- Results from the province-wide consultation in fall of 2018 showed that only 21 per cent of survey respondents believed that Ontario’s schools were doing enough to promote STEM education in elementary school and 65 per cent of telephone townhall participants felt students should be learning more about STEM topics at an earlier age.
- To develop the revised elementary science and technology curriculum, Ontario reviewed current research and best practices from leading jurisdictions and incorporated feedback from education stakeholders and partners, including postsecondary institutions and Indigenous partners.
- Revising the elementary science and technology curriculum and developing the new Grade 9 science course is the next step to ensure that Ontario students will be prepared with the STEM skills they need to be successful in secondary school and beyond.
- The ministry is committed to continuing to support educators with teaching STEM and is partnering with subject associations and third-party organizations, including Ontario Science Centre, Science North and Let’s Talk Science, to develop classroom-ready resources and professional learning opportunities for educators in the months leading up to classroom implementation and throughout the 2022-23 school year.
- The ministry is also partnering with Science North to provide STEM supports for students in Grades 7 to 10, including those students traditionally underrepresented in STEM. This will provide opportunities for students to develop real-world job skills in STEM fields.
- In July 2020, the Ontario government announced new changes to the education system to ensure all students can reach their full potential. As part of this action, the province has ended Grade 9 streaming into applied and academic courses.
- The elementary math curriculum for Grades 1 to 8 was issued in June 2020 to better prepare students for work in a rapidly changing world, strengthen math competence and improve grades.
- The de-streamed Grade 9 Mathematics course was issued in June 2021 as part of the province’s four-year mathematics strategy to ensure all students can build the skills and confidence they need to succeed and excel. The course includes mandatory new learning on coding, data literacy, mathematical modelling and an
emphasis on financial literacy.

Quotes

"As an organization dedicated to promoting careers in skilled trades and technologies to youth, Skills Ontario fully supports the modernization of the curriculum to include skilled trades and better address STEM. Encouraging youth to explore these pathways is vital to our success as a province. We are thrilled to continue our strong partnership with the Ontario government and the Ministry of Education, and we remain committed to supporting and encouraging the next generation of skilled trade and technology leaders."

- Ian T. Howcroft
Chief Executive Officer, Skills Ontario

"At First Robotics Canada, we recognize the importance of increasing the representation of women in STEM and we are excited to be part of today's announcement with the Provincial Government. It’s great to see our government modernizing Science and Technology curriculum in Ontario to include more STEM concepts and experiential learning. Creating pathways for women in STEM through this new curriculum will lead to an increased diversity of thought which will have significant advantages for Ontario's future."

- Arti Javeri
Vice- President partnerships, First Robotics

Additional Resources

- Supporting STEM Achievement in Ontario
- Curriculum and Resources website
- Parent Guide

Media Contacts

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Communications Branch
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NEWS RELEASE

OCSTA Urges Caution as Pandemic Health and Safety Measures Lifted

FOR IMMEDIATE RELEASE

TORONTO—March 9, 2022—“Today’s announcement, by Dr. Kieran Moore, that a number of health and safety measures are to be lifted in schools is a positive step towards a return to normalcy and a cause for hope,” said Patrick Daly, President of the Ontario Catholic School Trustees’ Association.

“It is also cause to acknowledge the heroic work of system and school leaders, teachers, support staff, parents, students and trustees. Saying that, we know there continues to be a need to proceed
with caution to prevent the risk of diminishing the progress that has been made to date.

As they have throughout the pandemic, Catholic school boards will continue to work closely with local public health agencies and place priority on the health and safety and well-being of their students and staff. We know that as we continue to return to a state of much anticipated normalcy, there will be a real need to act with charity—understanding that the circumstances and comfort levels of individuals will vary,” added Mr. Daly.

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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March 9, 2022

MEMORANDUM

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

CC: OCSTA Directors and Staff
    Board Secretaries and Administrative Assistants
On Thursday, March 10, 2022, Parents of Black Children will be releasing a provincial report documenting incidences of anti-Black racism within the education system in Ontario. In advance of the public release of the report N. Milanetti and I, as well as representatives from some Catholic School Boards attended a briefing in which findings and recommendations were shared.

Please find attached for your information and review a copy of the full report entitled: “A CALL TO ACTION: Systems Abuse of Black Students with Ontario’s education system”.

---

Patrick J. Daly  
President

Attachment

CONNIE ARAUJO-DE MELO  
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A CALL TO ACTION:
Systems abuse of Black students within Ontario’s education system

Presented to:
Ontario Human Rights Commission

March 2022
# Table of Contents

- Introduction 3
- The need for Parents of Black Children 5
- Black educators’ experiences of anti-Black racism 6
- Black families’ experiences of anti-Black racism 7
- What is anti-Black racism? 8
- What is systems abuse? 9
- Anti-Blackness and trauma in the classroom 10
- The collection of PoBC anti-Black racism data 11
- Fighting for our children: The current issues 14
- Supporting students through PoBC systems navigation 16
- When does PoBC get involved? 17
- How the Roadmap to Education System Navigation works 18
- Case Studies 20
- Appendix I 29
- Appendix II 51
- References 56
For generations, Black people have faced and overcome anti-Black racism and debilitating prejudices in many forms; from historical slavery and displacement to the ongoing effects of colonialism and systemic oppression. Recent events, namely the murder of George Floyd in the United States in May 2020, have brought a greater public awareness to issues of police brutality and other forms of systemic oppression and state-sanctioned violence against Black people.

The increase in awareness has created more discourse on the topic of anti-Black racism worldwide, and we are finally seeing individuals, institutions, and governments acknowledging the reality that structural barriers do, in fact, exist. While this is a step in the right direction, Black communities in Canada are calling for concrete institutional reform and policy changes to ensure the rights and freedoms of Black people, Black families, and Black children are protected.

Many Canadians often look to the U.S. when discussing issues of anti-Black racism and do not acknowledge that anti-Black racism is prevalent in their own backyard. Most would be shocked to discover just how much the issue is built into our very own school systems. In fact, anti-Black racism has occurred in the Canadian education system for over a century and includes the legacy of segregated schools for Black students.

Within the province of Ontario, years of collected research, data, and testimonials of those with lived experience have made one thing clear: there is an anti-Black racism crisis in Ontario’s education system with little to no systemic policies to address it. This contributes to the emotional abuse and harm inflicted on Black children, who are subjected to daily interactions with those who are harming them.

Racism is violence. Racial violence is trauma. This fact has been documented by numerous mental health experts and healthcare authorities throughout Ontario. Yet, despite understanding the violence and trauma that anti-Black racism inflicts on Black students and their families, there are few accountability measures within the Canadian educational system to protect Black children.

This is our job. Since September 2020, Parents of Black Children (PoBC) has provided Systems Navigation services to families and Black children in Ontario. We’ve extended our services to support families across Canada and in the United States.
Our Systems Navigation initiative is designed to stand beside parents as they navigate the education system.

We learned from organizations such as Cancer Care Ontario, now part of Ontario Health, and the Ontario Association of Children’s Aid Societies (OACAS) community-based initiative, One Vision One Voice. We leaned on their best practices and processes to ensure that Black families and their children can access specialized, formalized education Systems Navigators, who are culturally sensitive and who understand the barriers Black children are faced with. When families contact PoBC about issues related to their child’s education, our Systems Navigators provide support as they interact with their child’s school and school board administrators. The navigators attend meetings, provide advice, and make connections with school boards or community groups to help eliminate barriers and act as a neutral third-party to help express the unique needs and challenges faced by African-Canadian families in the education system.

We are not the first to support Black families navigating the education system. Black community members and groups have provided these supports for decades. However the PoBC’s Systems Navigation program was the first formalized program of its kind in Ontario. In early 2021, the provincial government announced the launch of 17 Student and Family Advocate programs (SFAs) modelled after Parents of Black Children’s System Navigation program, with PoBC leading the SFA Community of Practice.

In this unique position, we have been privy to many instances of anti-Black racism within the education and adjacent systems. In this report we will outline the negative consequences of systems abuse focusing on providing case study examples of incidents we have worked to resolve, as well as providing a report of all cases and instances of emotional harm against Black children we have seen across this province. Moreover, this report will also provide a summary of instances of anti-Black racism witnessed by teachers, and those working within the education system, compiled via the Parents of Black Children anonymous online racism reporting tool for education workers (https://parentsofblackchildren.org/school-racism-reporting-tool/), launched in March 2021.

This report will also examine the accountability aspects of mandating reports, arguing the importance of data collection in substantiating the existence of anti-Blackness within the education system. The current lack of data reflects negligence, biases, and the refusal to hold individuals, groups, and institutions accountable. The report ends with a call-to-action to invoke immediate and constructive policy and accountability changes to address anti-Black racism within Ontario’s education system.
Systems Abuse of Black Students within Ontario’s Education System

The need for PoBC

We know that regardless of where Black children live they are facing anti-Black racism in the education system. Currently, PoBC operates in Ontario and is federally incorporated. An Ontario Trillium Foundation grant for the United Parents Project used the Greater Toronto Area’s York Region as a pilot to test the idea of using Systems Navigation in education, parent mentorship, and knowledge-building workshops. PoBC also has U.S. chapters in Maryland and Pennsylvania.

Independent studies have found that Black students face barriers in education. This is not simply our lived experience, but data-driven proof that requires that school boards and the Ontario government make concrete changes to ensure that Black students receive the education and support they deserve.

Teachers and parents in the Black community who participated in the ground-breaking 2017 York University report Towards Race Equity in Education, said that parents of Black children needed to be more engaged and observant to ensure their children had the same learning opportunities as others.

For these reasons, a Black-led, Black-focused organization like Parents of Black Children was created to support Black families province-wide.

The goals of PoBC are to:

• Be the voice of all parents of Black children, so no parent has to fight alone for a just, safe, and equitable education for their child.
• Work to eliminate anti-Black racism and the oppression of Black students at school and interconnected systems.
• Advocate to ensure school boards collect rigorous disaggregated race-based data.
• Open a continued dialogue with school boards, independent, and private schools about anti-oppressive practices, culturally responsive pedagogy, and anti-Black racism within their schools and connected systems.
• Increase the knowledge of parents of Black children, and Black students, to advocate for change within the education and connected systems to help facilitate their success.

As PoBC works toward the common goals of creating sustainable, systemic, and transformational change in Ontario’s education systems, we are grounded in principles based on anti-Black racism analysis, including:

• Analyzing power. Our job is to identify and unpack systems of oppression that have shaped school boards and education policies and practices including white supremacy, colonialism, and anti-Blackness.
• Transparency and accountability. Our job is to operate in a fully transparent manner and be accountable to Black parents, by providing community members with detailed information about PoBC, our processes, leadership, and outcomes.
• Listening. Our job is to prioritize the voices of Black parents and children, elders, LGBTQ2S+, and members of religious minority groups, through their own words. We support non-Black parents of Black children, but first they must recognize their own privilege.
• Appreciation & gratitude. Our job is to appreciate and respect all intersections of Blackness. Through appreciating all facets of the Black experience, we will reach our goal of dismantling white supremacy and creating equitable environments for all Black children.
Black educators’ experiences of anti-Black racism

In March 2021, Parents of Black Children launched the first anti-Black racism reporting tool for education workers. The School Racism Reporting Tool is an anonymous tool accessible through the PoBC website. To date over 150 respondents have completed the racism reporting tool.

The experiences of Black educators in the workplace differ significantly from non-Black educators. Black education workers are consistently faced with targeted racial violence at work by students, parents, and colleagues. They are facing incidents of anti-Black racism while also bearing witness to the anti-Black racism suffered by students in their care.

Black educators and administrators who are doing the work of eradicating and dismantling anti-Black racism often become targets for abuse and harassment. The voice of the Black teacher working to create an anti-racist environment for Black children is seen as the problem, instead of the problem being anti-Blackness and racism.

There are no systems of accountability and reporting for educators, nor are there mechanisms in place to support those who are victimized. Although teacher federations, unions, and representative organizations are some of the most wealthy and well-resourced organizations in the country, they lack the will, expertise, or capacity to proactively protect educators from racial abuse and structural violence. The School Racism Reporting tool allows any educator, custodian, administrator, or anyone working within the education system – regardless of their race – to report instances of anti-Black racism that they have experienced or witnessed.
Black families’ experiences of anti-Black racism

The experiences of Black families within the education system is complex and prevalent. Children are forced to deal with painful and egregious harm at schools which do not have the appropriate mechanisms in place to protect them. These students are racially targeted by peers and teachers at school. In addition to the interpersonal violence, they also have to contend with racially biased curriculum, evaluation practices, and policies at school that put them at risk daily. Black educators experience and/or witness anti-Black racism firsthand, but Black families’ experiences with anti-Black racism in the education system is through their children’s interactions with the system.

Some of the most alarming and egregious cases of anti-Black racism towards students have occurred in Catholic school boards in Ontario.

Black families within the education system often contact PoBC for support as their last resource to gain meaningful results. This usually occurs after most families have approached the education system for a resolution themselves, only to be left feeling more vulnerable and alienated.

Only 35% of education system staff respondents felt comfortable to raise their concerns with their school board

Only 24% of education system staff respondents felt comfortable to raise their concerns with their union
What is anti-Black racism?

Within schools and adjacent systems, Black students face overt racism, such as being called the n-word to being beaten and bullied simply because they are Black. The physical and emotional scars of these occurrences are evident and lifelong. However, there are elements of racism that are far more insidious and covert which go unnoticed by everyone except the victim. Racism comes in the form of neglect and omission, such as ignoring a child’s raised hand in the classroom, not acknowledging their abilities and not recognizing the contributions of Black people and their realities, all of which can make Black children feel invisible and devalued in their educational environments.

**Types of neglect include, but are not limited to:**
- Isolating a student due to normal child-like behaviours
- Refusing to teach a student or providing a below standard education
- Refusing to follow or revisit students’ Independent Education Plans (IEP)
- Not expressing to parents the educational needs of the child until the last minute
- Ignoring a child’s concerns in or outside of the classroom
- Disregarding instances of bullying or emotional harm to Black students

**Acts of anti-Black racism include, but are not limited to:**
- Using texts and teaching materials that degrade Black people
- Refusing to reprimand white and non-Black students for using the n-word against Black students
- Applying harsher discipline for Black children
- Low academic expectations
- Adultification of Black children
- Surveilling Black children at school
- Disrespecting parents and family members of Black students
- Targeting students or families due to race
- Gaslighting parents, family members and students who come forward with complaints and concerns
PoBC defines systems abuse as a system or institution that neglects or abuses a child in their care through program, policy, procedure, or individual interaction. Systems abuse occurs when the child’s basic rights are in any way exploited or violated, and is detrimental to the child’s health, safety, or emotional and physical well-being.

Systems abuse happens when preventable harm is done to children in the context of policies or programs which are designed to provide care or protection. The child’s welfare, development or security are undermined by the actions of individuals or by the lack of suitable policies, practices or procedures within systems or institutions. This includes, but is not limited, to:

- Trite reporting (unnecessary complaints) to Children’s Aid Societies (CAS) and using the excuse of duty to report
- Unwarranted calls to the police on Black students or families
- Use of IEPs and assessments to portray a negative narrative of Black students and families
- Colluding with daycare providers to manufacture negative stories

This unified collusion of systems works against Black families and children, denying them opportunities to be successful, safe, and to have their humanity valued.

Institutions protect each other through individual lack of action and insufficient policies, practices, or procedures. When the education system fails to provide the necessary services, this leads to a breakdown of the child’s social support and Black children are disproportionately affected. Systems abuse occurs when a system or institution neglects or abuses a child in their care through programs, policies, procedure, or individual interactions. Systems abuse is the collusion of systems to protect each other amidst the harm of Black children.

It is unequivocal that school boards across Ontario are participating in sustained systems abuse that is harmful to the mental, emotional, and physical health and well-being of the Black children entrusted to them.
Anti-Blackness and trauma in the classroom

Anti-Black racism, which Black children face from birth, can be seen as a social determinant of health. Statistics and data from a number of organizations shows that racism is an important cause of unequal health outcomes for racialized Canadians. What does that mean? According to the Canadian government, “discrimination against Black people is deeply entrenched and normalized in Canadian institutions, policies, and practices and is often invisible to those who do not feel its effects.” Black children also feel the effects of anti-Blackness in the systems they interact with. These institutions do not always recognize this discrimination and how it affects the Black students in their care.

Black families battling anti-Blackness and its effects is not new.

History shows that Black parents have had to fight for their children to go to school in peace and receive an equitable education, but education is a fundamental freedom for all Canadian children. All families are worthy of preservation and success, which is why PoBC established the community support of Systems Navigation to ensure anti-Black racism is reduced and ultimately eliminated.

Schools are supposed to be safe spaces for all students. Spaces where they are taught and supported by caring adults. Unfortunately, for many Black children, this isn’t the case. Black families and students are subject to community policing and are held to unrealistic standards and expected behaviours. Outcomes for Black children are disproportionately poorer due to anti-Black racism and barriers in the educational system. Black children and their families who are facing these barriers develop feelings of isolation, lack of support, and often feel misunderstood.

Black parents are asked to trust institutions that have created barriers to limit the success of their children. It is hurtful for Black parents to send their children to school knowing many of the challenges they will face are based solely on their skin colour.

While there are Black children who successfully navigate the Ontario education system, that success, despite the overwhelming odds, is a testament to the perseverance and resilience of people of African descent. When a community is consistently subjected to trauma, trauma becomes their culture.
PoBC is doing what the province and the education system is not doing: collecting disaggregated anti-Black racism data. PoBC has two main methods of collecting information about anti-Black racism within the Ontario education system.

1. School Racism Reporting Tool
   - The PoBC school racism reporting tool is designed to collect instances of anti-Black racism, while empowering students, parents, families, teachers, school board members, and others to report acts of anti-Black racism in their local school systems. This anonymous tool is intended for anyone within the public, Catholic, and private school boards to report incidents of racism perpetrated by students, colleagues, school staff, board trustees, and other executive-level board employees.
   - A breakdown of the data collected through the School Racism Reporting Tool can be found in Appendix II: School Racism Reporting Tool Data Analysis.

2. Systems Navigation intake form
   - The PoBC Systems Navigation service is a wraparound support service for families. When contacted, PoBC acts as an emergency first responder to advocate on behalf of Black children and families. In these cases, Parents of Black Children receives consent to keep a detailed record of each incident of anti-Black racism experienced by the victim(s). In the Appendix I: Summary of PoBC Provincial Cases is the detailed breakdown of incidents of anti-Black racism from PoBC’s Racism Reporting Tool as well as from our Education System Navigation report. There are a number of ways that parents of Black children can connect to us for assistance:
     - Parents can refer themselves by visiting the website and completing the intake form.
     - Educators can refer parents, who will benefit from culturally responsive supports, relevant advice, and step-by-step guidance to manage issues in the education system.
     - Parents can be referred by community partners, including Black-focused, Black-led, and Black-serving (B3) organizations, Children’s Aid Societies, police, and community health centres.
   - Data collected through our intake form is used by the PoBC leadership team to advocate for all school board systems to formally report incidents of anti-Black racism. Our Systems Navigation team focuses on the resolution of the problem through a lens of accountability and sustainability. PoBC’s goal is to effectively manage each situation so that no other child has to go through a similar experience and to ensure that the people within the system know how to respond when anti-Black racism happens again. Our overarching goal is always dismantling anti-Black racism and creating a path for transformational change.
The collection of PoBC anti-Black racism data

School boards we see the most cases from:

- Toronto District School Board: 20.1%
- York Region District School Board: 9.8%
- Conseil des écoles publiques de l’Est de l’Ontario: 9.3%
- York Catholic District School Board: 6.7%
- Simcoe County District School Board: 5.7%
- Peel District School Board: 5.2%
- Dufferin-Peel Catholic District School Board: 4.6%
- Durham District School Board: 4.1%
- Durham Catholic District School Board: 3.1%
- Other: 3.3%

- African Canadian: 61.4%
- Bi-Racial: 24.8%
- African: 7.9%
- African Caribbean: 3.4%
- African Indigenous: 3.4%
- Other: 3.3%

How does your child identify?

- 59.8% of families have tried to raise concerns with their child’s school/board.
- 50% of families report experiencing anti-Black racism
- 23% of families report experiencing issues in specialized programs
- 14% of families report their children are experiencing recist bullying
- 3% of families report that Individual Education Plans are not being followed/considered
The collection of PoBC anti-Black racism data

How confident do you feel navigating the education system?
1 = not confident at all
5 = very confident

- 1: 36.7%
- 2: 20.8%
- 3: 25%
- 4: 10.8%
- 5: 6.7%

% of cases from Catholic school boards

- 24%

We are seeing many of the more egregious instances of harm to Black students coming from Catholic Schools in Ontario.

Region to watch....

Halton Region
Combined PoBC cases from both Halton school boards total 3%.

Although the number of reported cases in Halton is low, PoBC has been called to support multiple families who have requested support from other agencies. PoBC has also been contacted by parents with children at both boards as well as staff concerned about anti-Black racism.

Black parents within Halton Catholic District School Board have formed an affinity group to try and support each other due to the number of racist incidents they are facing.
Fighting for our children: The current issues

Racial abuse

- Black students are isolated and ostracized by teachers and students in their classrooms. Teachers separate Black students from their non-Black peers during class lessons, recess, and other times of the school day. We also see that non-Black students mimic the learned behaviours of white supremacy and oppression in their interactions with Black students. We have seen an alarming rate of non-Black students bullying and cyber-bullying their Black peers and Black children subjected to an overwhelming amount of emotional harm.

Lack of accountability

- There is a lack of accountability due to reporting not being mandated by the Ontario College of Teachers and other reporting bodies. Schools, school boards, and similar education systems are not required to record or keep track of acts of racism. This lack of accountability makes it challenging to enforce policies and procedures to counteract and protect Black students and teachers against anti-Black racism in the education system.

Shifting goal posts

- Black students are held to a higher standard of classroom conduct compared to their non-Black peers. We have seen cases where teachers and school staff blatantly choose not to extend the same amount of patience and understanding to Black students that they do to non-Black students. The minimization and dismissal of victimization of Black students have led to repeated harm and emotional violence towards Black students.

Weaponizing of Children’s Aid Societies (CAS) and police against Black families

- Black families are reported to CAS at much higher rates than non-Black families. These families are reported with little to no evidence based on the most trivial allegations. The impact of the forceful involvement of child welfare services and police departments is traumatic and results in long-lasting feelings of vulnerability and insecurity amongst Black families.
Use of racial slurs

- Repeated use of racial slurs meant to cause harm by educators, administrators, school board staff, and non-Black students, occur with little to no consequences and excuses offered. We have recognized repeated themes of vulnerability and insecurity amongst Black students and teachers due to the use of these slurs and the impacts they have on students’ abilities to learn as well as educators’ abilities to work.

Streaming of Black students from Kindergarten

- From the time that four- and five-year-olds walk into their local schools, the education system begins the process of streaming Black children into behavioural, remedial, and locally developed (below basic or general) programs. This streaming, or funneling, of Black children destroys their self-esteem and confidence and puts them on a trajectory of poorer educational outcomes. The system ensures that Black students are held to lower academic standards and they are not encouraged to realize their full potential. The teachers and school administrators then blame the children, not the system, for their low academic performance. The PoBC team has seen instances where Black students were streamed into courses well below their learning capabilities, imposing learning barriers and reinforcing power dynamics within the school environment that is comparable to white supremacy.
Supporting students through PoBC systems navigation

Systems navigation is building the capacity and knowledge of the education and adjacent systems by providing support and mentorship for Black parents dealing with the education system. The objective is to focus on developing community and connection while decreasing the stress on families navigating and coordinating their way through the system on their own. Systems navigation demands immediate restorative change, while other supports develop change over time through acquiring knowledge, skill levels, and attitudes on Black communities. With all of our supports working together, we will see an overall improvement of the behaviours, relationships, and leadership shown to Black children.

PoBC System Navigators are mediators between the community and the education system. The navigators use culturally tailored supports and language that help all parties work to resolve issues and support Black children.

Getting the help parents need: How systems navigation works

The work of System Navigators is to analyze power dynamics by identifying and unpacking oppressive policies and procedures that are found in school boards due to white supremacy, colonialism, and anti-Blackness. Systems Navigators are fully transparent, with parents knowing and understanding each step that’s made to support their children. They create a safer space by prioritizing the voices of Black families, children, elders, LGBTQ2S+, and members of religious minority groups.

Systems Navigators work one-on-one with affected families and, on occasion, they work with other Student and Family Advocates across Ontario. While we work with Black communities, we recognize that Black children can be supported by parents from other communities. These non-Black family members are welcome and are required to first recognize their privilege and not discount the past and present experiences of the Black community.

Systems Navigation appreciates and respects all intersections of Blackness and by accepting, appreciating, and celebrating all facets of the Black experience, we will reach our goals of dismantling white supremacy, eradicating anti-Black racism, and creating equitable outcomes and environments for all Black children.

This service is available to Black families through numerous referral systems. Parents can refer themselves by visiting www.parentsofblackchildren.org and completing the intake form.
When does PoBC get involved?

Think SAFE

- Support and consultation is needed when parents are experiencing challenges within the education system.
- Advocacy and Africentric wraparound supports for parents of Black children experiencing concerns in the education system (this includes children who have one Black parent).
- Free – Education is a human right, and equitable education is guaranteed in the UN Convention on the Rights of the Child, Article 28.
- Enable finding the right support, unpacking of anti-Black racism and help to deal with school administration, teachers, and board staff.

Identifying the need for System Navigation

Parents need the support of System Navigators because it is difficult to navigate the education system for many reasons, including anti-Black racism. As their parents may face anti-Blackness and microaggressions in the workplace, Black children face anti-Black racism in their classrooms. Anti-Black racism in the class may be seen in a number of ways, from blatant mistreatment of children to microaggressions that are hard to prove. Some examples include:

- Isolating a student due to common childlike behaviours
- Providing substandard education or no education at all
- Ignoring or not revisiting/reviewing IEPs
- Delaying the discussion of a child’s educational needs until the last minute
- Ignoring a child’s concerns in or outside of the classroom
- Refusing to address bullying or emotional harm to a student
- Using or allowing others to use the n-word or other slurs without punishment
- Ignoring when students say they are treated differently because of their race
- Singling students out for perceived cultural negatives. For example, asking ‘why are Black people so violent?’
- Targeting students or families due to race
- Using gaslighting techniques, such as talking about parents’ demeanour, to move attention away from the issues
How the PoBC Roadmap to Education System Navigation works

Our System Navigation prioritizes identifying areas and experiences of racism, neglect, gaslighting, and systems abuse of Black students and families during interaction with the education system.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>After identifying the areas of anti-Black racism, we contact the caregivers and service providers responsible such as schools, school boards, Children’s Aid Societies (CAS), Ontario College of Teachers (OCT), Early Childhood Education (ECE), Human Rights Tribunal of Ontario, Educational Ombudsman of Ontario, Office of the Independent Police Review Directors, and any other required organization.</th>
</tr>
</thead>
</table>
| Step 2 | We draft a letter on behalf of the student, parent or family and send it to the school/school board requesting a meeting as soon as possible. Due to the levels of vulnerability, harm and trauma involved within the education system, we treat each case as an emergency.  
  - It is important that all service providers and education stakeholders treat all cases of anti-Black racism as an emergency. |
| Step 3 | We identify follow-up plans and establish what is necessary to provide sustainable resolutions for Black students and families. Whenever we make a demand, we focus on ensuring a client-focused approach while emphasizing the need to have procedures and tools to combat anti-Black racism. This includes inquiring about the existence of racism reporting tools for schools, school boards, and adjacent systems.  
We ask if any team leads or staff has reported this or any other specific incidences of racism and if the tool is only for internal reporting or if it can be used by members of the community outside of the school. |

Worrying about making people within the system uncomfortable as we pursue racial equity isn’t our priority. The priority is to obtain successful outcomes for our clients and communities, as well as seeing systemic improvements for Black students and their families.
PoBC Roadmap to Education System Navigation

1. **INTAKE**
   - Families complete intake form
   - Electronic consent obtained (Commitment to respond within three business days)

2. **CONTACT**
   - Telephone, video or in person meeting arranged with family
   - SFA reviews guidelines and commitment to accountability
   - Consent forms sent and signed

3. **ENGAGEMENT**
   - Letter drafted on behalf of parents and sent to school/or school board requesting meeting
   - Follow-up plan identified
   - Referrals for mental health or additional support made as required

4. **ACCOUNTABILITY**
   - Reporting and referral where necessary takes place i.e. educators reported to OCT, etc.
   - Evaluation is sent to family to complete

5. **REVIEW**
   - Case reviewed with SFA team and recommendations made
Case Study #1

Background

- School Board: Halton District School Board and Halton Catholic School Board
- Child(ren)’s Age(s): Primary age Black boy and Black girl
- Family Ethnicity: West African

A young Black boy with immigrant parents was subjected to anti-Black racist policies and procedures and was treated in a racially biased manner.

From his arrival, the family experienced what they now know as sustained targeting of their Black children in the education system.

When still in Kindergarten, the boy was diagnosed with a speech delay. His speech therapy sessions were approved at the first school he attended but, when the student changed schools, there were no follow-ups. The second school did not move forward with the approval and the child’s family was forced to pay out of pocket to ensure that their child received the necessary interventions.

At the start of school, the family was also inundated with calls and messages of concern from teachers about their son. The school called the child’s mother at work several times to tell her she needed to pick up her son from school immediately, with a specific time given. For example, the child’s mother was informed that she would have to drop her son off at 8 am and pick him up by 11 am. The parents were also told, multiple times, to not bring their child to school. These demands resulted in unprecedented pressure, stress, and trauma for the parents.

In these instances, the Children’s Aid Society (CAS) was wielded as a weapon, with threats to call them if the mother did not pick her child up or if she brought him to school. As a result, his mother was forced to stop working.

For the mildest or slightest alteration, this young Black child would often be sent out of class by his teacher, being left to roam the halls for hours. While still under the age of 10, this child was labelled as a “threat to the school” and was mistreated by school administrators and teachers. The child’s father noted that on a school trip, other students bullied his son and the bullying went unaddressed by school staff. Not only was this child experiencing harsh treatment from school staff, but he was also being bullied by his peers. The acceptance of harassment of a Black child highlights the anti-Blackness that exists in schools and within school systems, showing how little is done to address and dismantle racism in schools.
Non-racialized children are learning to imitate the same blatant and subliminal behaviours of anti-Black racism from the lack of accountability.

By the time the student was in second grade, he had begun to feel “invisible” in his class by his teacher and classmates. He often shared with his parents how his teacher would see his hand raised in class and purposely ignore him. Even when he would try to engage in class, he was intentionally left out of the group. He was not allowed to attend music class or go into the library with his classmates most of the time.

In 2019, the school advised the child’s parents to medicate him for what they diagnosed as Attention-Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD). The parents agreed to take their child to the doctor to confirm the diagnosis and meet the school’s request. The school did not believe the student was on medication and wanted proof he was seeing a pediatric doctor. The parents were then told to book an appointment with their family doctor. On the day of the doctor’s appointment, a school staff member followed the family to ensure that they went.

The Children’s Aid Society was weaponized against this family: CAS received a call regarding the family’s daughter and a referral was made to the agency, which was alarming enough for a social worker to attend the girl’s school. After the social worker spoke with the young girl, she consulted Halton Region Police Service, who informed her that there were no grounds for an investigation.

Not satisfied, the social worker decided to interview the girl’s brother—a child with speech issues and challenges—at school. He was interrogated until he started to make questionable statements. Due to this, the child went home troubled and traumatized from the experience. After coercing a response from the family’s son, the social worker consulted with the police and, at that point, the Halton Regional Police Service agreed to be involved.

**PoBC’s Response**

1. **Family Connection**

   On March 17, 2021, the family of this Black child contacted PoBC to schedule an over-the-phone consultation. After being called to the police station, the child’s mother contacted PoBC again as the family prepared to go for the interrogation and successfully spoke to one of our System Navigators. The case was escalated due to the extremity of the family having to provide statements and meet with law enforcement.

2. **Connection with Community**

   PoBC immediately planned a conference call with the family involving multiple team members and community partners. PoBC recruited the ANCHOR Coalition to send a clear message to the school board, CAS, and police that the community was united on behalf of the family.
3. **Transparent Communication Across Sectors**

A letter outlining the targeting of the family and clear instances of systems abuse was sent to the Minister of Education, school board director, and superintendents, Ontario Association of Children’s Aid Societies (OACAS) - One Vision One Voice, Halton Children’s Aid Society, and Equity Team, and Halton Regional Police Service where interviews were set to take place. PoBC and ANCHOR worked in unison to provide all-around support and meet parents at the police station during interrogations.

4. **Resources**

During this case, PoBC, ANCHOR and One Vision One Voice (Halton representative) provided physical and emotional support to the family at the police station as the mother and her children participated in a police forensic interview. Black-centred mental health supports were provided to the family after being targeted by the school and, subsequently, Halton CAS and Halton Regional Police Service.
Case Study #2

Background

- School Board: Simcoe District School Board
- Child(ren)’s Age(s): 13-year-old
- Family Ethnicity: Mixed-Race Black

In September 2021, a 13-year-old Black girl found a picture of a noose in her backpack. The students responsible at Forest Hill Primary School also changed “B” in the acronym Black Lives Matter (BLM) to an insignificant phrase “bologna.” Students around the school also constantly commented negatively about Black Lives Matter, inquired about her race, questioned her race, and mocked her due to her skin colour. On numerous occasions, this young girl would constantly hear other students using the n-word around her, type the n-word as a derogatory term towards her, and repeatedly use the phrase “All Lives Matter” to her. Students would go as far as to purposely call this Black girl “Shaniqua,” which is one of many stereotypical names used to negatively characterize Black girls and women.

Still in September, the Black student told her mother that a boy spent the day in the office for sending her the n-word in a text message. After becoming aware of the incident, the Black child’s mother decided to meet with Forest Hill Primary School’s principal and vice-principal. The student responsible for the n-word text was given an “in-school suspension.” The student spent the day in the office and had to read a Harvard essay on the n-word. He was forced to write an apology to the victim.

After being exposed and subjected to experiencing such a blatant act of anti-Black racism, the Black student was forced to sit in a space with the student responsible for the hate crime to show her “acceptance” of the apology. The principal spent an hour with the victimized Black student, tasking her with teaching the student responsible for the hate crime about the meaning of the n-word and changing his behaviour.

There was no consideration for the impact of this situation on the Black child. The mother of the Black student was not informed by the school and was told about the incident by her daughter. After hearing this story from her daughter, the mother requested another meeting and kept detailed notes. At one point in the meeting, the principal admitted she was not knowledgeable and asked the harassed child’s mother to educate her. The meeting clearly showed the privilege, ignorance, and lack of understanding of the matter as there was still no concern for the victim.
A month later, the Black child’s mother received a voice message from the school’s principal stating there was another incident, this one involving cyberbullying in which her daughter was targeted. A peer of the Black girl reported what some of the messages were in the cyberbullying incident:

“I am going to rape that n-word.”
“I’d rather f*** a deformed Jew.”

The daughter also showed her mom a note that was left on her desk stating:

“Shut up I’ll rape you in the bathroom.”

The Black girl later reported multiple notes, but she threw them out in “fear and embarrassment,” however, the note of someone raping her in the bathroom is the first note she showed her mother.

In October, the superintendent called the Black girl’s mother and informed her that two of the boys who were suspended showed up at school and were permitted in class. It was not until lunchtime that the school noticed the two boys violated their suspension, after which their parents were called, and the boys were sent home. The school has provided no explanation as to how these two boys’ presence on school grounds and attendance in class was missed; once again demonstrating their incompetence and lack of ability to keep this Black child safe at school.

PoBC’s Reponse

1. Family Connection

   The family reached out to PoBC by email. Upon receiving the email, PoBC contacted the family to schedule a phone call to discuss the case in detail. This case was able to be triaged; however, based on the school’s inaction, school board and local authorities, as time progressed, this case became an emergency.

2. Connection with Community

   After reviewing the case, PoBC instructed the mother to contact the police over the hate notes. The notes of intention to rape and kill the 13-year-old Black child were then shared with the public. As the case was brought to the public’s attention, more reports of anti-Black racism came forth from community members living in Simcoe County.
3. Transparent Communication Across Sectors

A letter was sent with a clear message to the school board’s Director of Education and the Children’s Aid Society of Simcoe County highlighting the release of evidence concerning the hate crimes that have impacted this mother and her daughter. The letter also mentioned the influx and outpouring of complaints of anti-Black racism events within multiple schools within the region. Simcoe CAS started an investigation into the school and principal. PoBC requested a meeting with the leadership teams of the Minister and Deputy Minister of Education.

4. Presence

PoBC was able to support this family virtually throughout this case. The Minister of Education hosted a Zoom session with Black students to learn about their exposure to anti-Black racism in their educational experience. Many Simcoe County students were in attendance. A rally was held at the Simcoe County District School Board office, bringing more awareness to the issue of anti-Black racism within the region.

5. Status

The police are still “investigating” the notes threatening rape and murder of this young Black student. This investigation had been going on for more than a month. The principal, as well as the students’ teacher, were removed from the school. The 13-year-old Black girl has been attending therapy sessions to cope with the anxiety that has developed since experiencing these acts of anti-Black racism at school.

6. Outcomes

A community group modelled after PoBC was established in Simcoe County to help other Black families and Black students combat anti-Black racism within the area. The child’s mother did interviews with CBC’s The National and The Toronto Star about their family’s experience.
Case Study #3

Background

- School Board: Conseil des écoles publiques de l’Est de l’Ontario (CEPEO)
- Child(ren)’s Age(s): Primary School to Secondary School-Aged Children
- Family Ethnicity: Various Newcomer and Minority Groups

A family first contacted the PoBC System Navigation team about experiencing systemic problems in their Ottawa area school. Our team members and partnering organizations counselled and attended municipal meetings with the family. Shortly after, several other families came forth. With the increase of cases within the same community, it became clear that these families were victims of anti-Black racism. PoBC team members recognized that there was a level of anxiety and a deep sense of distress as these families were subjected to witnessing their children being academically streamed. Their children were not being challenged academically or receiving the quality education that is their right.

Specialized programs are being used as tools to create barriers between racialized families and other students in the community. This school was giving French homework and assignments that did not challenge students whose first language is French. Students were being streamed into programs that were below their abilities and provided with individual education plans (IEPs) without any evidence that the IEPs were required for these particular students. In some cases, students had not been in the school system long enough for information to accumulate to warrant an IEP.

The common factor with all these families involved was their ethnicity and race. These families and parents were not informed when their children were being moved to less challenging courses, or of the impact on their children due to taking less challenging courses.

For example, various students are advised to switch over to applied courses versus remaining in academic classes. The families of these students were asked to encourage students to switch over to applied courses. The school staff neglected to tell these students and their families that switching to applied courses makes them unable to attend university when pursuing post-secondary education. In this example, it is clear that the level of omission and neglect existing between school staff and racialized families and students reinforces systemic barriers in the Black community.
In another example, most families in the area were not informed when their children were switched to lower-level courses. Schools and school staff can switch Black students to lower-level classes without parental consent because the curriculum remained the same, although it was less challenging. Children were removed from the classroom for particular lessons, causing them to fall behind the rest of their peers. This type of streaming has taken place for years and significantly impacts the Black community. The continuation of such practices, done under the notion that it is in the child’s best interest, harms the future of the Black community.

These families are judged based on their appearance and not their academics, which attests to the systemic abuse and systemic racism in the Ottawa region. Black students have the right to education, and Black families have the right to be involved in every decision made in their children’s interest. Creating barriers to hinder and stop Black children from reaching their fullest potential is a harmful and unacceptable offence towards the Black community. The trauma amongst the Black community is a direct result of neglect and injustice against the Black community.

PoBC’s Response

1. **Family Connection**

   A family first contacted the PoBC System Navigation team about experiencing academic streaming in the Ottawa region.

2. **Connection with Community**

   PoBC immediately planned a conference call with the family involving multiple PoBC team members, Student and Family Advocates (SFA), and community partners.

3. **Transparent Communication Across Sectors**

   A letter outlining the targeting of the family and clear instances of systems abuse was sent to the PoBC, Student and Family Advocates and community partners worked together to provide comprehensive support for all families and students involved.

4. **Presence**

   PoBC organized and met with the Directors of Education within the Ottawa Region. PoBC also engaged with other Student and Family Advocates within the Ottawa region to provide as much physical support for the families impacted.
5. **Status**

POBC has contacted the media and the Black Legal Action Centre (BLAC) to document the stories and statements of the families impacted. POBC has collected and documented Victim Impact Statements of all of the families. There has been three meetings with the school board, all of which have made little progress to provide support and adequate reparations to the families. BLAC will meet with the families to determine if an individual or a joint Human Rights complaint is needed. POBC continues to garner support to get justice for all students and families impacted.

6. **Outcomes**

This case study is ongoing. There are no confirmed outcomes.
Appendix I: Summary of PoBC Provincial Cases

*The timespan for the cases collected range from September 2020 - January 2022
*Reports are taken from PoBC System Navigation Intake and PoBC's school racism reporting tool

Algoma District School Board

Number of cases: 2

1. A white boy was seen bullying a Black student throughout the school year. The teacher dismissed the white student’s behaviour as typical and to be expected from them and told the Black student to ignore it.

2. A board employee reported being denied promotion or career advancement due to their advocacy of anti-Black racism and has been discriminated against based on race/ethnicity.

Algonquin and Lakeshore Catholic DSB

Number of cases: 5

1. The school was not participating in Black History Month due to a lack of lesson plans and resources from the school board. Parents offered materials and resources to supplement the school but they were not acknowledged by the principal.

2. The debate over the use of the book To Kill a Mockingbird ensued at a high school. One teacher sent articles celebrating systematic racism deniers, unsolicited surveys, and videos to other staff members that were in line with his views that the text should be used. Teachers have not raised this issue with their union or the school board due to a lack of faith that they will respond appropriately.

3. A white student had reportedly bullied another Black student for years. The white student claims to have been bitten by the Black student, resulting in the suspension of the Black student. The suspension was extended at the request of the white student’s mother. The mother of the Black student inevitably made the choice to remove her child from the school.

4. There is ongoing racial tension between the white students of a school and the Black and Asian students. The staff request the creation of anti-white racism and anti-Asian racism tools.

5. Elementary school teachers state that because of a young Black boy’s behavioural issues he would not make it far, and might not even get to high school. They then suggest that he may be able to “do something” with his basketball skills. The teachers’ comments were reported but the Supervisor made excuses for their behaviour and they received no consequences.
Appendix I: Summary of PoBC Provincial Cases

Bluewater District School Board

Number of cases: 3

1. Parents sent an email stating that they were upset that their children were being taught too much about anti-Black racism during Black History Month and remarked that “these people”, in reference to Black Canadians, need to make a better life for themselves.

2. Black boys were treated badly and physically assaulted by a school employee. When the abuse was brought to the school’s attention the principal told the parents that their children were lying about the abuse. No action was taken by the board and parents escalated the issue to the Ontario Human Rights Commission.

3. A school board employee saw racist interactions in a school. They believe the unions are racist, so they feel no need to report the incident.

Brant Haldimand Norfolk Catholic District School Board

Number of cases: 2

1. A white student demonstrates a lack of knowledge surrounding racism and anti-Black racism, reporting that the Black students were being racist for refusing to play with the white student. The white student did not report to the school for fear of “cancel culture”.

2. Racist bullying between students is not being appropriately dealt with. Incidents are rarely reported as staff do not have faith anything productive will come of it.

Bruce-Grey Catholic District School Board

Number of cases: 6

1. When discussing an incident that transpired between two students, the principal used the “n-word” to describe a student.

2. Teachers witnessed a Black student being surrounded by white students after school on school property and neglected to intervene. The parents of the Black child were notified after the fact and asked to find out details of the incident from their child.

3. Racial slurs are repeatedly hurled at a board employee. When the board employee talked to supervisors they were berated.
Appendix I: Summary of PoBC Provincial Cases

4. A board employee witnessed a Black child being reprimanded for asking their teacher a question about the lesson. The student was then pulled out of class and further reprimanded by administration. The student returned to class looking defeated and put his head down on his desk for the remainder of the class.

5. In a conversation, a board employee and the administrator began talking about their families. The board employee was asked if their family member was a drug dealer.

6. The board employee witnessed an angry parent yell, “Go back to Jamaica,” at a teacher.

CDSB of Eastern Ontario

Number of cases: 2

1. The principal stated that the student’s “better half” must have stayed home that day.

2. School board staff reported racist bullying incidents between students that are not being appropriately dealt with. Anti-Black actions/comments were perpetrated by a teacher towards a colleague, as well as anti-Black actions/comments perpetrated by a board employee towards a staff member.

CHEO SA

Number of cases: 1

1. A teacher was discussing American History and a student raised concerns that history written by white people is anti-Black. A white student stated that they had built this nation, yet they are treated differently while Black people get all the credit. The student was not reprimanded and the issue was never escalated. They have refused to escalate this incident for fear of reprisal and lack of faith that the board will respond appropriately.

CSD du Nord-Est de l’Ontario

Number of cases: 1

1. The teacher reported racist bullying between students that were not being appropriately dealt with. They believe that there is a need for anti-discrimination laws that prevent unnecessary discomfort in their school environment.
Appendix I: Summary of PoBC Provincial Cases

CSDC Franco-Nord

Number of cases: 1

1. A physical fight occurred between a white student and a student of colour. In an attempt to break up the fight, the board employee was thrown to the floor by the white student. Police were called and the board employee told that they needed to behave more like the white teachers at the school.

Dufferin-Peel Catholic DSB

Number of cases: 2

1. A Black teenage student with exceptionalities is alleged to have a weapon in his backpack. Police are called and the student is chased and tasered. Had proper lockdown protocols been initiated, it is believed that the situation would not have escalated and the student’s dignity and safety could have been maintained.

2. A white student repeatedly asks a Black student for the “n-word” pass and is refused, so the white student uses a French equivalent. The Black student then reports the incident to a caring adult who notifies the school. The white student is asked to apologize, however, the parents of the Black students feel that there should be more consequences.

Durham District School Board

Number of cases: 7

1. A board employee was called the “n-word” by a parent. It was not reported because the employee does not believe the union has sufficient knowledge of anti-Black racism to respond appropriately.

2. A board employee spotted and approached a colleague outside of work. The colleague informed the employee that they don’t want to waste their time talking to a “fat abo” (slur for Aboriginal). The interaction was not reported due to a lack of faith that the union has sufficient knowledge of anti-Black and anti-Indigenous racism to respond appropriately.

3. A parent insists that a teacher made a false claim to the Children’s Aid Society. The teacher claimed that the parent was notified and spoken to about their daughter’s mental health on multiple occasions but the parent had taken no action. The teacher had not previously contacted or notified the parent regarding any concerns.

4. A student is always being streamed out of academic-level courses by the guidance counselor even though she is an Ontario Scholar.
5. A young student is being academically held back by the school. The student is capable of working several grade levels ahead and the gifted test was requested by the parents before she arrived at her new school. Parents were told that testing was on hold indefinitely despite all other boards offering the service.

6. A student is having a difficult time in school. The parents requested an educational assessment while his teacher requested an ADHD test. The student is tested at an external source however the school will not accept the assessment results. The parents requested an IEP for their child but it has not been instilled by teachers yet.

7. A student has been unduly yelled at during online class for wanting to share something with their teacher. The parents want the teacher to develop more of a nurturing relationship with the student but are met with the retort that the student has exceptionalities.

Durham Catholic District School Board

Number of cases: 6

1. A Black student wrote a tribute to his late grandmother as a yearbook quote. The student was bullied in his yearbook with racist comments towards his grandmother.

2. A student completed a psychological assessment and was told that the assessment results would not be shared with the school without the consent of the parents. Parents received a call from the school stating they have the test results and wanted to meet with them to discuss it. The family had never consented to give the school access to the results and were appalled that the school received information before the parents.

3. Community members have taken it upon themselves to bring together parents to develop and support another community organization to develop a strategy/action plan to hold the Durham Catholic District School board accountable for the needs of their children.

4. A Black student was bullied and physically abused three times by a white student who initiated the confrontation and told the Black student that he does not like Black people. The parents ask the principal to suspend the bully, which did not occur until the third incident. The principal does not believe these incidents are racially motivated which makes the parents feel that the principal does not want to take their child’s reports seriously.

5. Parents state that their child has been racially profiled by the school for years and continues to be bullied, intimidated, and assaulted by teachers. The school has forged documents to obtain the child’s medical information. Parents have sought help through their MPP and Children’s Aid.
6. The "n-word" was used in class on multiple occasions. The teacher also used the slur in an attempt to explain the offensiveness of the word. When a Black student pointed out that the use of the word to explain the history is not appropriate, they were scolded by the teacher.

Grand Erie DSB

Number of cases: 1

1. A teacher reported that they experience racism on many levels. No exact example was provided.

Greater Essex County DSB

Number of cases: 1

1. Racism towards an individual is being experienced on many levels. No exact example was provided.

Halton District School Board

Number of cases: 4

1. An ongoing issue of systemic racism and anti-Black racism from guidance staff at a high school is known to the board but nothing has been done to address the issue. Many racialized students have come forward with similar experiences about streaming, racist language, etc. The board is refusing to acknowledge that they are investigating specific staff members and the broader problem. Students have been accused by staff of "playing the race card".

2. A student is being accused of many infractions that the parents find impossible to logically explain. The student is questioned alone without parents present and has been constantly sent out of school and out of the classroom.

3. Two students were moved to the gifted program and had behaviour plans created for minor issues that could be easily addressed by updating their IEP. The students are not aggressive or violent and parents want the school to update their IEPs and remove behaviour plans from their Ontario Student Record.

4. A Black student placed in an all-white class has experienced exclusion, bullying and has been called the "n-word" repeatedly. The parents wish to move the student out of the classroom but were told by the principal and vice-principal that this was an opportunity for their child to learn resiliency and refused their request.
Appendix I: Summary of PoBC Provincial Cases

Halton Catholic DSB

Number of cases: 2

1. A teacher said the "n-word" in class and is still working at the school. Staff doesn’t have any faith that the administration or the board will do anything about it and is concerned that by raising the issue it will impact their career. Several other staff members have reported the issue as well.

2. The student guidance counsellor has made a student feel very uncomfortable and insecure about herself. No specifics were given.

Hamilton-Wentworth DCB

Number of cases: 1

1. It was reported that the individual has experienced racism on many levels. No exact example was provided.

Limestone District School Board

Number of cases: 1

1. A student in a specialized program believes that they are having their academic career sabotaged by a teacher. The teacher is believed to have interfered with the evaluation process of the student, removed her from multiple required classes. The issue has been taken to the school board however they seem to be siding with the teacher.

London District Catholic School Board

Number of cases: 1

1. It was reported that racism is experienced on several levels. They didn’t report because they don’t believe the union has sufficient knowledge of anti-Black racism to respond appropriately.
Appendix I: Summary of PoBC Provincial Cases

Moose Factory Island DSAB

Number of cases: 2

1. The board employee reported racist slurs directed towards them by a senior school board leader.

2. Black students at a school have been disproportionately harassed. Upon enforcement of a new anti-racism policy, a teacher raised an issue, citing that the Black students were now getting unequal and unfair treatment and that they (the teacher) didn’t understand the need for the new anti-racism solutions.

Near North District School Board

Number of cases: 1

1. There is a history of severe racism faced by a student and there are no racialized members on the school Equity Committee except for two Indigenous members. There was also an appropriation of Black Lives Matter for the staff newsletter, “Near North Matters,” despite repeated requests for the title to change by multiple staff members. A parent has successfully lobbied for suspensions and expulsion for anti-Black racism but has been unsuccessful in getting restorative practices and anti-racism professional development and curriculum to be prioritized by the board.

Niagara Catholic District School Board

Number of cases: 1

1. A Black student in Kindergarten was bullied and subjected to anti-Black racist remarks from other students. When the parents reported this to the school, very little was done to make the student feel safe and included.

Niagara District School Board

Number of cases: 1

1. A child was called a racist term by other students on the bus home from school and it was ignored by the bus driver. After reporting to the principal, the parent was assured the bus driver would be reprimanded but wasn’t given specifics on how or when.
Appendix I: Summary of PoBC Provincial Cases

Peel District School Board

Number of cases: 5

1. A teacher asked their supervisor why there were so many Black-related stories, events and activities during the time of Black History Month, and asked why there aren’t events surrounding other cultures or groups. The supervisor replied that the Black community is “yelling” the loudest.

2. A mother with four children requested a device after one of the family’s personal devices broke. The mother’s request was denied.

3. An intruder to the online classroom said the “n-word” in the chat and then left. The teacher did not address the use of the word but reminded the students not to share the meeting codes with others. The incident was not reported to the principal or school by the teacher and no action has been taken since the parent reported it.

4. A group of students found a TikTok Challenge involving the “n-word” and the slur was used by an Asian student. One Black student of the group told them they cannot say that word and an Asian student said the word and asked what it meant. The teacher did not know how to handle the situation and instead asked the Black child how he would like her to handle it. The student’s parent sent an email to the principal requesting a meeting and received a phone call instead.

5. At recess, a white classmate said to a Black student that the other Black girl in the class is the “n-word in the class.” The Black student reported it to the supervisor. The family is not confident that the school will deal with it appropriately.

Rainbow District School Board

Number of cases: 3

1. The school employee stated how painful the racism is for them, and they thought that it happened too long ago for them to report. They also state that they didn’t report it because they don’t have faith that anything will happen.

2. Senior board staff have been refusing to deal with complaints properly. Efforts to improve the board are viewed as a facade, such as conducting a student census but not sharing the results. There is a lot of pressure on Black principals and staff to make up for the lack of equitable policies, and staff wonder why the latest equity consultant was let go.

3. White students used social media to a social media post images of themselves wearing Afro wigs for Crazy Hair Day at school. School administration did nothing.
Appendix I: Summary of PoBC Provincial Cases

Renfrew County Catholic DSB

Number of cases: 1

1. There are reports of racist bullying between students that were not being appropriately dealt with, as well as anti-Black classroom activities and assignments. The board employee feels that they are being denied promotions, hiring, movement, or career advancement due to their advocacy against anti-Black racism.

Renfrew County District School Board

Number of cases: 1

1. A principal welcomed a new Black student to the school by putting on a ‘gangsta’ accent, and telling the student he can’t act like a gangsta in this school. The principal was moved to another school as a reprimand.

Simcoe County District School Board

Number of cases: 14

1. There have been a string of traumatic incidents for racialized teachers, including an incident where a principal called a teacher out into the hallway and proceeded to yell at them for 15 minutes.

2. An anti-racist and anti-oppressive focused educator was told to send all lessons plans related to social justice issues to the administrative team before implementing them in the classroom, so they could be examined and approved by the white administrator.

3. Students in a class called another student the “n-word” and were suspended for one day, but returned to class with no restorative actions put in place. The administrative team said they would talk to the class about respect, responsibility and how to behave, but refused to address racism.

4. Two Black boys were overheard by a teacher saying the “n-word” and were suspended for five days in accordance with the school’s “zero-tolerance” policy. An all-white administrative team made the decision despite limited knowledge of why, how, or in what context the boys were using the word. The white principal also has a history of using his position to make many students feel like their voice (literally) is unwelcome, unwanted, disrespected, and inferior in the school they attend.

5. A senior level board employee regularly makes racist micro-aggressive and anti-Indigenous comments, however, they hold a lot of power within the board making it difficult for other employees to call them out or make a complaint against them.
6. A young Afro-Latinx child was told by the administrator that their opinion did not matter in regards to implementing a gender-neutral bathroom specifically for students of colour. The administrator was inappropriate towards the child, asking them questions about their genitalia. An apology was made by the administrator to the child.

7. Indigenous students were being dropped off at the school an hour early with no supervision and after school were being driven to their drop-off location at the ferry docks an hour early and left again unsupervised. Concern has been raised that at the drop off location, students are at risk of being harmed, abducted, or becoming victims of sex trafficking.

8. Tensions between an older white staff member and a Caribbean staff member were rising. A colleague suggested that the Caribbean staff member was "Too [Caribbean]" and they should tone it down if they wanted to fit in better. Shortly after the Caribbean staff member was let go and their part-time contract was not renewed.

9. There is an ongoing issue of racist language and slurs being used by white students. There have been many instances of racism, use of the "n-word", micro-aggressions and racial bias within the school but no actions have been made to address the present environment at the school. No tangible actions have been implemented after meetings with the school board.

10. At a special education centre, during an oral presentation about women’s rights by one of the students, a school employee turned to one of the Black girls in the room and asked her if she would’ve liked to be a slave back then. There has been no response to address this incident from the school or the board.

11. A Black student has been left traumatized due to mistreatment from his time at a school from junior kindergarten to the first grade. In grade one he was isolated from his peers and denied his right to education, spending the months at a time confined to a 4x4 cubicle space. He has since moved schools but is still traumatized from the experience.

12. Parents find the school to be understaffed and disorganized. The administration is attempting to push valuable staff out due to their anti-racist and Black equality focus.

13. A Black student has faced ongoing issues since senior kindergarten. Most recently the student was reprimanded for a comment he made by being asked to sit outside of the classroom for the day. The teacher does not offer constructive conversations about behaviour and no alternative options were offered.

14. A group of high school students are known bullies at their school, known for picking fights, recording them and posting them online. They were recorded in a physical altercation with a new Caribbean student who they have been regularly bullying at school. The police and administrator are aware of these incidents but have done little to nothing to stop them.
Appendix I: Summary of PoBC Provincial Cases

St-Clair Catholic District School Board

Number of cases: 1

1. A student repeatedly wrote the “n-word” in the bathrooms of the school. Staff members are asking for a police investigation to take place at the school but are being ignored. They have reached out to their union but have received no response.

Toronto Catholic District School Board

Number of cases: 14

1. A white student has been bullying a Black student. Teachers are not taking action and have told the Black student to just ignore it. When the bullying continues and turns physical the staff at the school do not seem to care.

2. A teacher bullied, belittled, embarrassed, and reprimanded a Black student and his mother in the hall in front of other students.

3. Administration arbitrarily punishes Black students for indiscretions other students do not get reprimanded for. Many racialized parents have removed their children from the school due to poor treatment, as a result, the school is much less diverse than its surrounding community.

4. A visiting teacher spoke at the general meeting stating that the school is of poor quality and not a good working environment due to the lack of white students. No reaction was given by the administration to condone these comments and the meeting continued as if nothing happened.

5. Several racist incidents have been experienced at the board. The union head has been contacted but has not prioritized the incidents.

6. The principal called a teacher (who isn’t Black) an “n-word”, and then went on a rant to the kids about “n-words in cotton fields.”

7. The teacher reported there was a rape, but they did not report it to the school board, or the union.

8. An intruder entered an online classroom and repeatedly used racial slurs in the chat and then left. Parents and administration were notified of the incident and the administration was able to identify the IP address to identify the intruder. The teacher received a written apology from the intruder who was a high school student in the same school district. This is not the first time the teacher or students of this class have been racially discriminated against, and so the teacher feels that the school board is too slow in rolling out changes and consequences.

9. A school trustee used a negative, stereotypical nickname to refer to a school. Board staff was informed however the witness present when the statement was made is unwilling to move forward with a complaint.
10. A Black History Month performance was unexpectedly cancelled by the school administrative team stating it was inappropriate due to song choice, costume choice, etc. The students were left shocked as the teacher who was supervising the performance had flagged none of these concerns during the planning process. Parents’ concerns and suggestions to have more Black staff members and to have staff training to mitigate further issues are being dismissed.

11. A student was removed from their class to create a grade 7/8 split class. The parents inquired about the selection process for this transition and asked if their child could be returned to her original teacher due to the child’s issues with change, anxiety and overall mental health. The request was refused by the principal and it was later revealed that other racialized students were also moved. Multiple efforts to rectify the issue with the school administrators and the board have been ineffective.

12. A student with behavioural and emotional anxieties has had law enforcement called multiple times and has been placed in a socially isolated classroom. The parents do not fully understand their child’s IEP and they require a review of the support plan and IEP.

13. The community members would like to learn how to support Black families in their schools. They have had families voice their concerns, but they do not know how to support them.

14. During a verbal dispute, a white student with autism called a Black student the “n-word”. Both students were interviewed by the principal separately to get their side of the story but very little disciplinary action will come of it since the white student is on the autism spectrum. The parents were not notified of the dispute.

Toronto District School Board

Number of cases: 24

1. A group of Black students were calling an Asian student racial slurs.

2. An autistic and gifted student is having a difficult time with the current classroom environment. Parents are looking to change schools to a smaller setting for in-person learning.

3. A fifth-grade student appears to be depressed in virtual learning. Concern was raised about the teacher not using the video feature however administration has not responded with any urgency. Administrators are unable to provide solutions to enhance virtual learning and only offered a return to in-person school as an alternative option.

4. A student with an ADHD diagnosis is experiencing anti-Black racism and bias from a teacher. The teacher disregards the ADHD diagnosis along with recommendations given by colleagues or the student’s psychotherapist on how best to manage their behaviour. The student’s desk is isolated from the rest of the class. Other teachers in the school recognize the student’s positive abilities in other classrooms but the teacher has nothing good to say about the student. The family has also endured ongoing anti-Black racism from the administration. An official investigation of the family’s complaints is ongoing.
5. Two male students have had to endure different negative racist attitudes from teachers and peers.

6. Struggling with the pandemic and juggling online school.

7. A male student has been called racist names by classmates and has been bullied.

8. A parent reported that they required assistance. No details were given.

9. A teacher attempted to whitewash a history lesson regarding Ancient Egyptians. Parents want the school to address the misinformation, and for the lesson to be retaught so that both the teacher and the children can be made aware of the errors and statements made.

10. It was reported that a white affluent school council member racially targeted both a parent and a child. The superintendent and the principal were informed and they have met with the school council member, however, nothing has been done to address the safety needs of the parent and child.

11. A student was diagnosed with ASD, parents are looking for more information and help to advocate for their child to be placed in an autism classroom, however, they have been met by resistance and have been given the run-around.

12. The parent is requesting professional counsel, with expertise in racism/bias/discrimination in the education system and in society, in regards to peacefully sorting out the conflict between themselves and the other parent in choosing the correct daycare for their child.

13. A parent is accused of abuse due to their inability to secure adequate childcare for their child to be able to attend school. The parent requested the child be transferred to online learning and was told that changes cannot be made until the following semester.

14. A Black student was called racial slurs by a white student. On two separate occasions, the school did not inform the parents of the Black child but called the parents of the white child. A written apology was sent home with the Black student and the school has not advised the parent on what other course of action would be taken to rectify this situation.

15. A four-year-old girl was left to wander the hallways on her second day of school. The school personnel that was responsible for getting her to class was nowhere to be found. It was reported that they asked for the girl’s name and she did not answer.

16. A racist micro-aggressive comment about a Black student’s hair was made by a school staff member in front of the students’ peers. The student is adamantly refusing to raise the issue with the school for fear that he will be further targeted.

17. Racial bullying at a school has been reported. The school board has not responded.

18. A boy was touching a Black student’s hair as well as hitting her. The teacher said she would do something but nothing has been done. The situation has now escalated to the boy throwing items into the Black student’s hair.
Appendix I: Summary of PoBC Provincial Cases

19. Parents reported disorganization and a delay in setting up their child for an online school. The child did not begin school until two weeks after school reopened.

20. A white student called a Black student an “n-word” on multiple occasions. Parents were told that due to confidentiality they can not know the punishment given to the white student, or be present to support their son when the white student is made to apologize.

21. A group of students physically attacked a seven-year-old Black student. All concerns raised with the school have reportedly accomplished nothing.

22. Three white boys were bullying a Black girl in the classroom. Later a photo of the girl was discovered online with a racist caption. The parents are not happy with how the school is handling the situation and want to know what the school board was going to do to ensure Black children are protected.

23. A nine-year-old was attacked and assaulted in the schoolyard. The parent of the child was not told until they picked up their child. The school and superintendent are investigating however have said that they do not have the full story.

24. Some Black students in the virtual class do not have access to the required equipment (ex: printers) and have been offered no assistance or accommodations by the school. A parent has offered to arrange a solution but has received no response from the school.

Thunder Bay Catholic District School Board

Number of cases: 1

1. A concerned parent had been helping a mom with her daughter. The mother texted the parent for advice on how to deal with her son’s teacher.

Upper Grand District School Board

Number of cases: 4

1. Parents report that their daughter, the only Black child in the class, is being bullied by other non-Black, racialized students. When brought to the teacher’s attention, the parents’ concerns were dismissed. The parent did not report it to the school board because they don’t have faith in the system to protect their child.

2. It was reported that there is racism happening at all levels, and they do not think that anything is ever going to be done about it.

3. A Black student and her family have been singled out at the school program. Parents believe that it is not an equitable and inclusive space due to the negative bias that staff has shown to the child and the bullying that has been allowed by staff to continue. Parents have been met with hyper surveillance from the staff and policies not usually enforced on the other white families are solely enforced with the Black parents.
Appendix I: Summary of PoBC Provincial Cases

4. There is a serious problem with anti-Black racism in rural schools. Racialized students are subject to racist language and slurs, including the "n-word". One student was told to "go back" to his country because Canada is for white people only.

Viamonde School Board

Number of cases: 1

1. Parents have had several issues with their child’s teacher including: a tone-deaf approach to classroom assignments, a lack of care or imperative to accurately include Black History Month lessons in the classroom, rude and evasive responses to questions about their child’s progress in class, and refusal to outline assessment criteria. Concerns raised with the principal and superintendent have been met with silence or dismissive responses.

Waterloo Catholic District School Board

Number of cases: 3

1. A bi-racial student found the "n-word" written across her locker and the situation was handled poorly by school administration. Parents were told that police were contacted but received no proof of a report, and the parents are requesting that administration address the entire school since the identity of the culprit is not known.

2. Racist remarks were made by students towards a bi-racial child and another racialized child. The teacher was made aware of the situation by a parent and addressed the issue with the children involved as well as the whole class. This addressed the issue at the time but more incidents have occurred since, rendering those actions inadequate in providing a safe learning environment for the racialized students.

3. Staff called police on a four-year-old Black boy. The boy had previously experienced ongoing harm as a result of multiple occasions of isolation, containment, and emotional distress.

Wellington Catholic District School Board

Number of cases: 1

1. The teacher reports that there is racist bullying between students that is not being appropriately dealt with.
Appendix I: Summary of PoBC Provincial Cases

Windsor-Essex Catholic District School Board

Number of cases: 2

1. A teacher who had witnessed students using the "n-word" towards Black students took appropriate actions to create a safe space and report the incident, but was reprimanded by the administration for involving the superintendent. Following the incident, the principal proceeded to utilize the n-word multiple times to summarize what happened in a meeting with the teacher. The principal has a history of racist behaviour and has been known to turn a blind eye to any racism in the school. The teacher who reported the incident later lost their position at the school.

2. Teachers mocked a five-year-old student off-camera for her soft-spoken voice. The parents have been having ongoing issues with boosting their child's confidence which the teachers are aware of. The student is often reprimanded for completing work too soon or looking ahead of the slides, instead of being encouraged to be an excited learner.

York Catholic District School Board

Number of cases: 26

1. A white student wrote a monologue for his class on racism which was then heavily edited by the school and described as “too contentious” for the classroom.

2. A teacher in the school is blatantly racist and biased towards the only Black student in their class and has called on other teachers to join in policing the child. This teacher also places a heavy focus on slavery during Black History Month. Many other incidents with this teacher have not been reported.

3. A well-respected Black gym teacher with a strong accent is being reprimanded for raising his voice at a student. The teacher conducts classes primarily outdoors and colleagues have heard him raise his voice in the past but have not perceived it as threatening or scary. The new white administration team, the white student and parents have pushed disciplinary action against the teacher through the union before addressing the issue within the school first. Colleagues believe the situation has been blown out of proportion because he is a Black man.

4. A new Black student was transferred into the school. The grade eight white male teacher told students not to befriend him and that the new student was a bad influence who would lead the other students down the wrong path. The incident has been reported to the union.

5. A racialized board employee feels that they are constantly looked over for career advancements and leadership positions in favour of white candidates. They have been subject to micro and macroaggressions, blocked from training and leadership opportunities repeatedly and stripped of advancement opportunities. The employee feels that they are being intentionally targeted and reprimanded in an attempt to push them out of the board.
6. A Black kindergarten teacher had the “n-word” written across her door in view of the students and other staff members. The incident was reported to the principal but no action was taken.

7. A school principal is often seen discriminating against racialized students, reprimanding them more severely and more often than their white counterparts and making “jokes” about calling Children’s Aid Society on them. School community members encounter reprisal from the principal for voicing their concerns.

8. An autistic student is bullied by their teacher.

9. A child is being excluded at school; children do not want to play with her.

10. An incident occurred between students, but only one of the students was suspended while the other was not. The principal did not use progressive discipline.

11. A young Black boy felt left out of his white kindergarten class. The parent brought this up with the teacher and asked for support. The parents gave recommendations for inclusive books but the child still feels alienated and has started to act out in class as reported by the teacher.

12. A student has encountered academic streaming at school. The parent believes that the school is pushing applied courses and trying to limit and label the potential their child holds.

13. A group of students created a social justice council at their school and wanted to raise awareness about the Black Lives Matter movement and other marginalized groups. School administration shut down the initiative after telling the students they were not to speak about police brutality and the students were directed to focus on ‘peace’.

14. A parent reports routinely experiencing problematic behaviours from school staff. They have requested that the principal attend the IPRC instead of the vice-principals, and their request was granted.

15. There is reported student mistreatment and unfair practices. An IEP for a student was put in place, however parents have received no empathy and have gotten the run-around by administration.

16. A young boy with autism was repeatedly verbally abused by the special education teacher and teacher’s aid. He was typically verbal, confident, happy and functioning, but he had stopped eating, sleeping and was having increased tantrums as a result of the mistreatment. The issue was raised with the teacher, the principal and with Children’s Aid.

17. It was reported that teachers are teaching false narratives when it comes to Black history. A parent reported that the correct resources were not being provided to children, especially when it came to their IEP learning, however the school pacified the actions of the teachers.
19. A student entering the seventh grade had attended summer school for Math and English prior to September. The parents feel that he was not properly taught grade 6 level math in preparation for grade seven.

20. Parents suspected their child was being targeted by his virtual learning teacher by way of emails implicitly diagnosing him with a learning disability. The student was not underperforming or misbehaving and was doing well in class, however he is the only Black student in his virtual learning class. Parents have raised the issue with the virtual teacher and have received assurances from the teacher that they will practice more patience with the student.

21. A parent has raised concerns with their school regarding support for their young autistic son. The parent is not confident the school has enough personnel and wants to know about support options available to them for their son to be successful in school. They are still waiting to find out about specific actions from the administration.

22. School had a meeting with the school-based research team regarding a student without the parent’s knowledge. The teacher stated that they forgot to include the parents. Additionally, the parents believe that their child is performing at a higher grade level but they have been denied an opportunity to test their child and have been told that the school doesn’t allow for that.

23. A teacher has yelled at a student and has flipped the student’s desk. The superintendent was contacted but they appear to be siding with the teacher.

24. A student fell during gym class and reported having a headache. He was given an ice pack and sent to his homeroom teacher. Parents are unhappy that they were not called or notified and they are criticizing the school for not administering proper concussion protocols.

25. A family moved to Canada last year and does not have many Black friends. They wanted to find resources to help their kindergarten child who has autism.

26. It was reported that there are Black students who are feeling targeted at all times. Parents who raise concerns are being gaslighted.

York Region District School Board

Number of cases: 25

1. An older student at a local park adjacent to an elementary school began calling Black children the “n-word” and later repeated the word to the parent who went to investigate the situation. The incident was reported to the police however police say their hands are tied due to the student being a minor.

2. Students created a Black Lives Matter piece in celebration of Black History Month, which was later vandalized.
3. During the height of the pandemic, a school principal denied access to educational art materials for Black grade nine students, despite willingness from parents and staff to help make the materials available. Parents state that the white majority schools in the area have no issue making supplies available. The issue has been raised with the superintendent.

4. A racialized teacher has been subjected to microaggressions, racism and intimidation by white school board employees, students and parents. Despite the overwhelming evidence and documentation of racist incidents perpetrated by a student, the all-white administrators continued to reprimand the teacher and support the baseless claims and defamation towards the teacher. The teacher is being subjected to harsh discipline for standing up against the harassment they faced.

5. Anti-racism training is not adequate in the school board. The school board put together a PowerPoint slide presentation instead of organizing a training session led by Black facilitators. The administration is not equipped to properly teach this subject to their employees and the other educators are severely in need of proper training to combat their own biases, racist comments and behaviours.

6. A Black girl in grade three has been referred to as the “n-word of the class” by a white classmate.

7. In an email communication between teachers, a white teacher ended the email with a casually thrown out anti-Black racist comment to a Black teacher. The Black teacher has reported the incident to the administration.

8. A white teacher has received disparaging emails from white parents for having open and honest discussions about race, social injustice, police brutality and anti-Black racism. White parents have stated that the content was inappropriate and controversial, and the administration is aligning with the parents and asking the teacher to discuss lighter topics.

9. A white student used the “n-word” and no immediate action was taken. Action was only taken when the same student swore at the teacher and used a Nazi salute. Ongoing and explicit anti-racism training needs to be prioritized at the school in order to ensure the safety of racialized students.

10. A Black staff member, who witnessed a contentious altercation between a racialized parent and office staff, feels embarrassed by the parents’ sentiments and behaviour in the school and via email. They feel that there needs to be more awareness of the stress induced by Black staff as a result of actions such as these by Black community members.

11. A racialized teacher has experienced ongoing racially motivated bullying by other colleagues, who have also encouraged students to disrespect the teacher. Her reports have been laughed at and ignored. She is afraid to report incidents to the principal or the board because she doesn’t feel supported.

12. A family with two Black sons is appalled by the difference they see in their children’s school. One son attends a school with racially diverse staff and has had no issues. The other son attends a less diverse school and has had negative experiences that have shocked the parents. Apologies have been issued by the less diverse school and staff changes have taken place, however an OCT investigation has uncovered that little else has been done to resolve the issues.
Appendix I: Summary of PoBC Provincial Cases

13. A mother has requested support for herself and her child and asked the school social worker to reach out on their behalf.

14. Parents report that their children are being picked on because they look different than the rest of their class. The children have changed classes however they still reside in the same neighbourhood as the other students. The parents are seeing negative effects of continued bullying.

15. A grade one student who has been bullied in the past was called the “n-word” by another student. It was treated very lightly due to the young age of the children.

16. The parent reported that the school principal kept calling their children down to the office. One of her children had been experiencing racism, and she did not think the principal handled this properly.

17. A young student was being labelled as violent, defiant and aggressive. Parents were concerned and watched the video feed from the centre to confirm the validity, and they were met with video evidence that their child was being mistreated at the centre. Threats to remove the child from the program were made however the centre’s tactics changed once the parent started to engage them in conversations regarding proper documentation, video evidence, enhanced funding and the intervention and de-escalation strategies used.

18. The student received a “prank” call from individuals she believed were from her school. They called her the “n-word,” made other racially insensitive comments to her. The school and police were notified of the incident however there has been no resolution.

19. The teacher is suggesting an IEP for a student. There seems to be an issue with the implementation of the program.

20. A student is repeatedly bullying a racialized child verbally and physically, including comments that the student should “kill herself”. Procedures were put in place in an attempt to support the racialized student however the parent was not told about any consequences for the bully.

21. A student IEP was created for a grade four student who is reading at a grade one level. The student is frustrated and beginning to suffer with self-esteem while they wait for learning disability testing. The parent does not feel that the student is receiving enough support.

22. A parent reported that their child faced racism at their school and that the school did not have adequate culturally responsive support.

23. Parents believe that the school has been discriminating against Black students for decades by hindering Black student enrollment based on postal code discrimination. Parents believe that the white parents who fund the school have too much influence over the school.

24. The parent wants to discuss an IEP for their child.

25. The parent wants their son to be transferred to a different specialized program for him to obtain a high school diploma. They were told that the student would require a higher reading level, but were not provided with a clear pathway.
Appendix I: Summary of PoBC Provincial Cases

Other- School Board Unknown

1. The caretaker was called a witch and was ostracized for promoting equality.

2. The caretaker reported that his colleague called him an “n-word”. He did not think that it was serious enough to report to the school board.

3. An office administrator was told that rap music and its culture are sexist and vulgar. They then told them that they should listen to wholesome Christian music like Amy Grant, instead. They also suggested that they be punctual.

4. A board leader made a comment to a teacher suggesting that the police should “do something” to the teacher for denouncing them. It was reported to the union who have continuously made excuses as to why the board leader hasn’t faced any discipline.

5. A board employee’s Blackness was questioned due to lineage and skin colour.

6. A student is constantly being sent home for behaviour issues. The student is only four years old.

7. On the first day of school, the parent received a phone call about their son’s behaviour. The school said that he refused to do his work, and the calls have not stopped. The only form of help they can provide is counseling and an IEP. The parent feels unheard and is being asked to just follow the plan that the school has.

8. A newcomer high school student has struggled with academic performance and cultural differences. He is considering dropping out of high school.

9. A student does not want to attend school, despite the efforts of the caregiver encouraging him to go to school, and following up with the school about him not wanting to attend.
Role in School System

- Teacher: 43%
- Board Employee: 15%
- Parent: 11%
- Caretaker: 11%
- Student: 3%
- Office Admin/Secretary: 3%
- Educational Assistant/ECE: 3%

Targeted Abuse...

"... He passive aggressively joked about ‘calling the CAS’ if a Black student’s parent didn’t come to pick up their daughter on time."

"... Black students are often harassed by sending them to the principal’s office,"

"A parent... said that ‘these people’ need to make a better life for themselves, referring to Black Canadians."

Delivery of Discrimination

- Verbal: 72.2%
- Written: 18.3%
- Physical: 9.5%

Targeted vs. General Discrimination

- Generalize: 31.0%
- Targeted: 69.0%
Appendix II: School Racism Reporting Tool Data Analysis

### School Board

- Toronto District School Board: 13%
- York Region District School Board: 11%
- Simcoe County District School Board: 7%
- York Catholic District School Board: 6%
- Durham District School Board: 6%
- Bruce-Grey Catholic District School Board: 5%
- Catholic District School Board of Eastern...: 4%
- Ottawa-Carleton District School Board: 4%
- Peel District School Board: 4%
- Blue Water District School Board: 3%
- Rainbow District School Board: 3%
- Algoma District School Board: 2%
- Dufferin-Peel Catholic District School...: 2%
- Hamilton-Wentworth District School Board: 2%
- Hastings & Prince Edward District School...: 2%
- Moose Factory Island District School Area...: 2%
- Upper Grand District School Board: 2%

### Ethnicity

- Black: 40%
- White: 22%
- Bi-racial: 21%
- East Asian: 3%
- Hispanic/Latino: 2%
- Indigenous: 1%
- Other: 2%
Appendix II: School Racism Reporting Tool Data Analysis

Location of incident

- In the school building (non-classroom): 49%
- Virtually: 31%
- In the classroom: 23%
- On school property: 20%
- Outdoors/playground: 19%
- Over email: 16%
- In the community: 12%

Nature of Incident

- Anti-Black actions/comments between staff members and/or students: 57%
- Racist bullying between students that is not being appropriately dealt with: 26%
- Myself or a colleague facing reprimand or being denied promotion, hiring: 25%
- Anti-Black classroom activities/assignments: 16%
- Disproportionate discipline directed towards Black students by a principal: 12%
- Unfair referral of a child to child welfare services: 10%
- Issues related to police in schools: 8%
- Issues related to racism perpetrated by child welfare services towards a student: 7%

Issue Regarding...

- A colleague: 37%
- A principal/principal: 34%
- Senior board leadership: 19%
- A parent: 17%
- A student: 13%
- Board trustee: 11%
- School resource officer/police in schools: 7%
Appendix II: School Racism Reporting Tool Data Analysis

Nature of Perpetrator

- Teacher towards student, 31%
- Principal/Senior board staff towards a student, 29%
- Parent towards a student/staff member, 24%
- Board Trustee, 27%
- Student towards a staff member, 20%
- Teacher towards colleague, 39%
- Principal/Senior board staff towards a staff member, 31%

Nature of Reprimand

- For trying to dismantle anti-Black racism or champion social justice initiatives: 77%
- Due to discrimination on the basis of race/ethnicity: 58%
- Due to advocacy against anti-Black racism: 31%

Only 35% of education system staff respondents felt comfortable to raise their concerns with their school board.

Only 24% of education system staff respondents felt comfortable to raise their concerns with their union.
Appendix II: School Racism Reporting Tool Data Analysis

Based on the verbatim...

- 72% of the discrimination was delivered verbally.
- 69% was targeted due to the victim’s ethnicity.
- 56% of the perpetrators are White Male.
References


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From: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Sent: Wednesday, March 9, 2022 2:08 PM
To: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Subject: UPDATED OCSTA News Release - includes link to Announcement Document re: lifting of provincial health and safety measures
Importance: High

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

The following news release containing OCSTA’s response to today’s announcement is being resent to include a link to the government document explaining how pandemic related health and safety measures will be lifted.

NEWS RELEASE

OCSTA Urges Caution as Pandemic Health and Safety Measures
FOR IMMEDIATE RELEASE

TORONTO—March 9, 2022—“Today’s announcement, by Dr. Kieran Moore, that a number of health and safety measures are to be lifted in schools is a positive step towards a return to normalcy and a cause for hope,” said Patrick Daly, President of the Ontario Catholic School Trustees’ Association.

“It is also cause to acknowledge the heroic work of system and school leaders, teachers, support staff, parents, students and trustees. Saying that, we know there continues to be a need to proceed with caution to prevent the risk of diminishing the progress that has been made to date. As they have throughout the pandemic, Catholic school boards will continue to work closely with local public health agencies and place priority on the health and safety and well-being of their students and staff. We know that as we continue to return to a state of much anticipated normalcy, there will be a real need to act with charity—understanding that the circumstances and comfort levels of individuals will vary,” added Mr. Daly.

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.

Sharon McMillan
DIRECTOR OF COMMUNICATIONS

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The Board of Directors and Executive host board meetings three times a year to review past and upcoming events, provincial reports and any other business related to CCSTA and Catholic education in Canada. This is this month’s highlights.

Justice James Higgins Award
The Board is pleased to announce that Joan Carr from Alberta is this year’s recipient of the prestigious Justice James Higgins Award. The award is given annually to an individual or group who have made an outstanding contribution to Catholic education in Canada. Ms. Carr will be recognized posthumously at CCSTA’s 2022 virtual AGM on Friday, June 3. Further details on her achievements will appear in a subsequent CCSTA newsletter, and in the 2022 AGM/Convention program.

CCSTA will also take the opportunity to recognize past winners, the Sisters of St. Ann St. Joseph’s Community (2020) and Archbishop Donald Bolen (2021), as we have been unable to do so in person.

AGM/Convention Updates

The 2022 AGM/Convention will be held virtually
Due to COVID-19, the in-person 2022 AGM/Convention in Blue Mountain, ON was cancelled. Thank you once again to Simcoe Muskoka CDSB and CSC Mon Avenir for all their hard work planning this event.

A virtual AGM/Convention will be held on June 2-3, 2022. There will be no charge for either day.

Keynote presentations will be held on June 2, with the AGM business meeting at 11:00 a.m. (EST) on June 3. Information will be posted on the CCSTA website closer to the date and email invitations will be sent directly to all trustees.

The board approved the theme for the virtual AGM – “Communion, Participation and Witness”.

Planning is underway for the 2023 AGM/Convention in Saskatoon, SK.

**Government Relations**

Garnett Genuis, MP for the Sherwood Park-Fort Saskatchewan (AB) riding, once again hosted a roundtable discussion with the Board. The topics focused on issues related to Religious Freedom, including possible threats to the charitable status of Religious Organizations. Also discussed were ways to get students interested in politics and to consider it as possible career. Many thanks to Garnett Genuis for a very engaging discussion.

Due to the nation-wide protests, meetings with MPs were postponed. The board will reschedule these meeting for early spring.

**Communications**
A key focus over the last number of years has been to increase CCSTA’s communications utilizing a number of different mediums. We have had a total revision of our website, created both English and French twitter accounts, increased usage of Constant Contact, and revamped our newsletter format, to name a few.

In order to ensure a consistent message across all platforms, and to keep up with the increased workload, the CCSTA Board approved an updated Communications Strategy, and the hiring of Catherine Burnham as CCSTA’s new Communications Officer. Ms. Burnham is a faith filled Catholic with extensive experience in Communications and Catholic education. Ms. Burnham is also a past director of CCSTA, representing the Atlantic Region.

Toonies for Tuition

Consistent with charitable foundations across the country, the campaign saw total donations drop over the past few years. Given that many schools were closed for a good portion of the year, this isn’t surprising. That said, a total of $27,000 has been raised for distribution this fall, with any additional funds being received between now and May to be added to the total. The funds assist families in need in provinces with limited or no public funding for Catholic Education.
A big thank you to all who were able to contribute, as you can appreciate the need for support is greater than ever.

If you are able to hold a fundraising campaign and are looking for ideas, please visit the [Toonies for Tuition page] for more information.

**Endowment Fund Committee**

The Endowment Fund Committee, arms length from CCSTA, is responsible for reviewing and allocating the tuition assistance funds received from the Toonies for Tuition campaign. Gerald Bernkevitch (AB) and Delmer Wagner’s (SK) appointments to the committee were approved at the board meeting. Marino Gazzola’s (ON) appointment was approved at a previous meeting. Tom D’Amico (ON) will continue as Chair.

CCSTA would like to thank the committee members for their willingness to serve on this important committee.

**Audited Financial Statements**

The auditor’s report and financial statements were received by the board for review at the AGM. In 2021, CCSTA incurred a profit of $49,862, largely due to meetings being held virtually as a consequence of COVID-19.

[English – @CCSTAconnect](#)

[French – @ACCEC_CCSTA](#)
Ontario Catholic School Trustees’ Association

2022 ANNUAL GENERAL MEETING

RESOLUTIONS
Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees’ Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.
Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “Robert’s Rules of Order” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

**Explanation of Committee Recommendations**

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

i. **Approve**
   The direction given in the “therefore be it resolved” section of the resolution will be carried out.

ii. **Approve and refer to the ….. committee for appropriate implementation.**
   The resolution will be forwarded to the designated committee for implementation.

iii. **Receive and refer to the ….. committee for study.**
   The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. **Not support**
   No action will be taken.

v. **No recommendation**
   The committee is not making any recommendation with respect to the resolution.

vi. **No action required**
   The intent of the resolution has been met. No further action will be taken.

vii. **No action required – In Progress**
    OCSTA is actively working to meet the intent of the resolution.

**Resolution Session Procedures**

Delegates wishing to speak to a resolution must state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show the proxies they are carrying. Ballots will be provided in the event that a vote by ballot is called.

**Note Re Quorum:** *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*
**Grouped Resolutions**

a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.

b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.

c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

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**Resolutions Handled Individually**

*These will include resolutions removed from the groups and resolutions for which the committee has not made any recommendation.*

**A. Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:

   - the chair will call for the sponsoring board to move and second the **committee recommendation**;
   - delegates will speak to the committee recommendation;
   - delegates will vote on the committee recommendation.

2. If the sponsoring board does not move the committee recommendation from the floor:

   - the chair will call for the sponsoring board to move their **original resolution**;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

**B. Resolutions without committee recommendations**

1. These resolutions will be handled as follows:

   - the chair will call for the sponsoring board to move their **original resolution**;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.
C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and must be written out and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- the chair will read the amendment;
- delegates will speak to the amendment;
- delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. Members’ Discussion Right

Under Article 6.11 (Members Discussion Right), any Member entitled to vote at an Annual Meeting is entitled to raise for discussion at that meeting any matter with respect to which the Member would have been entitled to submit a proposal, subject to the conditions outlined in Sections 6.10.1 to 6.10.5, and provided that:

6.11.1 if such Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak to the discussion item, for up to three minutes per member; and

6.11.2 no discussion item shall be put to the membership for a vote at the meeting at which it was raised for discussion.

Revised October 21, 2021

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8S.56(1)(b) of the ONCA
OCSTA BOARD OF DIRECTORS RESOLUTION
RE: PORTAGE REPORT

APPROVE

RESOLUTION # A-22

MOVED BY: _________________________________

SECONDED BY: _______________________________

THAT: the committee recommendation for Resolution A-22 be approved.
Moved by: Frank Bastone
Seconded by: Luz del Rosario
Topic: OCSTA Board of Directors’ Recommendations re Portage Report (2020 OCSTA AGM Resolutions)

Whereas: Resolutions 1-2020 – Vote Allocation,
2-2020 – OCSTA Membership Fee Structure,
3-2020 – Amendments to OCSTA By-Law relating to Class of Membership & Criteria for Determining Regions & Representation,
4-2020 – Amendments to the “Amended & Restated By-Law Number 2019-01, A By-Law Relating Generally to the Conduct of Its Affairs (“OCSTA By-Law”) and
6-2020 - Terms of Limit for Regional Directors were considered by the Members of the Corporation on June 27, 2020, and recommended that an OCSTA Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors be established to consider and research resolutions, 1, 2, 3, 4 and 6 and other governance and operating issues relating to OCSTA; and,

Whereas: on December 4, 2020 the Board of Directors approved a Motion to award the contract to review the OCSTA Governance Structure and Fee Structure to “The Portage Group” and the parameters and the scope of work begin immediately with a report to be completed by February 2, 2021; and,

Whereas: at a Special Meeting on March 19, 2021 the Board of Directors approved in principle the recommendations; and,

Whereas: the Board of Directors, through the President, shared their recommendations, in principle, and a copy of the Portage Group Report with every Chair and Director of Education and separately with every Catholic Trustee in the province; and,

Whereas: the recommendations from the committee as well as the report, were presented in principle, at the 2021 AGM and a presentation regarding the Portage Report and Board of Directors recommendations was held during the 2021 Fall Regional Meetings.

Therefore be it Resolved:

that the Members approve the recommendations as outlined in Appendix A and where necessary, appropriate amendments to the OCSTA By-Laws.

Committee Recommendation
Approve.
Orientation for Board Representatives
That the appropriate committee and staff review the orientation practice/program for OCSTA Directors to ensure that all members of the Board of Directors, new and existing, including the President and Vice-President understand their roles and responsibilities.

Recommendation to Institute a Policy to Grandfather Discussion on Issues Already Addressed for a Fixed Period of Three Years
That the fixed period for submission of the same proposal/resolution remain at not more than two years.

Weighted Voting
The Board of Directors supports the recommendation included in the report, to not move towards weighted voting or the use of double majority voting on matters regarding the by-laws or governance.

Provincial Advisory Councils
That in addition to the already existing First Nation Trustees Advisory Council, OCSTA establish three additional Advisory Councils as identified below to make recommendations to the OCSTA Board of Directors and that Advisory Councils be added to the OCSTA By-Laws.

1) Large/Urban Boards Advisory Council
2) Northern/Rural Boards Advisory Council
3) Student Trustees Advisory Council

Following the 2022 AGM, the appropriate committee will deliberate the Terms of Reference, number of boards and members to be represented on the councils, and a process for identifying issues. The councils will provide the opportunity for those distinct groups to inform the OCSTA of the unique needs across the province.

Core Competency Training for Board Representatives
The Board of Directors supports the consideration of the core competencies and training as outlined in the report.

Fee Structure
The Board of Directors recommends that, following the AGM, the fee structure and the two options outlined in the report be referred to the OCSTA Budget and Human Resources Committee for careful study, and that the committee makes recommendations to the Board and to the membership in 2023.

Strengthening Lines of Communication between the OCSTA and Trustees
The Board of Directors supports the report’s suggestions to strengthen lines of communication between the OCSTA and Catholic School Boards/Trustees.
MOTION TO DEAL WITH RESOLUTIONS IN GROUPS

MOVED BY: ________________________________

SECONDED BY: ________________________________

THAT: the grouping of the Resolutions be approved.
RESOLUTIONS # 1 - 2

APPROVE
Moved by: Trustee Anna da Silva  
Seconded by: Trustee Luz del Rosario  
Topic: COVID-19 Additional Resources

Whereas: 
upholding safety and educational standards while supporting student and staff well-being has been the top priority for school boards throughout the COVID-19 pandemic; and

Whereas: 
the additional time and energy demands placed on ICT staff regarding the maintenance of board technological infrastructure and devices, board-wide distribution and subsequent collection of devices and addressing connectivity needs throughout the pandemic to meet all student and staff needs based on Ministry of Education remote learning mandates has been considerable; and

Whereas: 
the additional time and energy demands placed on communications staff regarding the creation, release, and response to significantly higher than normal volume of press releases, community releases, messaging and inquires; and

Whereas: 
the significant volume of staff transitions (e.g. medical leaves, extended absences) during the COVID-19 pandemic has forced human resources and payroll/finance staff to personally extend themselves beyond a reasonable work-life balance by continually updating personnel records, interviewing new staff, and generally administering all of the required changes; and

Whereas: 
the significant amount of time ICT staff spent on building and maintaining the infrastructure to support the collection, retention and reporting of COVID-19 attestation and testing data, as well as the momentous amount of time spent by Human Resources/Employee Relations/Payroll staff assessing, enforcing, updating daily records and acting upon absences related to attestation and/or testing data;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to support the necessary and substantive investment in Human Resource and Financial Systems to ensure an integrated network can capture unexpected data requests and changes to status of staff availability. This COVID experience has highlighted the need to rely on software and systems rather than manual overrides that create chaos. The current workaround methods create expansive, board-wide strain on staff and resources. In order for school boards to adequately support students and staff while maintaining compliance with Ministry of Education and Public Health mandates, human capacity and general resources have been stretched beyond their limits to an unsustainable level.

Committee Recommendation  
Approve.
RESOLUTION 2-22

Moved by: Chair Mark Mullan  
Seconded by: Trustee Cindy Simpson  
Topic: Shortage of Education Sector Support Staff

Whereas: a committed and engaged staff is essential to a vibrant education system  
Whereas: adequate and fair wages paid for work done is a factor in such staff engagement  
Whereas: Catholic social teachings direct the payment of wages equal to the value of the work performed  
Whereas: staff such as bus drivers, Educational Assistants and Early Childhood Educators perform invaluable and essential work  
Whereas: education staff including bus drivers, Educational Assistants and Early Childhood Educators have been historically underpaid for the work performed  
Whereas: the recent and ongoing driver shortage has shown the disruption to the education system that can happen when wage injustice takes place for a segment of workers  
Whereas: there is an ongoing shortage of Early Childhood Educators and Educational Assistants resulting in daily unfilled jobs without replacement workers  
Whereas: education compensation restraint legislation has resulted in education workers finding employment in other sectors  
Whereas: the just payment of fair wages can show how the work is valued and appreciated  
Whereas: staff responds positively when knowing that its work is valued and appreciated and for which the staff is paid appropriately and fairly

Therefore be it Resolved that:

the Ontario Catholic School Trustees Association carry this message to the provincial government in the hope that provincial funding will be increased so that underpaid education staff can be paid at a level equivalent to their value to the education system.

Committee Recommendation
Approve.
RESOLUTIONS # 3-10

APPROVE & REFER
Moved by: Trustee Anna da Silva
Seconded by: Trustee Thomas Thomas

Topic: School Closure Moratorium

Whereas: Over the past several years, shifting demographics, the increasing cost of real estate, and the recent changes afforded to parents to work remotely have meant that many Catholic and public school boards in the Greater Toronto Area (GTA) have experienced, and continue to experience, decreasing student enrollment; and

Whereas: the moratorium on pupil accommodation reviews and school closures announced by the Ministry of Education in 2017 continues to remain in effect; and

Whereas: future projections indicate declines in student enrollment for the next several years; and

Whereas: school building infrastructures still need to be maintained and staffed accordingly, even when enrollment decreases; and

Whereas: students in schools with smaller enrollments may not benefit from the same breadth of programming and extracurricular options as students in larger schools, thereby diminishing their overall learning experience;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to ensure school operations funding grant allocations be adjusted to ensure that school buildings are adequately maintained and proper staffing levels are achieved until the moratorium on school closures is lifted; and

OCSTA petition the Ministry of Education to lift the moratorium on pupil accommodation reviews and school closures to allow school boards the ability to reduce overall operational costs and better align resources to support student achievement and well-being.

Committee Recommendation
Approve & Refer to Political Advocacy Committee.
Moved by: Chair Mark Mullan
Seconded by: Trustee Jeremy Wittet
Topic: Capital Funding Benchmarks

Whereas: school boards rely on capital funding from the provincial government for the construction of new schools and additions
Whereas: such funding is provided to approved projects by the provincial government based on construction cost benchmarks
Whereas: the existing benchmarks are inadequate to meet the costs of construction by a wide margin
Whereas: the discrepancy between the benchmarks and actual construction costs are being increased further by the COVID pandemic, supply chain challenges and the growing scarcity of a construction workforce
Whereas: school boards can and do implement cost efficiencies and cutbacks in projects to try to offset the inadequacies of the capital funding benchmarks
Whereas: this results in changes in project size or scope that impact the long-term viability of such projects

Therefore be it Resolved that:

the Ontario Catholic School Trustees Association message the provincial government that the capital funding benchmarks must more closely resemble reality as found in the costs submitted in tender calls for projects

And Furthermore be it Resolved that:

OCSTA will petition the Ministry of Education for the provincial government benchmarks to be increased to these more reality-based costs to eliminate the present inadequacy between the benchmarks and the real costs of school capital projects.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.
Moved by: Trustee C. MacDonald  
Seconded by: Trustee C. Corriiveau-Truchon  
Topic: Executive Compensation

<table>
<thead>
<tr>
<th>Whereas:</th>
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</thead>
<tbody>
<tr>
<td>All education sector employee groups, with the exception of the senior</td>
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<tr>
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<td>continued to receive equitable compensation.</td>
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<td>have continued to receive equitable compensation.</td>
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<tr>
<td>At the same time, the senior executives who are charged with making</td>
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<td>Year after year senior executives have allocated compensation increases</td>
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<td>As a result, many senior executives have either retired or resigned and</td>
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<tr>
<td>equitable education system the best possible leaders need to be hired.</td>
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</tbody>
</table>
Therefore be it Resolved that:

The Ontario Catholic School Trustees’ Association petition the Ministry of Education and the President of the Treasury Board who is the Minister with oversight of the Broader Public Sector Executive Compensation Act to promptly review and correct the inequity that has been created so that school boards across the province are positioned to lead the teaching and learning agenda for this province now and well into the future.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.
RESOLUTION 6-22

Moved by: Vice Chair J. Hutchison  
Seconded by: Trustee M. Hardie  
Topic: AODA Funding

Whereas: The Accessibility for Ontarians with Disabilities Act (AODA) came into effect on June 13, 2005.

Whereas: The purpose of the (AODA) is to develop, implement and enforce accessibility standards to achieve accessibility for Ontarians with disabilities, with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.

Whereas: The core principles of the AODA are independence, dignity, integration, and equality of opportunity for people with disabilities through the identification, removal and prevention of barriers with respect to goods, services, facilities, accommodation, employment, buildings, structures, premises.

Whereas: Barriers are defined in the AODA as anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, architectural barrier, information or communication barrier, attitudinal barrier, technological barrier, policy or practice.

Whereas: Requirements in all AODA standards apply to any organization with at least one worker. Educational institutions are therefore included in this description.

Whereas: Funding is not available to achieve the current requirements related to accessibility standards as set out in the AODA.

Therefore be it Resolved that:

The Ontario Catholic School Trustees’ Association petition the Ministry of Education to provide stable, reliable multi-year funding to support school boards with the identification, removal or prevention of physical barriers, architectural barriers, information or communication barriers, attitudinal barriers, technological barriers, policies or practices that will keep schools in a state of good repair and provide students and staff with environments to support learning and working in accordance with the Accessibility for Ontarians with Disabilities Act (AODA).

Committee Recommendation
Approve and Refer to Political Advocacy Committee.
Moved by: Bill Conway
Seconded by: Wendy Price

Topic: Continued Funding for Summer Special Education Programs
(reading supports, summer learning and summer transition programs for students with high special education needs and supporting student mental health)

Whereas: students with special needs require more time to adjust to new environments;
Whereas: making a transition to high school can be difficult for most students it can be more difficult for students with multiple learning needs;
Whereas: the pandemic has broken up learning and consistency and learning has been difficult;
Whereas: building relationships is key for many students to feel successful so meeting key adult figures before school begins is beneficial to their success; and
Whereas: continued investment in mental well-being is a key successor for achieving success.

Therefore be it Resolved that:

OCSTA advocates with the Ministry of Education for continued funding to support summer special education programs which may include the following: reading supports for students affected by COVID, summer learning and summer transition programs for students with high special education needs and supporting student mental health. Funding for these programs are to continue beyond the summer months to October 31.

Committee Recommendation
Approve and Refer to Political Advocacy.
Moved by: Trustee Sandra Moore
Seconded by: Trustee Cindy Simpson
Topic: Trustee Membership on SEAC

Whereas: Membership of Special Education Advisory Committees of each board are stipulated by Ontario Regulation 464/97 as required by Ontario Education Act section 57(1)(2)(3). Neither of which has been amended or updated since 1997. Section 6 of the regulation states that, “...each of the persons appointed to a special education advisory committee of a board shall hold office during the term of the office of the members of the board and until a new board is organized.”. Therefore, each trustee member is a member for the term of the board.

Whereas: A steady increase in the number of students with exceptionalities in every classroom and at every level of our schools requires trustees to have a greater breadth and depth of knowledge and understanding of special education as a core trustee responsibility is student success.

Whereas: A large proportion of each board’s budget is earmarked specifically for special education, the opportunity for more trustees to understand the programs and specifics of what special education does supports student success.

Whereas: More trustees, who are knowledgeable of the programs provided by their board and are acquainted with community members from various local associations, can lend a greater understanding of the unique families that support our students and the sacrifices made to see their children succeed.

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to update regulation 464/97. Specifically, with a view to giving each board the freedom to choose the length of membership of trustee members of SEAC.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.
Moved by: Trustee C. MacDonald
Seconded by: Vice Chair J. Hutchison
Topic: Transportation

Whereas: The Education Act R.S.O. 1990, c. E.2, s. 190 (1) identifies a board may provide transportation for students of the board.

Whereas: The Ministry of Education’s Memo 2017: B15 New Vision for Student Transportation – Discussion and the associated December 2017: Discussion paper on a new vision for student transportation in Ontario recognized both the value of student transportation in supporting student success, and that challenges exist with the current student transportation delivery model in Ontario.

Whereas: Transportation consortia are responsible for administering policies, planning services, awarding, and managing contracts with transportation providers and auditing their performance for contract compliance.

Whereas: The Ministry of Education’s Effectiveness and Efficiency (E & E) Review of transportation consortia initiative was undertaken to support school boards’ efforts to deliver more effective and efficient student transportation services. The results of the E & E reviews published by the Ministry of Education in June 2015 identified there have been significant improvements in the managerial, technological, contractual and policy infrastructure across the Province. And that these improvements have led to more effective and efficient use of resources, development and wide adoption of leading practices, and expanded service offerings.

Whereas: The cost of student transportation contracts, that have been competitively procured in compliance with the Government of Ontario Broader Public Sector (BPS) Procurement Directive, have continued to increase annually. These contractual increases continue to outpace student transportation funding allocations provided by the Ministry of Education for many boards across the province.

Whereas: A balanced student transportation budget is not feasible under the current model as current student transportation funding allocation does not adequately address current transportation contract costs nor the increasing student transportation needs especially for those students with exceptionalities.
Therefore be it Resolved that:

OCSTA petition the Ministry of Education to expedite their review of the funding formula for student transportation announced in their January 27, 2020 memo 2020: B02. And until such time as a sustainable funding formula has been implemented, petition the Ministry of Education to top up annual transportation funding deficits for affected boards that have demonstrated fiscal responsibility with their student transportation funding allocation.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.
RESOLUTION 10-22

Moved by: Maria Marchese
Seconded by: Carol Cotton
Topic: Employee Life and Health Trust (ELHT) Funding – Stabilization Adjustment

Whereas: The ELHTs for School Board employees were created as a result of the transformation of employee benefits from local School Board benefit plans to provincial trusts as negotiated in the 2014 central collective agreements with the various employee unions; and

Whereas: Prior to the transfer of benefits to the trusts each School Board had employee benefit plans which provided different benefits as locally negotiated over the years, therefore Boards’ cost of benefits per employee were different; and

Whereas: As a result of the transfer of benefits to provincial ELHTs, employees represented by each Union/Association are provided the same benefit plan; and

Whereas: Those Boards which previously had more expensive benefits are impacted by a negative stabilization adjustment to funding; and

Whereas: The stabilization adjustments create a permanent unfunded financial pressure for some School Boards based on their pre-ELHT transition benefit cost structure, despite the fact the benefit plans are the now the same.

Therefore be it Resolved that:

OCSTA petition the Minister of Education to convene a working group of School Board and Ministry of Education representatives to review the funding of the ELHTs, including the impact of the negative stabilization adjustment on School Boards’ financial health and compliance.

Committee Recommendation
Approve and Refer to Labour Relations Committee.
RESOLUTIONS # 11-12

RECEIVE & REFER
Moved by: Chair Mark Mullan
Seconded by: Trustee Shelley Lawrence
Topic: Indigenous Trustee

Whereas: there is a need to continue to build relations with the Indigenous community in education including in governance

Whereas: the existing provincial regulation dealing with First Nations representation on school boards limits such representation on school boards

Whereas: at present a school board can create an Indigenous trustee position only if a nearby specific First Nation band has at least 100 students attending the board’s schools

Whereas: this approach does not address representation for Indigenous students who live in urban areas rather than on reserve

Whereas: this deprives such Indigenous students of having their voices and issues represented at the board table

Whereas: an appointed Indigenous trustee would serve as a link between Indigenous families, communities and students and a school board’s governance process

Whereas: the term of office for such an Indigenous trustee position could mirror that of trustees elected by Catholic school ratepayers in a school board’s jurisdiction

Whereas: having an Indigenous trustee would be another step in the reconciliation process that is so necessary and ongoing in today’s world

Whereas: an Indigenous trustee position would provide representation to the First Nations, Inuit, Metis and non-status Indigenous students and families living off reserve with students attending board schools

Therefore be it Resolved that:

The Ontario Catholic School Trustees Association advocate strongly for a change in provincial regulation that would allow school boards to create an Indigenous trustee position to represent students and families living off reserve.

Committee Recommendation
Receive and Refer to Political Advocacy Committee.
Moved by: Trustee Di Pasquale  
Seconded by: Trustee de Domenico  
Topic: Posting of OCSTA Advocacy Priorities

Whereas: OCSTA’s mission states “Inspired by the Gospel, OCSTA provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.”;

Whereas: OCSTA is a key advocacy arm for publicly funded Catholic School Boards in Ontario, and advocacy is a key part of OCSTA’s mission and vision;

Whereas: It is not clear on OCSTA’s website what current advocacy priorities are, and advocacy letters are not clearly delineated from other communications; and

Whereas: Advocacy for education can help all publicly funded school boards, both public and Catholic.

Therefore be it Resolved that:

OCSTA publicly post what their advocacy priorities are, as well as post recent examples of advocacy, and consider coordinating advocacy efforts with OPSBA.

Committee Recommendation
Receive and Refer to Political Advocacy Committee.
<table>
<thead>
<tr>
<th><strong>BOARD</strong></th>
<th><strong>TOPIC</strong></th>
<th><strong>AGM DECISION</strong></th>
<th><strong>ACTION TAKEN</strong></th>
<th><strong>STATUS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dufferin-Peel</td>
<td>Parent Reaching Out (PRO) Grants</td>
<td>Approve</td>
<td>MOE has doubled funding for PRO Grants in recent GSNs and Priorities &amp; Programs Funding (PPF). Letter sent to submitting Board (May 10/21).</td>
<td>Complete</td>
</tr>
<tr>
<td>2. Dufferin-Peel</td>
<td>Funding for Retrofitting/Renovating Schools</td>
<td>Approve</td>
<td>Funding for retrofitting/renovating schools has been/will continue to be included in Annual Finance Brief, Pre-Budget Submissions and ongoing discussion with MOE-Capital Division. Letter sent to submitting Board (May 10/21)</td>
<td>Complete</td>
</tr>
<tr>
<td>3. Dufferin-Peel</td>
<td>Funding for Students with Diverse Learning Needs, including Special Education Needs</td>
<td>Approve &amp; Refer to Political Advocacy Committee</td>
<td>Included in the OCSTA Annual Finance Brief (Oct 4/21)</td>
<td>Complete</td>
</tr>
<tr>
<td>4. Dufferin-Peel</td>
<td>Technology Funding</td>
<td>Approve &amp; Refer to Political Advocacy Committee</td>
<td>Included in the OCSTA Annual Finance Brief (Oct 4/21)</td>
<td>Complete</td>
</tr>
<tr>
<td>5. Dufferin-Peel</td>
<td>COVID-19 Recovery Funding</td>
<td>Approve &amp; Refer to Political Advocacy Committee</td>
<td>Included in the OCSTA Annual Finance Brief (Oct 4/21)</td>
<td>Complete</td>
</tr>
<tr>
<td>6. Dufferin-Peel</td>
<td>Funding to Address Anti-Black Racism</td>
<td>Approve &amp; Refer to Political Advocacy Committee</td>
<td>Included in the OCSTA Annual Finance Brief (Oct 4/21) Letter sent to MOE in support of resolution (July 5/21)</td>
<td>Complete</td>
</tr>
<tr>
<td>7. Peterborough Victoria Northumberland &amp; Clarington</td>
<td>Ontario Regulation 191/11 Accessibility for Ontarians with Disability Act (AODA)</td>
<td>Approve &amp; Refer to Political Advocacy Committee</td>
<td>Included in the OCSTA Annual Finance Brief (Oct 4/21)</td>
<td>Complete</td>
</tr>
<tr>
<td>8. Simcoe Muskoka</td>
<td>Improving Broadband and High-Speed Internet for Educational Purposes (Home and Schools)</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Included in the OCSTA Annual Finance Brief (Oct 4/21)</td>
<td>Complete</td>
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<td>9.</td>
<td>Dufferin-Peel</td>
<td>STEM Funding</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Complete</td>
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<td></td>
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<td>Included in the OCSTA Annual Finance Brief (Oct 4/21), as well as the 2022 GSN Consultation (Nov 25/21)</td>
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</tr>
<tr>
<td>10.</td>
<td>Simcoe Muskoka</td>
<td>Importance of Ventilations in Schools</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Complete</td>
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<td></td>
<td></td>
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<td>Letter sent to MOE (Jan 19/22) and letter to submitting Board (Jan 27/22)</td>
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<tr>
<td>11.</td>
<td>Algonquin &amp; Lakeshore</td>
<td>Inaugural Meetings and the Modernizing Ontario’s Municipal Legislation Act, 2017</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Complete</td>
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<td>Letter to submitting Board explaining Bill 13 deals with issue of inaugural meetings and clarifies timing of election process.</td>
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<td>12.</td>
<td>Algonquin &amp; Lakeshore</td>
<td>OSAP Access for Certification Program Students</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Complete</td>
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<td></td>
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<td></td>
<td>Letter to submitting Board outlining advocacy efforts to date.</td>
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<tr>
<td>13.</td>
<td>Algonquin &amp; Lakeshore</td>
<td>Broadband Modernization Program &amp; E-Learning Strategy</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Complete</td>
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<td></td>
<td>Letter to submitting Board outlining actions taken to date and continuation of ongoing advocacy efforts.</td>
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<tr>
<td>14.</td>
<td>York</td>
<td>Transportation Funding for French Immersion Students</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Ongoing</td>
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<td>Included in the OCSTA Annual Finance Brief (Oct 4/21), Pre-Budget Submission (Jan 24/22) and to be further discussed at the Student Transportation Working Group.</td>
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</tr>
<tr>
<td>15.</td>
<td>Simcoe Muskoka</td>
<td>Special Education Virtual Mode Support</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Complete</td>
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<td></td>
<td>Letter to submitting board outlining actions taken to date and ongoing advocacy efforts to continue. (Jan 24/22)</td>
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<tr>
<td>16.</td>
<td>Simcoe Muskoka</td>
<td>Special Education Parent Funding Support for the Involvement of Third-Party Providers in the Home During the Pandemic and Beyond</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Complete</td>
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<td>OCSTA represented at PPM:81 Roundtable. Letter sent to Deputy Ministers re: PPM: 81.</td>
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<tr>
<td>17. Simcoe Muskoka</td>
<td>Carbon Monoxide Sensors/Detectors</td>
<td>Receive &amp; Refer to Political Advocacy Committee</td>
<td>Letter to MOE to petition government to amend Fire Code to include schools in the requirement to install carbon monoxide detectors. (Mar 1/22)</td>
<td>Complete</td>
</tr>
<tr>
<td>18. Ottawa</td>
<td>Anti-Racism Module in Trustee Training</td>
<td>Approve &amp; Refer to Catholic Education and Trustee Enrichment Committee</td>
<td>OCSTA Board of Directors approved, in principle, the development of a Catholic anti-racism module February 4, 2022.</td>
<td>In Progress</td>
</tr>
<tr>
<td>19. Ottawa</td>
<td>History Focus for Catholic Education Week 2022</td>
<td>Receive &amp; Refer to Catholic Education and Trustee Enrichment Committee</td>
<td>Dr. Mark McGowan updating <em>The Enduring Gift</em> booklet for distribution at 2022 AGM.</td>
<td>Complete</td>
</tr>
<tr>
<td>20. Algonquin &amp; Lakeshore</td>
<td>Executive Compensation</td>
<td>Receive &amp; Refer to Labour Relations Committee</td>
<td>Letter sent to submitting Board March 18, 2021.</td>
<td>Complete</td>
</tr>
<tr>
<td>21. Dufferin-Peel</td>
<td>Student Transportation Funding</td>
<td>No Action Required – In Progress</td>
<td><strong>IN PROGRESS</strong></td>
<td>In Progress</td>
</tr>
<tr>
<td>22. Dufferin-Peel</td>
<td>Qualified French Teacher Recruitment &amp; Retention</td>
<td>No Action Required</td>
<td><strong>Intent has been met – NO ACTION REQUIRED</strong></td>
<td>Complete</td>
</tr>
<tr>
<td>23. London</td>
<td>Student Representation on the OCSTA Board of Directors</td>
<td>Withdrawn by submitting board.</td>
<td><strong>NO ACTION REQUIRED</strong></td>
<td>Complete</td>
</tr>
<tr>
<td>24. Dufferin-Peel</td>
<td>Hard Caps in Kindergarten Classes</td>
<td>Withdrawn by submitting board</td>
<td><strong>NO ACTION REQUIRED</strong></td>
<td>Complete</td>
</tr>
</tbody>
</table>
March 10, 2022

MEMORANDUM

TO: Chairpersons and Directors of Education

● All Catholic District School Boards
CC: OCSST Directors and Staff
    Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: ON News Release – Ontario Enhancing Access to Customary Care for Indigenous Children and Youth

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

Patrick J. Daly,
President

NEWS RELEASE

Ontario Enhancing Access to Customary Care for Indigenous Children and Youth

Changes helping more children and youth stay connected to their culture and community

March 09, 2022
Ministry of Children, Community and Social Services

TORONTO — The Ontario government is taking action to address the overrepresentation of Indigenous children and youth in the care of children’s aid societies. Amendments to Ontario’s Child, Youth and Family Services Act will enhance access to customary care arrangements so children and youth can remain closer to home, helping ensure they remain connected to their culture and traditions.
"Our government is committed to helping ensure Indigenous children and youth have a safe, stable and loving home that reflects their values, beliefs and traditions," said Jane McKenna, Associate Minister of Children and Women’s Issues. "We have worked with Indigenous partners to bring forward legislative amendments that will help meet their specific needs while addressing the overrepresentation of Indigenous children and youth in Ontario's child welfare system."

The legislative amendments respond to calls from Indigenous communities for a child welfare system that better reflects the central and unique role that First Nations, Inuit and Métis peoples play in the well-being of their families.

The changes will establish a legislative framework that will help improve outcomes for Indigenous children and youth by:

- Enhancing access to customary care, which helps children and youth to remain connected to their culture and traditions, reducing the need to access residential placements further away from home.
- Improving access to culturally appropriate prevention and early intervention services that embody Indigenous cultures, heritages and traditions for all First Nations, Inuit and Métis children, youth and their families to reduce the number of children and youth who come into care.
- Implementing Indigenous “circles of supportive persons” and other holistic, wraparound, culturally appropriate supports.
- Strengthening the role of prevention-focused Indigenous service providers to increase access to culturally appropriate supports, including parenting programs, mental health supports, alternative schooling, jobs and skills training and community programs that respect Indigenous languages and spirituality.

These enhancements will build on the supports that exist within the current system, including the important culturally appropriate services offered by Indigenous children’s aid societies.

“For too long, Indigenous children and youth have been over-represented in the child welfare system—a system that up until recently did not fully recognize the importance of Indigenous culture in healing and well-being,” said Greg Rickford, Minister of Indigenous Affairs. “With this legislation, we are moving towards a more relevant and holistic system that will better support Indigenous caregivers in their important work.”

“These amendments have been years in the making and represent a significant step forward in the landscape of culture-based supports provided to Indigenous children and youth,” said Jennifer Dockstater, president of the Ontario Federation of Indigenous Friendship Centres. “These amendments will help us and our partners do this critical work more effectively. We look forward to on-going cooperation with government to ensure the legislation is implemented in an equitable and accountable manner in the interest of the communities we serve.”
“Within the Indigenous sector, the work ahead will require the development of regulations that foster collaboration between Indigenous child and family wellbeing agencies and Indigenous prevention-focused service providers to ensure a robust and integrated service network to support healing, wellness and prosperity for Indigenous children, families, communities and nations,” said Dr. Jeffrey Schiffer, executive director of Native Child and Family Services of Toronto.

Research shows keeping First Nations, Inuit and Métis children, youth and families connected to their communities and culture is key to their success. It also contributes to the well-being of the local community and improved overall economic outcomes.

Quick Facts

- The legislative amendments are included in the Fewer Fees, Better Services Act.
- Although Indigenous children make up only four per cent of children under 15 in Ontario, they make up about 30 per cent of children under 15 in foster care.
- Customary care means the care and supervision of a First Nations, Inuk or Métis child by a person who is not the child’s parent, according to the custom of the child’s band or First Nations, Inuit or Métis community. It allows children and youth to remain connected to their culture and community.
- While many community-based Indigenous service providers that are not children’s aid societies already offer important prevention and early intervention services to First Nations, Inuit and Métis children, youth and families, their role is not currently recognized within the Child, Youth and Family Services Act.
- Ontario is committed to reconciliation with First Nations, Inuit and Métis peoples and these proposed amendments are responsive to the Calls to Action from the Truth and Reconciliation Commission.

Additional Resources

- Learn more about redesigning Ontario’s child welfare system, including the five pillars of the provincial redesign strategy.
- Learn more about the Ontario Indigenous Children and Youth Strategy.
- Learn more about customary care arrangements.
- Learn about the Ontario Association of Children’s Aid Societies and the Association of Native Child and Family Services Agencies of Ontario.

Media Contacts

Krystle Caputo
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March 10, 2022

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Legislative and Government Engagement Update

Proposed Legislation

The Ontario legislature resumed on February 22, 2022. OCSTA is monitoring and we wanted to update you on the following Bills:

**Bill 87 Black Mental Health Day** (NDP Private Member’s Bill). The Bill proclaims the first Monday in March in each year as Black Mental Health Day; it also seeks to amend the *Anti-Racism Act, 2017* to require the Ministry of Health, the Ministry of Long-Term Care, Ontario Health and any person receiving funding from the Government of Ontario to provide health care services, to take all reasonable steps to ensure that information relating to the race of patients in Ontario is collected. It also amends the *Ministry of Health and Long-Term Care Act* by adding the duty to ensure that health services are provided in a culturally appropriate manner.

**Bill 86 Our London Family Act** (Working Together to Combat Islamophobia and Hatred) 222 (NDP Private Member’s Bill). This Bill seeks to amend the *Education Act* to eliminate racism and hatred in the school system. It requires that the Minister and district school boards develop and maintain a provincial anti-racism strategy for schools. The strategy is to be based on qualitative and quantitative data collected by the district school boards. In addition, the Minister is required to develop and maintain a provincial anti-Islamophobia strategy for schools and ensure supportive programs for racialized students. Boards are required to have a complaint process for students, teachers, education workers, staff and family members to make a complaint of discrimination, racism or bigotry, including Islamophobia, antisemitism, anti-Indigenous racism, anti-Black racism or anti-Asian racism. On March 3, 2022 the Bill was referred to the Justice Standing Committee.
Bill 85 Smoke Free Ontario Amendment Act (Vaping for Kids) (NDP Private Member’s Bill). The Bill makes various amendments to the Smoke-Free Ontario Act, 2017. Key changes include: amending the Act to prohibit the promotion of vapor products, and to provide that no person shall sell or supply a tobacco product, vapor product or prescribed product or substance to a person who is less than 21 years old.

Bill 67 Racial Equity in the Education System Act (NDP Private Member’s Bill). The Bill proposes to make various amendments to the Education Act. New subsection 10.1 (3) of the Act is amended to require the Minister to direct a board to develop its anti-racism accountability report if in the opinion of the Minister there is indication that the board’s new teacher induction program does not include anti-racism and racial equity training. Subsection 170 (1) of the Act is amended by adding anti-racism related responsibilities to the duties of boards. New subsection 212 (1.1) provides for fines for persons who disrupt or attempt to disrupt proceedings of a school or class through the use of racist language or activities. New section 277.28.1 provides that performance appraisals shall include competencies related to a teacher’s anti-racism awareness and efforts to promote racial equity. New subsection 301 (7.1.1) requires the Minister to establish policies and guidelines with respect to promoting racial equity in schools. New section 303.4 requires boards to establish and implement racial equity plans. The Bill passed second reading and has been referred to the Social Policy Standing Committee of the Legislature.

Provincial Election

As you know, the next provincial election is to be held on or before June 2, 2022. That means the election could be called in early May. OCSTA has been engaged in discussions with the PC party, Liberals, NDPs and the Greens regarding their election platforms. We have shared our priorities as outlined in our Finance Brief and Pre-Budget submissions, stressing the need for increased funding in key areas such as learning recovery, student and staff mental health, special education and student transportation. We will continue to meet with key MPPs in all parties as their election platforms are developed.

The seat distribution of MPPs is as follows:

PC: 68
NDP: 40
Liberals: 7
Greens: 1
New Blue Party: 1
Independents: 5

If you have any questions, please contact me at pdaly@ocsta.on.ca or Steve Andrews at sandrews@ocsta.on.ca.
March 22, 2022

MEMORANDUM

TO: Chairpersons and Directors of Education

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, March 22, 2022 2:37 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - Ontario Strengthening Protections Against Bullying and Violence at School

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All Catholic District School Boards

CC: OCSTA Directors and Staff
    Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: ON News Release – Ontario Strengthening Protections Against Bullying and Violence at School

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

NEWS RELEASE

Ontario Strengthening Protections Against Bullying and Violence at School

Partnerships will Help to Combat Sex-trafficking, Violence and Bullying of Students

March 22, 2022
Ministry of Education

TORONTO — The Ontario government is investing more than $550,000 in initiatives that will help keep kids safe in class and online. The funding will support programs that combat sex-trafficking, violence against women, bullying and cyberbullying.

According to the Centre for Addiction and Mental Health, 23 per cent of Ontario students reported being bullied at school and 22 per cent of Ontario students reported being bullied over the internet. And Statistics Canada found the
95 per cent of victims of police-reported human trafficking were women and girls.
22 per cent of police-reported victims of human trafficking are children under the age of 18.
Most of all police-reported incidents of human trafficking in Canada occur in Ontario.

The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019) highlighted that, “While Indigenous women represented only four per cent of the Canadian population in 2016, they comprised nearly 50 per cent of victims of human trafficking. Of those, nearly one-quarter were under the age of 18.”

These statistics are disturbing, and the Ontario government is acting to protect students through partnerships with community organizations. The new initiatives supported by the Ontario government investments include:

- $150,000 – in partnership with OneChild, to empower children and youth to combat the sexual exploitation of children through prevention education, advocacy, survivor care and survivor empowerment
- $100,000 – in partnership with White Ribbon, to develop a program or resources specifically to support boys in secondary school to counteract sexual exploitation, violence against women and the attitudes that lead to it
- $90,800 – in partnership with Respect Group Inc., to develop resources and tools to equip educators and school staff to identify, address and respond to bullying, abuse, harassment and discrimination
- $59,950 – in partnership with the Ontario Native Education Counselling Association (ONECA), to provide an opportunity for Indigenous students to inform ministry and school boards in identifying their needs and concerns regarding bullying prevention
- $50,000 – in partnership with PREVNet, to develop resources designed for educators of Grades 7 to 12 to enhance knowledge related to bullying, harassment and discrimination, as well as engaging peers to becomes allies
- $50,000 – in partnership with Egale, to develop an online platform in support of 2SLGBTQI students, including access to counselling services and supporting resources to address mental health, anti-bullying and suicide prevention
- $50,000 – in partnership with the Canadian Centre for Gender and Sexual Diversity, to develop training workshops and a virtual youth summit aimed at supporting 2SLGBTQ+ mental health.

“All students deserve to feel safe at school, and our government has zero tolerance for sexual exploitation, violence or bullying of any kind,” said Stephen Lecce, Minister of Education. “That is why our government has adopted a zero-tolerance approach to serious crimes against children, harassment and bullying, and through these investments, we are protecting children of all faiths, heritage, sexual orientation and colour of skin.”
Ontario’s partnership with One Child builds on the *Keeping Students Safe – Policy Framework for School Board Anti-Sex Trafficking Protocols*, which sets a strong foundation for school boards to establish key partnerships and regionally tailored anti-sex trafficking protocols. School boards will collaborate with community and police organizations with the goal of having protocols in place for all provincially funded schools.

These new investments are part of the Priorities and Partnerships Funding (PPF) COVID-19 Equity Supports, which funds various initiatives that help to promote a positive school climate, support healthy relationships, build empathy, and address bullying and cyberbullying.

**Quick Facts**

- On November 25, 2021, the Ministry of Education announced a strengthened *Policy/Program Memorandum (PPM) 144 - Bullying Prevention and Intervention*. It provides a framework for all school boards to adopt as a directive of the ministry.
- The government has invested through the *Priorities and Partnerships Funding* and the COVID-19 Equity Supports Funding streams, which fund various programs, partnerships and services that help to promote equity, promote a positive school climate, support healthy relationships, build empathy and address bullying and cyberbullying.
- As part of the Safe Return to Class Fund, the Ontario government is directing $6.4 million to protect against discrimination in schools and to better support all students.

**Quotes**

"At OneChild, we know that an informed child is very difficult to traffick. With the Ministry’s investment, we will be able to teach even greater numbers of students how to keep themselves safe through youth-friendly prevention presentations and resources, while also empowering school staff and parents with curricular resources and training to prevent, recognize warning signs, intervene safely, report cases and seek trauma-informed and victim-centred support services for children."

- Cheryl Perera  
  **Founder and President, OneChild**

"We can prevent gender-based violence by teaching boys and young men about healthy masculinities based on fairness, equity, kindness, respect, compassion and emotional intelligence. White Ribbon is proud to work together with youth, educators, parents and community leaders to help prepare new generations of young people for a violence-free, safer, gender-equitable and inclusive Ontario."

178
- **Humberto Carolo**  
*Executive Director, White Ribbon*

"Students can only learn when they feel safe at school. This investment by the government provides educators with practical tools that will enable them to more effectively foster inclusion, equity and healthy relationships. In safe and caring classrooms, students will be able to learn successfully."

- **Dr. Wendy M. Craig**  
*Co-Founder and Scientific Co-Director, PREVNet*

"When students fear for their safety or worry about being bullied, their learning suffers. To help ensure every classroom is free from harassment of any kind, our government is supporting additional programs to stop bullying, discrimination, violence and sexual exploitation. We are committed to fostering a healthy and supportive school environment where students are engaged."

- **Jane McKenna**  
*Associate Minister of Children and Women’s Issues*

"With more than 3x as many 2SLGBTQI students (30%) reporting they have been a victim of cyberbullying than non-2SLGBTQI students (8%), this funding from the Ontario Ministry of Education is more crucial than ever. Every student deserves the right to learn in a safe and inclusive environment."

- **Helen Kennedy**  
*Executive Director, Egale Canada*

"All adult school leaders, not just teachers, need tools to understand their role in keeping schools safe and free of maltreatment. We applaud the Ontario Ministry of Education for making this a priority."

- **Wayne McNeil**  
*Co-Founder, Respect Group*

"The support from the Ministry of Education to CCGSD is instrumental in our work to provide 2SLGBTQ+ students with tools to support their mental health. Through this funding, students will learn skills on peer-to-peer support that will increase their leadership capacity and will create safer school communities for all. CCGSD is grateful for the continuous support from the Ministry of Education and looks forward to future partnerships that will benefit 2SLGBTQ+ youth in Ontario."

- **Debbie Owusu-Akyeeah**  
*Executive Director, Canadian Centre for Gender and Sexual Diversity*

"We are grateful to all of the Indigenous youth who shared their experiences, stories and advice about bullying. It is our hope that the tools that we created, informed by your stories, will support schools, ministries, and communities to put an end to bullying. Miigwetch to the Ministry for supporting this project."

- **Roxane Manitowabi**
Executive Director, ONECA

"I am proud that Markham-Unionville is home to organizations like One Child, who dedicate their efforts to combatting sexual exploitation of children. Through this investment of $150,000 to One Child, our government will continue to support and work alongside organizations to help keep kids safe in class and online."

- Billy Pang  
Member of Provincial Parliament for Markham-Unionville

"I am pleased that our government has committed $100,000 to the White Ribbon campaign to combat violence against women and girls. Changing the minds of young men is key to getting at the root cause of violence and fostering positive, equal relationships. The 2018 Toronto van attack remains seared into my memory and is a reminder that what the work groups like White Ribbon do to combat violence against women, is needed now more than ever."

- Stan Cho  
Member of Provincial Parliament for Willowdale

"It is important that we educate and empower children and youth to recognize and take action to prevent harassment, bullying and sexual exploitation in schools. Building on efforts underway across government, these new partnerships will help to raise awareness, support victims and survivors, and prevent recruitment into human trafficking, violence against women and all forms of bullying."

- Sylvia Jones  
Solicitor General of Ontario

Additional Resources

- Bullying: We Can All Help Stop It
- PPM 144 – Bullying Prevention and Intervention
- Safe and Accepting Schools
- Ontario Takes New Actions to Combat Bullying in Schools
- Ontario Acts to Protect Students from Sex Trafficking
- PPM 166 - Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols

Media Contacts

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To: All Catholic Trustees and Directors of Education

March 23, 2022 – In This Issue of the OCSTA Newswire:

- OCSTA AGM & Conference in Ottawa at the Chateau Laurier is Almost Here - Program Highlights, Election Information
- Legislative Highlights
- Catholic Education Week Resources and Messaging for Trustees
- Recent OCSTA Statements and News Releases
- Catholic Register Student Contest for Easter

To view the issue, please click on the following link:
https://www.ocsta.on.ca/mar-23-2022-newswire/

Sharon McMillan  
DIRECTOR OF COMMUNICATIONS

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POLICY STATEMENT:

The work of the Chair is primarily to be the Chief Governance Officer of the Board, assuring the integrity of the board’s process and, secondarily, occasionally representing the board to outside parties. The Chair is first among equals and accords no special privileges or knowledge over other members of the board.

Accordingly:

1. The job result of the Chair is that the board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization:
   a) meeting discussion topic (or content) will be only those issues which tie to policy and/or the goals of the Multi-Year Strategic Plan
   b) deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.

2. The Chair is authorized to use any reasonable interpretation within topics covered by Board policies on Governance Process and Board-CEO Linkage, with the exception of:
   a) employment or termination of CEO
   b) where the board specifically delegates portions of this authority to others.

3. The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore the Chair has no authority to supervise or direct the CEO.

4. The Chair will set, in consultation with the Board, the agenda for the meetings of the Board of Trustees.

5. The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g.: ruling, recognizing) and will work constructively towards achieving consensus when arriving at decisions.
6. The Chair is empowered to assign trustees to Board committees and, at the request of the CEO, staff operating committees taking into account the need for trustee work to be proportioned fairly and the need for trustee experience and development to be fostered.

7. The Chair may represent the board to outside parties in announcing board-stated positions and in stating chair decisions and interpretations within the area delegated to her or him.

8. The Chair will ensure that there is an orientation to the organization and work of the Board of Trustees, with any new CEO or staff assigned to support the Board.

9. The Chair, with the support of trustees, will ensure a continuity of work of the Board of Trustees by ensuring files of all Board correspondence and process/procedures are maintained.

10. The Chair must select the recipient of the Chair’s award.

11. The Chair may delegate its authority to another trustee, but remains accountable for its use.

12. The Chair will monitor and authorize the expenses of trustees.

13. The Chair will monitor and authorize the personal expenses of the CEO and will report annually to the Board on this monitoring.
POLICY STATEMENT:

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Accordingly:

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
   a. Training and retraining will be used liberally to orient new trustees and candidates for trustee, as well as maintain and increase existing trustee skills and understandings.
   b. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
   c. Outreach mechanisms will be used as needed to ensure the board’s ability to listen to owner viewpoints and values.

2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability. The Board will develop its budget by May of each year to assure its inclusion in the overall budget and will include allowances for:
   a. Training, including attendance at conferences and workshops.
   b. Audit and other third-party monitoring of organizational performance.
   c. Surveys, focus groups, opinion analyses, and meeting costs.

3. The Board will pay an honorarium to its trustees in accordance with the provisions in legislation. For the term of December 1, 2018 to November 14, 2022, the honorarium will be:
   a. $10,209 per year composed of a base amount of $5,900 and an enrolment amount of $4,309.
   b. The Chair of the Board will receive an additional honorarium of $5,000 per year, plus an additional enrolment amount of $1,108 per year.
   c. The Vice-Chair of the Board will receive an additional honorarium of $2,500 per year, plus an additional enrolment amount of $554 per year.
4. Student trustees shall be paid an honorarium of $2,500 per year.

5. Trustees will be reimbursed for reasonable expenses incurred in the execution of their assigned duties, including all claims for mileage driven on board business. Mileage will be reimbursed at the standard rate established in Board administrative policy.
Number: II 014  
Subject: Trustee Expenses

Approval Date: February 22, 1999  
Effective Date: February 22, 1999  

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

POLICY STATEMENT:
The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse Trustees for expenses reasonably incurred in carrying out their role as Trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that Trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Trustee.

References:
The Education Act and Regulations  
The Income Tax Act.  
Report of the Auditor, December 2005  
MOE Trustee Expense Guideline, July 2009

COMMENTS AND GUIDELINES

Travel

1. The Board will reimburse automobile expenses at the current system rate for all travel incurred on behalf of the Board.

2. Trustees will be reimbursed for travel for business to/from their home.

3. Trustees will be reimbursed based on the standard travel distance, where applicable or for actual mileage travelled.
Convention and Conference Expenses

4. The Board will underwrite the expenses incurred by a Trustee in attendance at conventions, conferences etc. in the following manner:

   a) When accommodation is required, the traveller should stay at a host hotel, in the case of a conference, at the lowest rate offered to attendees; otherwise standard hotel room accommodation will be reimbursed. Reasonable expenses eligible for reimbursement include telephone, internet, and standard parking charges. Expenses of personal nature such as hotel movies, mini bars, and valet parking (when a self-serve option is available) are not eligible for reimbursement;

   b) Registration fees for conference – in most cases the registration fees will be paid directly by the administration office prior to the conference.

   c) Travel expense is defined as the most practical mode of transportation to suit the occasion at standard pricing. The reimbursable cost of air travel shall be up to Economy Air Fare or equivalent.

   d) Expenses containing a personal component will not be reimbursed. If such expenses are charged to a Board purchasing card, the claimant will be required to reimburse the Board for these costs.

5. The Chair has the right to approve or disapprove attendance and number of persons at any conference, etc. to ensure the Board operates within budget allowances.

Meals

6. Meals will be reimbursed at actual cost up to a maximum of $75.00 (CDN) per day including taxes, gratuities and other reasonable sundry expenses while at conferences, conventions, or other Board related business. The lesser of the actual cost or the maximum will be reimbursed. Gratuities will be capped at 15% and the employee will be responsible for anything above the maximum.

7. All meals must be accompanied by an original, separate, and itemized receipt including written on the back – the names of the people at the meal and the business reason for the meal (i.e. attending conference). Meals appearing on a Trustee’s hotel bill must be accompanied by an itemized receipt.

Gifts and Donations

8. Gifts to any groups or individuals will not be reimbursed unless approved in advance by Board of Trustees.

9. Donations may be made on behalf of the Board of Trustees if approved by the Board in advance. Supporting a fundraiser or event for a specific political party is not eligible for reimbursement.

Advertising and Communications

10. Trustees will not be reimbursed for expenses related to political advocacy. Only Board approved advertising and communication will be reimbursed.
Office Supplies

11. The Board does not reimburse Trustees for home office equipment. The Board will reimburse Trustees for printer paper and toner. Any other purchases require special approval from the Board.

12. All items must be returned to the Board, and all expenses will cease to be covered upon the Trustee’s end of term or date of resignation.

Alcohol

13. Alcohol will not be reimbursed under any circumstance. Alcoholic beverages appearing on meal receipts will not be reimbursed.

Other Considerations

14. The Board recognizes that certain expenses (such as those incurred for professional development and conferences) may create a financial burden for elected Trustees or Student Trustees. As such these costs will be expensed through the Chair of the Board of Trustees or the Executive Administrative Assistant of the Board of Trustees purchase card.

Other Expenses

15. Any other extraordinary or unusual expenses that a trustee feels should be paid by the Board must be submitted to the Chair of the Board with a written explanation and request for payment. The Chair of the Board may approve or disapprove of payment.

16. The Chair of the Board will be issued a Board Purchase Card with a limit of $1,000. This is in recognition of the extraordinary expenses incurred in this role. The Purchase Card must be used for board expenses as noted above. When purchases made on the Purchasing Card are reconciled, the Chair must submit original receipts as per the normal Purchasing Card expenditure process as outlined in the Business Services Manual.

Approval of Expenses

17. An expense voucher may be submitted at the end of each month for payment but must be submitted at least quarterly listing dates, location and reasons for the claim.

18. All expense must be accompanied by original receipts and the original bill/invoice providing the details of the expense.

19. At year end, all expenses must be approved and submitted to accounting for reimbursement prior to the second Friday in September. Claims filed after that date will be denied.

20. All trustee expense claims must be approved by the Chair.

21. The expense claims of the Chair must be approved by the Superintendent of Business and Treasurer.

22. On an annual basis, the Internal Auditor will review and make available a summary report on all Trustees and their compliance with this policy.
Where an expense claim is denied

23. When a Trustee’s expense claim has been denied, the Trustee will be informed of the reason in writing. If the Chair of the Board denies the claim, the Chair will inform the Trustee. If the Superintendent of Business and Treasurer denies the claim, the Superintendent of Business and Treasurer will inform the Trustee outlining the reason(s) for the denial.

If the Trustee disagrees with the denial, the Trustee may bring the matter to the next regular meeting of the Audit Committee for a recommendation. In making their decision, the Audit Committee will determine whether or not the denial is consistent with the terms of the Board Policy. If a satisfactory resolution is not reached then the affected party shall contest the decision during a public meeting of the Board of Trustees.
Policy Statement:
Systematic and thorough monitoring of CEO job performance will be primarily against expected CEO job outputs; organizational accomplishment of board policies on Ends, as connected to the annual priorities identified and mapped to the Multi Year Strategic Plan, as well as organizational operation within the boundaries established in board policies on Executive Limitations.

Accordingly:

1. Monitoring is simply to determine the degree to which board policies are being met. Data which do not do this will not be considered to be monitoring data.

2. the Board will acquire monitoring data by one or more of three methods:

a) by internal report, in which the CEO discloses monitoring reports identified in Multi Year Strategic Plan compliance information to the board,

b) by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies and

c) by direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.

3. In every case, the standard for compliance shall be the board assessing a reasonable interpretation in consultation with the CEO.

4. All policies which instruct the CEO will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule as defined in Appendix A.

5. Performance Appraisal Review will take place annually between the Board of Trustees and the CEO, using a mutually agreed upon process.
### Appendix A WCDSB Monitoring Schedule

<table>
<thead>
<tr>
<th>I AIMS/ENDS</th>
<th>Method</th>
<th>Frequency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 001 AIMS/ENDS</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>II GOVERNANCE PROCESS</th>
<th>Method</th>
<th>Frequency</th>
<th>Date</th>
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<tbody>
<tr>
<td>• 001 General Governance Commitment</td>
<td>Direct Inspect</td>
<td>Annual Review – approval only for changes</td>
<td>June</td>
</tr>
<tr>
<td>• 002 Governing Style</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>September</td>
</tr>
<tr>
<td>• 003 Board Job Description</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>October</td>
</tr>
<tr>
<td>• 004 Advocacy and Advertising</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>November</td>
</tr>
<tr>
<td>• 005 Consultation</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>December</td>
</tr>
<tr>
<td>• 006 Celebration of Excellence</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>January</td>
</tr>
<tr>
<td>• 007 Board Members’ Code of Conduct</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>February</td>
</tr>
<tr>
<td>• 008 Chairperson’s Role</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>March</td>
</tr>
<tr>
<td>• 009 Board Committee Principles</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>June</td>
</tr>
<tr>
<td>• 010 Board Committee Structure</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>June</td>
</tr>
<tr>
<td>• 011 Student Representation on the Board</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>May</td>
</tr>
<tr>
<td>• 012 Student Trustee Role Description</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>May</td>
</tr>
<tr>
<td>• 013 Cost of Governance</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>March</td>
</tr>
<tr>
<td>• 014 Trustee Expenses</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>March</td>
</tr>
<tr>
<td>• 015 Ownership Linkage</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>April</td>
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<table>
<thead>
<tr>
<th>III BOARD-DIRECTOR RELATIONSHIP</th>
<th>Method</th>
<th>Frequency</th>
<th>Date</th>
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<tbody>
<tr>
<td>• 001 Global Governance-Management Connection</td>
<td>Direct Inspect</td>
<td>Annual Review – approval only for changes</td>
<td>May</td>
</tr>
<tr>
<td>• 002 Unity of Control</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>January</td>
</tr>
<tr>
<td>• 003 Accountability of the CEO</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>February</td>
</tr>
<tr>
<td>• 004 Delegation to the CEO</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>February</td>
</tr>
<tr>
<td>• 005 Monitoring CEO Performance</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>March</td>
</tr>
<tr>
<td>• 006 CEO Compensation &amp; Benefits</td>
<td>Direct Inspect</td>
<td>Annual</td>
<td>September</td>
</tr>
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</table>
### IV EXECUTIVE LIMITATIONS

<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>Frequency</th>
<th>Review Period</th>
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<th>Fully Compliant</th>
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<tr>
<td>001</td>
<td>General Executive Limitations</td>
<td>Internal</td>
<td>Annual Review</td>
<td>May/June</td>
<td>☐</td>
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<tr>
<td>002</td>
<td>Treatment of the Public</td>
<td>Internal</td>
<td>Annual</td>
<td>February</td>
<td>☐</td>
</tr>
<tr>
<td>003</td>
<td>Treatment of Students</td>
<td>Internal</td>
<td>Annual</td>
<td>February</td>
<td>☐</td>
</tr>
<tr>
<td>004</td>
<td>Treatment of Staff</td>
<td>Internal</td>
<td>Annual</td>
<td>April</td>
<td>☐</td>
</tr>
<tr>
<td>005</td>
<td>Hiring and Promotions</td>
<td>Internal</td>
<td>Annual</td>
<td>March</td>
<td>☐</td>
</tr>
<tr>
<td>006</td>
<td>Legal Responsibilities</td>
<td>Internal</td>
<td>Annual</td>
<td>April</td>
<td>☐</td>
</tr>
<tr>
<td>007</td>
<td>Financial Planning/Budgeting</td>
<td>Internal</td>
<td>Annual</td>
<td>May/June</td>
<td>☐</td>
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<tr>
<td>008</td>
<td>Financial Conditions and Activities</td>
<td>Internal</td>
<td>Quarterly</td>
<td>Nov, Apr, June</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>External</td>
<td>Annual</td>
<td></td>
<td>☐</td>
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<tr>
<td>009</td>
<td>Asset Protection</td>
<td>Internal</td>
<td>Annual</td>
<td>May</td>
<td>☐</td>
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<tr>
<td>010</td>
<td>Facilities Accommodations</td>
<td>Internal</td>
<td>Annual</td>
<td>March</td>
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<tr>
<td>011</td>
<td>Emergency CEO Replacement</td>
<td>Internal</td>
<td>Annual</td>
<td>Feb</td>
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<tr>
<td>012</td>
<td>Communication and Support to the Board</td>
<td>Internal</td>
<td>Annual</td>
<td>March/Apr</td>
<td>☐</td>
</tr>
<tr>
<td>013</td>
<td>Leadership</td>
<td>Internal</td>
<td>Annual</td>
<td>January</td>
<td>☐</td>
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</table>
Date: March 28th, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 002 Treatment of Public

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 002
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Executive Limitation IV 002

Policy Statement and/or Education Act/other Legislation citation:
Education Act Section 169.1
Education that Works for You: A new vision for education in Ontario (March 2019)
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:
Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

IV 002 Policy states:
With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

CEO Interpretation:
This policy signals that the CEO must ensure that no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Therefore – to me it signals that I need to demonstrate how we assess people’s understanding of our reputation, indicate if we have not had negative stories associated with Catholic teaching and speak to ways we ensure we are consistent with Catholic teaching.
a) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.

b) The CEO administered both an interim survey and a supplementary survey in spring of 2018 and the spring of 2019 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey was not implemented in the 2019-2020 school year due to a combination of the labour action during this year, as well as the rollout from commencement of the pandemic, which significantly disrupted the system. We had hoped to do an MYSP survey the spring of 2021 to assess stakeholder feedback but again the pandemic was causing significant disruption and stood in the way of a valid and reliable implementation of stakeholder feedback on our MYSP goals. This spring (2022) the survey will be implemented in the first 2 weeks of April. It will provide us with feedback from the current MYSP as well as beginning the process of initiating a foundation for the new MYSP – using the voice of our public / stakeholders.

c) The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance, and the Board report received in January 2022 on Parent Engagement reflected increased parent involvement in our Parent Commissioning and CPIC/CSAC on boarding event.

d) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been (for the most part) limited.

e) In the last year, there have been primarily positive media stories that have promoted the reputation of the board and in one case more recently where the integrity and commitment of the board was called into question, there was a strong and transparent statement was issued, where there was an acknowledgement of existing realities, as well as an articulation of next steps.

f) Throughout the COVID-19 crisis the CEO has made herself available to the media for countless interviews and provided statements that hold the WCDSB in good stead in the community. In particular the regular bi-weekly TV interview on CTV throughout this school year has allowed for a strong interaction with our public on matters of the highest interest and importance to our stakeholders.

g) An audit by an external Marketing firm a few years back has produced evidence that our Board is noted for the strength of its community and the broader perception that we are inclusive and strongly faith-based. The coverage the board received last spring when we became the first Catholic board to fly the Pride flag at the board office and our schools was well received by the broader public and strongly signalled our commitment to inclusion and equity issues. This has been supported by a strong commitment to action as reported in the equity report to Board in December 2021. The steady growth in enrolment over the past 7 years, COVID notwithstanding, and popularity of the board, suggests a high degree of public confidence. We have seen a .0496% increase in market share this past year.

h) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC001_Communication Guidelines) During this school year regular communications have been shared with both staff and with parents regarding WCDSB’s response to the Covid-19 crisis, as well as our response through Distance Learning. Further we implemented our MDI school climate survey in February 2022, which in addition to student voice, elicits feedback from our parents and those results will be shared with Trustees, staff and our parents. Finally, we have ensured that our public facing website it always current, containing the CEO’s communications and all other relevant updates.

i) Currently the CEO is working with the Equity Officer to consider supports – community based and full time who can support parents and the public navigate the system, particularly if there are cultural, racial or diversity issues which may be impeding full understanding and engagement in WCDSB processes. This is being further supported by ensuring that we expand the translation of key surveys and communications to our parents.

j) This past year, through the efforts of our Student Services department and Anishnabeg Outreach, we have created a new Educational Community Partnership Program to support indigenous youth.

k) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders’ Breakfast, proposed CEC blessing, Bishop’s Banquet, Beacons of Hope (adapted to video
last year and this year), Winter Walk to School Day, etcetera. While some of these have been postponed, altered or cancelled due to COVID, we continue to find ways to redefine that presence.

l) The CEO chairs the Board’s FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.

m) All employees of the Board are governed by APS017 Responsible Use of Information Technology, an Acceptable Use Policy – “Responsible Use of IT and Electronic Data - Staff” - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.

n) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.

o) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices. Currently and for the past 2 years, the CEO has been the Chair of this meeting.

p) The CEO and other members of the Board team, work in close partnership with the Board’s Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.

q) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.

r) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, faithful to the traditions of the Catholic Church.

**Recommendation:**

That the Board accept this report indicating compliance with communication and support to Board Policy IV 002 Treatment of Public.

**Prepared/Reviewed By:** Loretta Notten
Director of Education

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

Date: March 28th, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 003 Treatment of Students

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 003
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Executive Limitation IV 003

Policy Statement and/or Education Act/other Legislation citation:
Education Act Section 169.1
Achieving Excellence: A Renewed Vision for Education in Ontario
APH APs: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010

Alignment to the MYSP:
Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

IV 003 Policy states:
In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy or inherently inequitable.

CEO Interpretation:
This policy signals that the CEO must ensure that consistent with the policy on the treatment of public, that there should be no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Further – it signals to me as CEO that we have to ensure our schools are places where all children can excel and be treated fairly regardless of their background or identity, while also having the confidence that they will not come to any harm.
a) In addition to all those measures which ensure compliance with IV 002 (found in items b-r below), the following would also be offered as evidence of compliance:

i. The CEO has ensured that data be more detailed when looking at sub-groups of students when reporting on academic performance, resiliency/MDI data, and suspensions and expulsions, which will guard against any unnoticed inequities in terms of service or results. There is an explicit Key Performance Indicator in the Multi-Year Strategic Plan which monitors this data. The implementation of the Student Census in the fall of 2021 will further assist in this valuable work – with an initial report to Board planned for June 2022. That said, the Board’s transition to Aspen has worked against effective production of detailed data during both the 2020-2021 school year and to some degree this school year. Additional staffing has been brought on board to assist in remedying the challenges.

ii. Plans are currently underway to not only share board level data related to the student census (June 2022), but by the fall of 2022 to have school level data and recommended practices for analysis, which will allow for a more robust consideration of biases or impediments to the full success of all students at the local level. This census work will assist in ensuring that WCDSB continues to improve in meeting the needs of its diverse and evolving population.

iii. The welfare of students is governed by a number of Administrative Procedures dealing with Health and Safety, including but not limited to:

- APH 004 APH004-MedAdminUnder18
- APH 005 APH005-Anaphylaxis
- APH 028 APH028-00_AsthmaRyanLaw
- APH 027 APH027-00_Concussion
- APH 015 APH015-00_AsthmaRyanLaw
- APH 021 APH021-00-ElemSchFoodNutrition
- APH 013 APH013-00_EmergencyPlanning
- APH 026 APH026-00_InfectiousDiseasesPrevention
- APH 029 APH029-00_CalmingRoomsProactiveSelfRegulation
- APH022 APH022-00_SchoolAccidents
- APH 008 APH008-00_InclementWeather
- APH 012 APH012-00_PhysicalContainmentofStudents
- APH 001 APH001-00_SafeArrivalsDeparture
- APH 002 APH002-00_SchoolAccidents
- APH 017 APH017-00_SchoolFoodNutrition
- APH 019 APH019-00_SuicideDepressionSelfHarm
- APH 016 APH016Play Structures
- APH 009 APH009-00_ViolentIncidentRecordkeeping

These APs are listed as evidence that the safety of our children is well considered in the administrative procedures by which are schools are bound.

iv. In this school year a new AP – APC052 – Responsible Use of Information Technology and Electronic Data – Student has been added to make explicit the requirement for students for students in terms of responsible use of technology and social media. Further we have added APH036 in relation to Human Trafficking, also aimed at increasing awareness and education for our students on this heinous crime that victimizes too many youth.

v. In addition to the Education Act, and APH 024 – Health and Physical Education Safety Guidelines, staff are informed and governed by regulations and best practice shared by OPHEA which ensures that practices in all Health and Active Living settings is safe.

vi. The COVID crisis / pandemic has posed a unique threat to the health and safety of our students. The CEO ensured the development of rigorous Operational Guidelines and enforced throughout the pandemic adherence to the same. Communications have been frequent and explicit, and our COVID metrics, coupled with the results of WR Public Health IPAC and Ministry of Labour assessments, in which no significant concerns have been identified, would suggest that our schools are safe places for our staff and students.
vii. In the current pandemic environment, brought about due to COVID, staff went to great lengths to ensure both the provision of learning devices, as well as connectivity support for any student where it was identified that either might be lacking. In the time immediately following Christmas in January 2022, all students of the board were able to learn despite the pivot to fully remote learning for the full day for 2 weeks. The distribution of devices ensured that no student was disadvantaged due to their personal circumstance, in relation to a learning device or access to internet.

viii. There is an Equity and Inclusive Education Learning Committee comprised of educators and staff who are offering a critical eye and guidance regarding the advancement of equitable practices in the WCDSB. There is now formal alignment to the WCDSB Wellness Strategy, with a Well-Being Steering Committee and aligned well-being (equity) goals now in place. This year we have seen a strong investment in and deployment of culturally responsive resources, as well as the requirement for school-based goals related to equity at the local level. Further “environmental audits” are taking place in our schools to ensure they are appropriately and sensitively reflective of the population our schools serve.

ix. The WCDSB hired an Equity Officer this past year who has explicitly assisted in guiding the work of equity in the culture of our board, and more directly the impact on our student population. This February 2022 we also hired a temporary marketing individual to explicitly work with our Equity Officer to support her work and plans are being considered in the upcoming budget cycle to expand the department with potential key additional positions.

x. The WCDSB initiated a review of its School Resource Officer (SRO) program. This review was initiated after the concerns that were surfaced after the spring of 2020 and the Black Lives Matter protests. It is part of the CEO’s commitment - on behalf of the Board – that we wish to ensure this program is meeting the needs of all students and not adversely impacting our racialized student population. The review results were brought to Board in June of 2021, with an update in the fall of 2021. Currently the program has been terminated in the format we previously experienced, and the WRPS is considering how to evolve the program with “community engagement officers”.

xi. This February our students in grades 4-12 completed the MDI School Climate survey, which was last implemented in the spring of 2019. This survey allows for the analysis of both board and school level data regarding student impressions of safety and inclusion. The results will be brought to Board later this spring (2022). Previous results (2019) were made available to all school administrators by the fall of 2019 and informed action forward. This was intended as a bi-annual process, but it was not implemented in the spring of 2021 on the advice of our researcher and Chief Social Worker. It was felt that the pandemic would not allow for reliable trend data to be identified. The survey will now fall back into its bi-annual pattern. It is perhaps notable that parents also complete a companion survey with respect to schools and their perceptions of bullying, that also reflecting on their perceptions of the treatment of students.

xii. Staff have now instituted an annual Student Transition Survey which allows students to share their experience of transition from grades 8 to 9. Due to the pandemic this was the first re-administration of the survey since the fall of 2019. (It was not implemented in 2020) This year it as implemented in October 2021 and results were shared in December 2021 with both secondary and elementary school-based staff to assist in planning and action forward. This ensures that students have the opportunity to identify ways in which they feel unsafe or not included in their new secondary school communities. When 2021 results were compared to 2019 results there were a few key points of observation:

- A slight reduction in the perception that teachers were interested in them as a person and the perception that their teacher had high expectations
- Similarly strong perceptions that teachers noticed a good job or was will to help when they were struggling.
- Strong results in terms of when they felt welcomed in high school
- Only 13% of students indicated that the pandemic had not impacted their readiness for grade 9; with 24% saying it had impacted them a lot.

xiii. There are 2 student Trustees who have ample opportunity to share the voice of students within the Boardroom but also in a variety of forums throughout the WCDSB. There is also an active Student Senate which provides students a forum for discussion and advancement of their thoughts and opinions.
xiv. The CEO has previously hosted 3 student Town Halls in which the voice of students was shared and opinions sought regarding the treatment of students and their aspirations. This event did not proceed this past year due to the events of Covid-19 and the transition to distance learning, but the Director did receive a series of questions from students – gathered by the Student Trustees of 2019-2020 – and formulated responses to each which were delivered by video. There are hopes that a student town hall can take place in the spring of 2022 so that student voice can directly be delivered to the Director.

xv. Through Dec 2021 and February 2022 the senior team worked with IBM. The focus of the dedicated time was to elicit views of the pandemic and what was needed for students as we emerge from this time: *Looking Back to Learn Forward*. After dedicated time with the senior team – a series of 6 focus groups were formulated – included 2 teacher focus groups (elementary and secondary) and 2 student focus groups (elementary and secondary). While the sample set was relatively small it was noteworthy that students had very positive impressions of their learning during the pandemic and noted higher levels of engagement than their teachers perceived.

b) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.

c) The CEO administered both an interim survey and a supplementary survey in spring of 2018 and the spring of 2019 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey was not implemented in the 2019-2020 school year due to a combination of the labour action during this year, as well as the fallout from commencement of the pandemic, which significantly disrupted the system. We had hoped to do an MYSP survey the spring of 2021 to assess stakeholder feedback but again the pandemic was causing significant disruption and stood in the way of a valid and reliable implementation of stakeholder feedback on our MYSP goals. This spring (2022) the survey will be implemented in the first 2 weeks of April. It will provide us with feedback from the current MYSP as well as beginning the process of initiating a foundation for the new MYSP – using the voice of our public / stakeholders.

d) The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance, and the Board report received in January 2022 on Parent Engagement reflected increased parent involvement in our Parent Commissioning and CPIC/CSAC on boarding event.

e) In the last year, there have been primarily positive media stories that have promoted the reputation of the board and in one case where the integrity and commitment of the board was called into question, a strong and transparent statement was issued.

f) Throughout the COVID-19 crisis the CEO has made herself available to the media for countless interviews and provided statements that hold the WCDSB in good stead in the community. In particular the regular bi-weekly TV interview on CTV throughout this school year has allowed for a strong interaction with our public on matters of the highest interest and importance to our stakeholders.

g) An audit by an external Marketing firm a few years back has produced evidence that our Board is noted for the strength of its community and the broader perception that we are inclusive and strongly faith-based. The coverage the board received last spring when we became the first Catholic board to fly the Pride flag at the board office and our schools was well received by the broader public and strongly signalled our commitment to inclusion and equity issues. This has been supported by a strong commitment to action as reported in the equity report to Board in December 2021. The steady growth in enrolment over the past 7 years, COVID notwithstanding, and popularity of the board, suggests a high degree of public confidence. We have seen a .0496% increase in market share this past year.

h) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) During this school year regular communications have been shared with both staff and with parents regarding WCDSB’s response to the Covid-19 crisis, as well as our response through Distance Learning. Further we implemented our MDI school climate survey in February 2022, which in addition to student voice, elicits feedback from our parents and those results will be shared with Trustees, staff and our parents. Finally, we have ensured that our public facing website it always current, containing the CEO’s communications and all other relevant updates.

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which may be impeding full understanding and engagement in WCDSB processes. This is being further supported by ensuring that we expand the translation of key surveys and communications to our parents.

j) This past year, through the efforts of our Student Services department and Anishnabeg Outreach, we have created a new Educational Community Partnership Program to support indigenous youth.

k) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders’ Breakfast, proposed CEC blessing, Bishop’s Banquet, Beacons of Hope (adapted to video last year and this year), Winter Walk to School Day, etcetera. While some of these have been postponed, altered or cancelled due to COVID, we continue to find ways to redefine that presence.

l) The CEO chairs the Board’s FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.

m) All employees of the Board are governed by APS 017, an Acceptable Use Policy – “Responsible Use of IT and Electronic Data” - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.

n) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.

o) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relation to our Catholic Teaching, and to share promising practices. Currently and for the past 2 years, the CEO has been the Chair of this meeting.

p) The CEO and other members of the Board team, work in close partnership with the Board’s Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.

q) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.

r) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, faithful to the traditions of the Catholic Church.

Recommendation:
That the Board accept this report indicating compliance with Treatment of Students Policy IV 003

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”
Date: March 28, 2022
To: Board of Trustees
From: Director of Education
Subject: Hiring and Promotions IV 005

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

Type of Information: ☒ Monitoring Information of Board Policy IV 005
☐ Information for Board of Trustees Decision-Making
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Hiring and Promotions IV 005

Policy Statement and/or Education Act/other Legislation citation:
Ontario Human Rights Code
Accessibility for Ontarians with Disabilities Act
APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
APO028 – Fair and Equitable Hiring and Promotions
APS038 – Police Record Checks for Board Employees
Staffing Operating Guidelines for PASS and Senior Manager Positions
Various collective agreements

Alignment to the MYSP:
N/A

Background/Comments:

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

CEO Interpretation

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

Evidence

Hiring related policies
• APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
• APO028 – Fair and Equitable Hiring and Promotions
• APS038 – Police Record Checks for Board Employees
• Staffing Operating Guidelines for PASS and Senior Manager Positions

Administrators
• Candidates are invited to apply to Administrator Pools (secondary principal, secondary vice-principal, elementary principal and elementary vice-principal).
• Postings for the Pools are placed on the Board website, distributed via Staff Announcements, posted through the Catholic Principals Council of Ontario and social media including notices sent to specific groups on Twitter and LinkedIn. Each posting is fully compliant with the Accessibility for Ontarians with Disability Act (AODA).
• Candidates are screened for the basic qualifications identified in the posting.
• Conflicts of interest per APS043 are declared prior to interviews.
• The recruitment and selection process continues to evolve to improve processes with respect to equity, diversity and inclusion. This includes the introduction of blind assessments and composition of the selection panel. Selection processes may include some combination of interview, portfolio review, case study, reflection, presentation, or written responses. All assessments are reviewed by the Superintendent of Human Resources to ensure compliance with legislation and policy. Assessments are scored individually by all members of the selection panel.
• References are checked by the Superintendent of Human Resources.
• Consensus on hiring recommendations is reached by the interview panel.
• As per APO028 diversity is considered a hiring criterion at all stages of the process including placement from the pool into an assignment.
• The Superintendent of Human Resources offers placement in the respective pools.
• When administrator vacancies occur, assignments are offered to candidates in the pool based on system and school needs at the time of the vacancy.

Teachers

Daily Occasional Supply List
• Staff visit jobs fairs and faculties to recruit teacher candidates. Postings occur on an ongoing basis throughout the year
• All postings are managed through the “Apply to Education” (ATE) website. Postings are also distributed to staff, faculties of education, parishes, social media and through various media outlets and job-search websites.
• Each posting is fully compliant with the AODA.
• Candidates are screened for the basic qualifications identified in the posting.
• Candidates are interviewed by two administrators (retired or current) and the questions are reviewed by the Superintendent of Human Resources and at least one Superintendent of Learning. All interviews are documented and scored independently by the interviewers.
• Administrators are asked to declare conflicts of interest per APS043 prior to interviews.
• References are checked by the interviewers.
• As per APO028 diversity is considered a criterion for hiring decisions.
• Recommendations to hire are provided from administrators to Human Resources Services (HRS).
• HRS makes job offers to candidates.

Long-term Occasional Assignments (LTO assignments)
• Postings for LTO assignments occur per Part A of the OECTA collective agreements.
• All postings are managed through ATE.
• Each posting is fully compliant with the AODA.
• LTO assignments of fourteen days or greater are posted. Administrators must review portfolios posted by the three most senior candidates.
• Administrators are required to identify any conflicts APS043.
• As per APO028 diversity is considered a criterion for hiring decisions.
• Recommendations for the assignment are provided from administrators to HRS.
• HRS offers the assignment to the successful candidate.

Permanent Teaching Assignments
• Postings for permanent assignments occur per Part A of the OECTA collective agreements.
• Postings occur as vacancies arise and are managed through ATE.
• Each posting is fully compliant with the AODA.
• Up to three candidates are interviewed by two administrators, one being the principal of the school where the vacancy occurs.
• Administrators are required to identify any conflicts APS043.
• All interviews are documented and scored independently by the interviewers.
• As per APO028 diversity is considered a criterion for hiring decisions.
• Recommendations for the assignment are provided from administrators to HRS.
• HRS offers the assignment to the successful candidate.

**Education Assistants, Child and Youth Care Workers and Early Childhood Educators (ECE)**

• Staff visit college programs and attend job fairs to recruit candidates. Multiple postings occur during the year.
• Employees are hired to the supply lists or directly to a position. Postings for new hires are placed on the Board website, social media, at colleges and faculties, the Association of ECEs of Ontario, the Early Learning Professional Resource Center.
• Each posting is fully compliant with the AODA.
• Candidates are screened for the basic qualifications identified in the posting.
• Candidates are interviewed by administrators and/or extended day supervisors. All interviews are documented and scored independently by the interviewers. Interviewers are asked to declare conflicts of interest per APS 043 prior to the interviews.
• The references for candidates are checked by the interviewers.
• As per APO028 diversity is considered a criterion for hiring decisions.
• Recommendations to hire are provided from interviews to HRS.
• HRS makes job offers to candidates.

**Technical, Clerk, Administrative, Custodial and Maintenance, Supervisory, Student Services and Senior Manager Positions**

• Postings are placed on the Board website and other locations deemed appropriate for the position – e.g. Indeed, Workopolis, newspapers, professional colleges and associations, OASBO, etc.
• Each posting is fully compliant with the AODA.
• Candidates are screened for the basic qualifications identified in the posting.
• Candidates are interviewed by the hiring supervisor and at least one other management staff member and/or a Human Resources Officer, depending on the position. One other method of assessment is applied to candidates such as a test, written assignment, in-basket exercise or case study. All interviews and assessments are scored by the interviewers.
• Interview questions and assessments are reviewed by HRS.
• References are checked by the interviewers.
• As per APO028 diversity is considered a criterion for hiring decisions.
• Recommendations to hire are provided to HRS.
• HRS makes job offers to candidates.

**Supervisory Officers**

• Postings for academic supervisory officers may posted internally to administrators and distributed via email to the Catholic Principals’ Association of Ontario, the Ontario Catholic Supervisory Officers’ Association, through the Ontario Association of School Board Officials and other locations deemed appropriate for the position.
• Each posting provides candidates a contact if they require a disability related accommodation to participate in the recruitment process.
• Candidates are screened for the basic qualifications in the posting.
• Candidates are interviewed by a panel including the Director of Education, Superintendent of Human Resources, and a Superintendent of Learning. In addition, candidates may participate in a second assessment (e.g. case study). All interviews and assessments are documented and scored independently by the interviewers.
• Interview questions are reviewed by the Superintendent of Human Resources and Director of Education.
• Candidates are given time to review the interview questions immediately prior to the interview.
• Two references for each candidate are checked by the Director or Superintendent of Human Resources.
• Consensus is reached by the interview panel on the successful candidate and the job offer is made by the Director.
• As per APO028 diversity is considered a criterion for hiring decisions.
Compliance with APO028

In accordance with the Policy requirement, all hiring procedures are fully compliant with legislation. However, all hiring procedures are not fully compliant with APO028, most importantly diverse selection panels. When APO028 was most recently revised with updated procedures, it was known that gaps would exist. However, the recommendation from the Human Resources Equity Committee was to include requirements that are aspirational. The intent is to ensure there is work done to improve processes and strive toward compliance with the procedure or to implement alternate processes to mitigate the impact of the gaps.

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

CEO Interpretation

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

Evidence

- All permanent and long-term occasional ECE, permanent and long-term occasional teaching, administrator and supervisory officer positions require pastoral references including a profession of faith.
- Where an exception to this Policy is granted, any new teachers or ECEs who are not Catholic are required to sign a declaration of commitment indicating agreement
  - To participate in the religious instruction of students in the Catholic Faith using the curriculum approved by the Board as requested by the principal.
  - To seek to infuse gospel values across the curriculum.
  - To influence and strengthen the spiritual growth of students and act as an appropriate role model in a manner consistent with the Catholic Church.
  - To attend and support school and Board celebrations and liturgies, including Mass.
- Interviews for all other positions include a statement that candidates are applying to a faith-based organization where there are expressions of faith such as prayer, liturgies and mass. Education Assistants and Child and Youth Care Workers are informed they will be required to attend religious celebrations such as school masses. Candidates are asked if they are comfortable working in such an environment.

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

CEO Interpretation

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

Evidence

- All candidates to teaching positions are required to provide a pastoral reference including a profession of faith to be eligible for long-term occasional and permanent positions. In circumstances where a teacher with specialized qualifications cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
• All candidates to ECE positions are required to provide a pastoral reference including a profession of faith to be eligible for long-term temporary and permanent positions. In circumstances where an ECE cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
• All teachers newly hired to a permanent position are advised in writing that they must have Religious Education Part 1 completed within two years from the date of hire. Teachers hired after September 1 are given two years from August 31 in the year they were hired. Of the 73 new permanent teachers that were required to have completed Religious Education Part 1 by September 1, 2021, 23 are still outstanding. All non-compliant teachers have been advised that they must complete course by September 1, 2022.

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

CEO Interpretation

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

Evidence
• Candidates to Administrator Pools and Program Heads of Religion and Consultant of Religious Education/Family Life education are required to provide a pastoral reference including a profession of faith. Any special circumstances are discussed with the Board.
• All candidates that have been considered for placement in Administrator Pools since the last monitoring report have provided a pastoral reference from a Catholic Priest.
• All newly appointed administrators are assigned a colleague mentor and participate in a two-year induction program that focusses on leadership development and faith formation. There are eleven administrators currently participating in the program. Three of the Board’s six participants in the Information Transformation Faith Formation Leadership Program are administrators.

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

CEO Interpretation

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

Evidence
• Qualifications requested of candidates is consistent with those identified in the Guidelines.
• One chaplain has been hired since the last monitoring report. The resume of the recommended candidate was reviewed by the Diocesan Office and approved by the Bishop prior to a job offer being made.

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

CEO Interpretation

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

Evidence
• Two supervisory officers were hired since the last monitoring report.
• Both vacancies were brought to the Board for approval to proceed and two Trustees participated on the selection teams.

Recommendation:
That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005

Prepared/Reviewed By:  
Loretta Notten  
Director of Education  
Jason Connolly  
Superintendent of Human Resources

*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: March 28, 2022
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 010 “Facilities/Accommodations”

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

Type of Information: ☑ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy IV 010
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
This report will provide Trustees with information on the CEO’s compliance with Board Policy IV 010 “Facilities/Accommodations”.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 010, “Facilities/Accommodations”

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

Strategic Priority: Nurturing our Catholic Community
  Strategic Direction: Bear witness to our faith through joyful discipleship and our relationships with and in Christ
  Goal: Promote stewardship of the earth and its resources

Strategic Priority: Student Engagement, Achievement, and Innovation
  Strategic Direction: Nurture a culture of innovation
  Strategic Direction: Foster maximum opportunity for success for all

Background/Comments:
Annually, a report will be provided to Trustees demonstrating the CEO’s compliance with Board Policy IV 010.

Each component of the Policy has been broken out and information on how compliance has been achieved has been provided.
Policy Statement:

The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.

Interpretation:

This policy statement is interpreted to mean that school and administrative facilities built, leased, or purchased for use in the delivery of educational programs and services will be outfitted with physical design elements that inform our community that we are a faith-based system. Examples may include creative tiling, exterior décor and signage, and interior furniture, décor, and equipment. Additionally, all educational spaces must be designed or augmented to support the students and communities we serve, within the context of a contemporary educational setting.

Evidence:

Since the last monitoring report, no new facilities have been built, leased, or purchased for use in the delivery of educational programs and services.

Recently, a tender was awarded to construct the new Huron Brigadoon Catholic Elementary School. While this school has a planned opening date in September 2023, a ‘preview’ of the major design elements highlighting our faith can be seen here:
(Coloured fins represent the Catholic liturgical seasons)

(Tile colours will not be the same)
Further, construction staff have or will start working with architects on the design of:

- 7-12 School in East Kitchener
- Rosenberg Catholic Elementary School in Kitchener
- South East Cambridge Elementary School
- St. Patrick Catholic Elementary School in Kitchener

Profiles of the faith elements of these projects will be profiled in future monitoring reports.

Accordingly, without limiting the scope of the foregoing, the CEO shall not:

1. **Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.**

   **Interpretation:**
   This policy provision is interpreted to mean that any accommodation review process undertaken by the senior administration will be planned and carried out following the Ministry of Education's Pupil Accommodation Guidelines. Further, any additions or major capital renovations that affect existing facilities will be brought to the Board of Trustees for consideration and where applicable, approval.

   **Evidence:**
   A multi-year plan for major renovation projects funded through annual renewal grants were summarized in a report brought to Trustees on May 31, 2021. During the past year, two Board approved submissions were made to the government for capital funding – one on April 26, 2021, and one on February 22, 2022.

   A formal boundary review was completed to establish the catchment area for the new Huron Brigadoon School. The boundary review process followed APF 008 “Pupil Accommodation Guidelines” which required two trustees to be on the review committee. These trustees were Wendy Price and Brian Schmalz. The Board approved the new boundaries on June 14, 2021.

   Other program reviews conducted and brought to Trustees:
   - Program Review - French Immersion
   - Program Review – 7 to 12 East Kitchener School

2. **Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.**

   **Interpretation:**
   This policy provision is interpreted to mean that a report including current birth rates, immigration information, housing development in the Region, enrolment projections, and a schedule of planned accommodation reviews will be provided and presented to trustees on an annual basis.
Evidence:

On May 31, 2021, staff presented to Trustees an updated and abridged version of the Long Term Accommodation Plan (LTAP) which contained historical, current, and projected enrolments, changes in demographics over time which affect enrolment, and a summary of schools which may be subject to boundary changes in the future.

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

Interpretation:

This policy provision is interpreted to mean that as part of any major capital project, senior administration will seek out partnerships with agencies providing complementary services to take advantage of construction savings, operational cost sharing, and improved programs and services offered to our communities.

Evidence:

APF012 “Community Planning and Facility Partnerships” was established to satisfy the requirements contained in this policy provision (as well as Ministry of Education requirements for the same purpose). This AP sets out the purpose for facility partnerships, criteria for space sharing, agencies eligible to partner with the Board, high level operating requirements, and a process to share opportunities with partners on a regular basis.

In alignment with this policy provision and the AP listed above, senior administration engaged with the following agencies during the past year:

- The Region of Waterloo (Childcare and EarlyON Centres)
- Childcares (YMCA of Three Rivers, YWKW, YWCA Cambridge, Rising Oaks (formerly OWL))
- The City of Kitchener
- The City of Cambridge
- Grand River Conservation Area
- Co-terminus public school board
- The Idea Exchange (Cambridge Public Library)

Financing for major construction projects (those funded outside of annual grants, surpluses, or proceeds of disposition balances) is provided by the provincial government.

4. **Engage in facility partnerships without board approval.**

Interpretation:

This requirement is interpreted to mean senior administration shall not enter into partnerships with any agency for the purpose of co-construction without formal approval from the Board of Trustees.

Evidence:

Facility partnerships for co-construction are brought to Trustees for approval through two processes:

1. The annual Long Term Accommodation Plan (LTAP) – identifies proposed partnerships on projects for additions and new construction which may be subject to Ministry approval and or funding.
2. Applications for projects funded under the Ministry of Education’s Capital Priorities Program – each application is brought to the Board for approval prior to submission. Partners, if any are identified at this time. The two aforementioned applications for capital funding highlighted potential projects with:
5. **Fail to address the impact of facilities on the environmental footprint.**

Interpretation:
This policy provision is interpreted to mean that energy conservation and sustainability programs are in place to manage and minimize the negative impact of our buildings on our local and global environment.

Evidence:

The Ministry of Education through legislation has placed requirements on school boards to monitor and report on energy consumption on an annual basis. Natural gas and to a lesser extent electricity produce greenhouse gases when used to heat and power our buildings. Further, commitments have been made with Sustainable Waterloo Region to reduce the greenhouse gas emissions from our buildings.

The annual report on energy conservation provides Trustees with information on energy consumption and sustainability programs. It was presented to Trustees on May 31, 2022.

WCDSB’s sustainability team maintains a website called the [EcoZone](#) which highlights their ongoing work.

6. **Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is in compliance with current Ministry of Education guidelines and directives.**

Interpretation:

Senior Administration shall run accommodation processes consistent with the Pupil Accommodation Review Guidelines published by the [Ministry of Education](#).

Evidence:

WCDSB’s administrative procedure on accommodation reviews APF008 “Pupil Accommodation Guidelines” aligns with Ministry of Education guidelines and directives (almost verbatim). Staff follows APF008 to plan and carry out all accommodation reviews.

**Recommendation:**

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2021-22 school year.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent, Corporate Services

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
In accordance with Board’s bylaws 4.1 the following motion is provided for consideration at the Regular Board Meeting on March 28, 2022

Moved by Trustee Bill Conway
Seconded by Trustee Melanie Van Alphen

**Topic:** Menstrual Equity in Schools

**WHEREAS:** Information Report “Period Poverty/Menstrual Equity Update was provided at the Board Meeting of January 24, 2022, and

**WHEREAS** Free Menstrual products for students are to be maintained at each school in various offices such as the Main office, Guidance, Phys. Ed, or individual teachers in classroom, and

**WHEREAS** The report indicates that students have been made aware of the locations via signage and are welcome to ask for supplies at any time, and

**WHEREAS** 7 dispensers are being provided by the provincial government along with 649 cases of menstrual pads. Staff have designated these dispensers to the 5 secondary school and provide feedback to the ministry on distribution, demand trends, product selection/quantity, and any other relevant feedback, and

**WHEREAS** Menstrual equity isn’t exclusive to secondary and should be looked at in the elementary panel as well to understand the full scope of student needs, and

**WHEREAS** No student input was requested by staff to determine if this is the best approach for student to access free menstrual products, and

**WHEREAS** Equitable and barrier free access to menstrual product has an impact on student achievement and well being.

**Therefore, be it resolved:**

The Board of Trustees direct staff to initiate a menstrual equity pilot project at a minimum of 5 elementary schools and St Louis Adult Learning in addition to the dispensers provided in secondary. Staff are required to provide menstrual products in one or more elementary school washroom in an equitable and barrier free manner while collecting feedback from students and staff form elementary, secondary and Adult Education Centres.

Furthermore, staff are to provide a report to the Board of Trustees on or before the December 2022 Board meeting with a breakdown on costs involved, product distribution and usage, a summary of student and staff feedback as well as a recommended plan moving forward toward Board wide menstrual equity.