# Committee of the Whole Meeting

**Date:** Monday, May 9, 2022  
**Time:** 6:30 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

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<thead>
<tr>
<th><strong>ITEM</strong></th>
<th><strong>Who</strong></th>
<th><strong>Agenda Section</strong></th>
<th><strong>Method &amp; Outcome</strong></th>
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<tr>
<td>1. Call to Order</td>
<td>Chair</td>
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<tr>
<td>1.1 Opening Prayer &amp; Memorials</td>
<td>Board of Trustees</td>
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<td>1.2 Territorial Acknowledgement</td>
<td>Chair</td>
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1.2 Territorial Acknowledgement  
I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.

1.3 Approval of Agenda  
1.4 Declaration of Pecuniary Interest  
1.4.1 From the current meeting  
1.4.2 From a previous public or in-camera meeting  
1.5 Items for Action
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<tr>
<th>ITEM</th>
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| 2. Consent Agenda: Director of Education  
(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) | | | |
| 3. Consent Agenda: Board  
(Minutes of meetings) | | | |
| 3.1 Approval of Minutes of Regular and Special Meetings  
3.1.1 COW Minutes of April 4, 2022 | Board of Trustees | pp.5-8 | Approval |
| 4. Delegations | | | |
| 5. Advice from the CEO | J. Merkel/C. Demers  
J. Ritsma/A. Varano  
J. Merkel | pp.9-41  
pp.42-59  
pp.60-79 | Information  
Information  
Information |
| 6. Ownership Linkage  
(Communication with the External Environment related to Board’s Annual Agenda; ownership communication) | Trustees  
Trustees | --  
-- | Discussion  
Discussion |
| 6.1 Linkages Activity  
6.2 Pastoral Care Activity | | | |
| 7. Reports from Board Committees/Task Forces | Jennifer Gruber | -- | Information |
| 7.1 Audit Committee Update | | | |
| 8. Board Education  
(at the request of the Board) | Chair | pp.80-111 | Information |
| 8.1 OCSTAC Communications | | | |
| 9. Policy Discussion  
(Based on Annual Plan of Board Work) | | | |
| 10. Assurance of Successful Board Performance  
(monitoring) | | | |
<p>| 11. Assurance of Successful Director of Education Performance (monitoring) | | | |
| 11.1 Monitoring Reports &amp; Vote on Compliance | | | |
| 12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries | | | |
| 13. Announcements | | | |</p>
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<tr>
<td>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
<td>Chair</td>
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<td>• May 17 – Staff Recognition Celebration</td>
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<td>• May 30: Board of Trustees’ Meeting</td>
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<td>• June 6: Board of Trustees’ Meeting – Budget</td>
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<td>• June 9: Community Leader Gathering/Blessing</td>
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<td>• June 13: Board of Trustee’s Meeting</td>
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<td>• June 15: Resurrection Convocation</td>
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<td>• June 21: St. Mary’s Convocation</td>
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<td>• June 23: Monsignor Doyle Convocation</td>
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<td>• June 27: St. Benedict Convocation</td>
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<td>• June 28: St. David Convocation</td>
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<td>14. Items for the Next Meeting Agenda</td>
<td>Trustees</td>
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<td>Board of Trustees Meeting (May 30, 2022)</td>
<td>Chair</td>
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<td>• Long Term Accommodation Plan</td>
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<td>• Special Education Update/Plan</td>
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<td>• SRO Review</td>
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<td>• Treatment of Staff – Monitoring Report IV – 004</td>
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<td>• Energy Conservation Plan</td>
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<td>• Update on Budget Preparation</td>
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<td>• Trustee Evaluations</td>
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<td>• Board Policy II 011 Student Representation on the Board (Conway)</td>
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<td>• Board Policy II 012 Student Trustee Role Description (da Silva)</td>
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<td>• Board Policy III 001 Global Governance-Management Connection (Chair)</td>
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<td>• Board Policy IV 009 Asset Protection (May) (Executive Council)</td>
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<td>15. Adjournment/ Confirm decisions made tonight</td>
<td>Director of Education</td>
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<td>15.1 Confirm Decisions</td>
<td>Recording Secretary</td>
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<td>Information</td>
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<td>16. Closing Prayer</td>
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<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</td>
<td>Approval</td>
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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
A public meeting of the Committee of the Whole was held Monday, April 4, 2022, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

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

Student Trustees Present:
*Sarah Wilson & Sarah Simoes

*via Teams

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

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

1. Call to Order:
The Chair called the meeting to order at 6:06 p.m.

1.1 Opening Prayer & Memorials/Para-liturgy
The opening prayer was led by Trustee Price.

1.2 Territorial Acknowledgement
The Territorial Acknowledgement was led by Chair Gravelle.

1.3 Approval of Agenda
Chair Gravelle noted amendments to the agenda, section 7.1 and 7.2 prior to section 5.

2022-15 -- It was moved by Trustee da Silva and seconded by Trustee Conway:
THAT the agenda for Monday, April 4, 2022, as amended, be now approved. --- Carried by consensus.

1.4 Declaration of Pecuniary Interest
1.4.1 From the current meeting
1.4.2 From a previous public or in-camera meeting – NIL
Committee of the Whole Meeting

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

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

3.1 Approval of Minutes of Regular and Special Meetings

2022-16 -- It was moved by Trustee Weiler and seconded by Trustee Price: THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus.

4 Delegations

5 Advice From the CEO

5.1 East Kitchener 7-12 Boundary Review Initial Staff Report and Initiation of Review
Superintendent Maharaj introduced Virina Elgawly, Planning Officer who presented on East Kitchener 7-12 Boundary Review Initial Staff Report and Initiation of Review. Trustees asked clarifying questions including timing of review and whether staff considered the upcoming Municipal election. Trustees were worried that a new board should not make this decision as they would not have the background information. They confirmed that they also prepared an alternative schedule in early November wherein the current Board would make the decision. This is all noted for consideration at April’s Board meeting.

It was also noted that if they went with the alternate dates that the final decision will be made before November 7th and that a special board may be required.

5.2 Report on Review at John Sweeney
Director Notten provided a high-level report on the John Sweeney incident and recommendations found in the final report. At 7:22 p.m. Chair Gravelle temporarily stepped down as Chair and invited Trustee Schmalz to chair section 5.2 as she felt it would provide better governance if the chair was present physically in the room.

Trustee Schmalz commenced a round table discussion wherein each Trustee asked Director Notten a question and then he opened the floor up for follow up questions. Director Notten clarified questions and concerns.

Chair Gravelle requested that SEAC review and discuss recommendations regarding Special Education. Trustees noted that they would like to see updated on the process of recommendations. Trustee Schmalz stepped down as chair at 8:11 p.m. and Chair Gravelle resumed duties for remainder of meeting.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity
Trustees reported back from the Linkages Committee. Highlights include:
- Appreciation letters to Chaplains involved in the Board meeting prayers will be prepared for June, letters to be sent to Trustee Price for review first.
- Trustee Conway finalizing letter to Denise Francis congratulating her for receiving the Lieutenant Governor's Ontario Heritage Award for Community Leadership for the Freedom Project.
- Committee to review any new moves of clergy in our region to write a letter of welcome.
- Based on correspondence from FACE, looking to put together some point for Parish bulletins to highlight upcoming election.
- Planning continues for incoming Trustees session in the fall.
- Planning is underway for an event on June 10th. Looking at either a breakfast for afternoon event incorporating the traditional Leadership Breakfast attendees, CEC Blessing and Clergy dinner.
6.2 Pastoral Care Activity
Trustees reported back from the Pastoral Care Committee. Highlights include:
- Trustee Price confirmed that she has spoken to Fr. Joseph and Fr. Toby about celebrating Catholic Education Week Mass on May 1st at St. Mary’s. A RSVP email will be sent soon to confirm attendees.
- Organization of setting up a Saturday volunteer service continues. Looking at St. David Family of Schools, first come basis. E-mail will be sent to Trustees to determine best date.
- Looking at setting up a Mental Health and Spiritual session led by John Murphy. Looking into a May date.

7. Reports From Board Committees/Task Forces
7.1 SEAC Update (7.1 and 7.2 were brought forward before section 5.)
SEAC Chair Irene Holdbrook updated Trustees on the work of the Committee for the past year and highlighted sessions and work of the committee. Ms. Holdbrook noted that online did make meeting easier to attend and can see a hybrid combination working in future.

7.2 CPIC Update K. Snage
CPIC Chair Kimberly Snage updated Trustees on the work of the Committee for the past year and highlighted sessions and work of the committee to date. Ms. Snage also noted that working in hybrid mode does allow for better attendance of committee members.

8. Board Education (at the request of the Board)
8.1 OCSTA Communications
Chair Gravelle briefly discussed OCSTA Communications.

9. Policy Discussion
9.1 Review of Interpretation of Monitoring Reports:
• IV-001 General Executive Limitations
Chair Gravelle asked if there was any questions or concerns with the interpretation of IV-001 General Executive Limitations. No concerns noted.

• IV-007 Financial Planning/Budgeting
Chair Gravelle asked if there was any questions or concerns with the interpretation IV-007 Financial Planning/Budgeting. There were no concerns.

Chair Gravelle confirmed that the review of interpretations had now concluded.

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)
13.1 Upcoming Meetings/Events
Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer
15.1 Confirm Decisions
The Recording Secretary confirmed the meeting decisions.

Trustees moved back in to Private, Private and resumed their session which commenced prior to Committee of the Whole at 8:55 p.m.

2022–17 It was moved by Trustee da Silva and seconded by Trustee Price:
That the Board Rise and Report at 9:17 p.m.
16. Closing Prayer

17. Motion to Adjourn

2022–18 It was moved by Trustee Nash and seconded by Trustee Conway:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:18 p.m.

_______________________________  ________________________________
Chair of the Board  Secretary
Date: May 9, 2022
To: Board of Trustees
From: Director of Education
Subject: Learning Innovation and IT Update

Type of Report: □ Decision-Making
X 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
X Information only of day-to-day operational matters delegated to the CEO

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

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

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

Ontario Ministry of Education Curriculum and Resources Website:
- The Role of Information and Communications Technology
- Experiential Learning
- Transferable Skills
- Cross-curricular and integrated learning

Ontario Ministry of Education Kindergarten Program
Ontario Ministry of Education Curriculum Documents
Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020
Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being
Policy/Program Memorandum 164 - Requirements for Remote Learning (PPM164)
Policy/Program Memorandum 167 - Online Learning Graduation Requirement (PPM167)
WCDSB Responsible Use of Information Technology and Electronic Data - APS017 (staff) and APC012 (student)
WCDSB Electronic Mail and Social Media Use Guidelines - APS035
WCDSB Procedure for the Purchase of All Electronic Computing Devices - APS015
Ontario Broadband Modernization Project (BMP)
Waterloo Region Education Public Network (WREPNet) https://www.wrepnet.on.ca/
Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect that supports success for all
  - Equitable access to learning opportunities

Student Engagement, Achievement & Innovation

- Nurture a Culture of Innovation:
  - Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
  - Continue to seek and support reciprocal partnerships with community and educational partners and leverage the mutual learning
- Foster maximum opportunity for success for all
  - Increased opportunity for experiential learning

Building Capacity to Lead, Learn & Live Authentically

- Investment in global competency development and leading technologies
  - Increased awareness of and responsible implementation of Digital Citizenship
  - Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)
  - Ensure technology is current and relevant to optimal teaching and learning practices

Background/Comments:

Innovation, strategic information technology (IT) planning and accelerated technological progress have precipitated a strong culture shift at the Waterloo Catholic District school board to become one known for its keen focus on student centered design, collaboration and one that inspires all to stretch their thinking, to not only demonstrate their learning, but to work collectively towards continued achievement and personal efficacy. While the 2021/22 school year has continued to present novel challenges, we have maintained a strong lens of adaptability while continuing to ensure that strong pedagogical practices are targeted and focused, yet flexible, to meet the needs of all students, families, and staff. Our commitment to equity, diversity, and inclusion ensures all decisions are made with intentionality as we focus on our underserved students recognizing that students’ identities and circumstances outside of school shape their learning needs. Our advancements in Innovation and IT governance have directed our strategic planning to ensure our ever-changing digital landscape is cloaked with attention to digital citizenship, cyber-awareness and a commitment to ensuring safe learning environments virtually and otherwise for all students, staff and families. We are promoters of new and innovative practices and foster opportunities for new ideas to flourish regardless of their source. We are proud of the continued agility and demonstrated commitment to innovation as will be evidenced within the following report.

Strategic Direction One

Guiding Question: How might we leverage our partnerships with families, parishes, and community partners to fulfill our mission with our Catholic Graduate Expectations?

Digital Citizenship Programming (MYSP 3.a.i and 2.a.i)

Digital Citizenship Programming continues to be an important strategy for supporting students, families, and staff in continuously developing skills related to media balance and well-being; privacy and security; digital footprint and identity; relationships and communication; cyberbullying, digital drama and hate speech; and news and media literacy. The Innovation Team continues to collaborate with several departments to support the implementation of the Common Sense Digital Citizenship Curriculum by regular classroom teachers from K-8.

Key highlights related to digital citizenship programming since the last report include:
Continued collaboration between Student Aware, Safe Schools and the Digital Citizenship sub-committee to understand the WCDSB baseline for cyber-bullying and ensure schools are aware of and implementing the Digital Citizenship program as a tier 1 strategy.

Completed Common Sense Media Digital Citizenship K-8 lesson alignment to Ontario Curriculum, Transferable Skills, and Ontario Catholic Graduate Expectations to support classroom educators in making meaningful connections between curriculum and the lessons.

Tier 2 intervention in response to incidents of concern in two elementary schools. As an example, in one school intervention included specific support in a staff meeting, 10 classes with lessons modeled by consultant, and a presentation to parent council. Schools are referred to Innovation for this support by Social Work in response to incidents as needed.

Introduced the program at the summer administrator’s meeting and again in an October memo (in announcements the entire month) to support use of the program during Digital Citizenship Week and Cybersecurity month.

Presented at staff meetings for 3 additional schools to support implementation as requested.

Next Steps:

- Summer professional learning with library techs who will support the implementation of 1 of the 6 lessons in the program during the month of October next year. The lesson will be implemented as part of regularly scheduled library time in the Learning Commons.

- Strengthen campaign and focus on Digital Citizenship for the month of October and in February with a specified focus on Human Trafficking and developing safe relationships. Clear communication through multiple channels about the digital citizenship lessons across all grade levels with a focus on K-8.

Experiential Learning Programming (MYSP 2.a.i, 2.a.ii, and 2.b.iv)

Experiential learning through the lens of innovation continues through a co-learning model where students and staff participate together with the aim of building capacity for continuing experiential learning beyond the sessions facilitated by the Experiential Learning and Innovation Lead.

From September through to April 1st the Experiential Learning and Innovation Lead has facilitated experiential learning opportunities across divisions at 25 different schools:

Presentations By Division:

![Workshops by Division Chart]

Staff and Student Participation:
Total Staff Participation: 138  
Total Student Participation: 3082

Key Highlights:

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Coding Micro:bits continues to be the most popular workshop this school year with over 56 Micro:bit workshops and
approximately 1,312 students participants. The presentations introduced Micro:bits that connected coding to the Mathematics curriculum. Micro:bit workshops have been extended this year to include building and coding cardboard boats, cars, and robot challenges for every division. The new Science and Technology curriculum for grades 1-8 offer next steps for growth in the future.

### Earth Week Events

Students from grades K-4 have the opportunity to participate in a virtual workshop where they will be introduced to microgreens and sustainable food production. Students will learn about food security and the benefits of growing your own food. They will then create a miniature version of an indoor hydroponic garden that allows them to grow fresh microgreens. This workshop will be run in partnership with SucSeed.

Students across the region from grades 5-8 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. This workshop will be run in partnership with InkSmith in continuation of our work with the Climate Action Kits.

These workshops offer an excellent opportunity for educators to begin previewing and making connections to new Science and Technology curriculum expectations to be implemented 2022-2023 related to Strand A STEM Skills and Connections (Coding and Emerging Technologies) and Strand B Life Systems (Relating Science and Technology to Our Changing World).
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.

Skills Ontario

The Waterloo Catholic District School Board continues to participate in the Skills Ontario Challenges. This year Holy Spirit Catholic Elementary School placed 2nd for the second year running 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

Snow Sculpture Competition took place throughout the winter season, creating a community connected experiential learning event for 9 different classes from grades 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 and Make Do

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.

Next Steps:
Increase primary, junior, intermediate and secondary experiential learning opportunities through virtual monthly STEM challenges.

Continued support of educators around the area of coding as there is an increase in students interested in computer science/tech courses/pathways in secondary in the next 5 years, especially as coding continues to be a focus.

Experiential Learning and Innovation Lead chosen from each school/department to champion opportunities provided inside and outside the classroom.

WCDSB Skills Competition to return widening reach from K-8.
Strategic Direction Two

Guiding Question: How might we use the various aspects for technology tools (pedagogical, security, and technical) to provide a scalable, sustainable, and equitable strategy for technology?

Equity and Technology Governance (MYSP 1.b.ii, 3.a.ii)

Digital equity is about ensuring that everyone has equal access and opportunity. This means access to devices and the Internet is essential but not enough to ensure equity. To ensure equity we must pair technology governance with the elements of NPDL through an equity lens that include community partnerships, the learning environment, pedagogical strategies, and strategies for leveraging digital. This section primarily outlines the role of technology governance in terms of equity of access; however, it is important to note that professional learning related to technology is through the lens of creating more equitable opportunities through innovative pedagogical and assessment practices.

Access to Devices:

- The current ratio of Chromebook/Cloudbook devices for students is 2:1. This is an increase in available devices from the previously established ratio of 3:1. This increase was made possible by funds made available through COVID resource reallocation and relief funds.

- Each year for the last 3 years, rural grant money for technology has been allocated to St. Clements, St. Brigid, and St. Boniface. The new St. Boniface location no longer qualifies as a rural school. The rural grant money supports upgrading technology at the rural schools which in turn frees up slightly older technology to be allocated equitably throughout the system. In this way, the rural school grant is supporting not only rural schools but also other schools in need throughout the WCDSB.

- There are currently 3561 Chromebook devices allocated to learn at home with additional devices made available each time WCDSB students move to remote learning. Additionally, 355 internet connectivity devices have been provided to support learning from home.

- WCDSB continues to have a Bring Your Own Device (BYOD) policy that encourages those who can bring their own device to do so. The rationale for this policy is that school devices are then freed up for use to create more access to devices for a school. With the BYOD policy in place, it becomes necessary to track which schools have greater access to devices through BYOD so that IT has a better understanding of where there is greater need for WCDSB provided devices. Currently at secondary schools, the number of BYOD devices have dropped due to distribution of devices to students. Elementary schools have seen an increase of over 5000 BYOD devices, which is a greater than 33% increase.

- With the Ministry’s new online learning (e-learning) graduation requirement (PPM167) for all secondary students, there is added pressure to ensure that all students have access to a device and internet that can effectively support their online learning needs regardless of location. Courses that are not fully online also often require students to access learning resources and submit evidence of learning through a LMS. While all students in secondary currently have access to a device, new students coming into secondary schools midyear often require a board provided device which can be a challenge for schools to provide.

- One of the most significant challenges related to managing equitable access to devices for students and educators is that funding has been made available in pockets rather than in a long term sustainable plan.
over multiple years like it has been during the Technology for Learning Fund years. For this reason, it is important that IT continues to have budgets allocated to providing technology to students and educators while also creatively using more predictable areas of funding like the rural grant money to support the system.

**Next Steps:**
- Through IT Governance, the BYOD Sub-committee of IT Governance, and the Equity of Access working group of the Innovation Committee, significant research into the equity of access to devices has occurred. Next steps involve understanding where this priority lands through the budget review process to determine how we can develop a sustainable program for the equitable provision of devices.

**Global Competency Programming: Leveraging Digital (MYSP 3.a.ii)**

Leveraging digital to propel student acquisition of transferable skills forward is a key element of deep learning for all schools. In particular, tools like learning management systems (LMS) support educators in leveraging digital to connect with students and their families, to deliver learning opportunities, and to embed a variety of digital tools and resources in the learning experience. The LMS serves as a primary online platform for communication and interaction in all delivery models (face to face, remote, e-learning).

**Learning Management Systems: Brightspace by D2L and Google Classroom**

WCDSB currently provides access to both Brightspace by D2L and Google Classroom as an LMS. For September 2021 the following guidelines were provided regarding LMS usage:

- Brightspace by D2L is the required LMS for St Isidore elementary school to provide a consistent experience for families and occasional teachers supporting the school. This decision was made in response to feedback from families and staff supporting the school the previous year. Brightspace by D2L was selected as the LMS based on a variety of factors including ease of access from D2L to other online tools with single sign-on, privacy and security features, attendance tracking, and availability of curriculum content to be imported into the LMS.
- The provincial LMS, Brightspace by D2L is the common platform within the Ontario eLearning Consortium for Online learning (eLearning).
- A single LMS for the year across all grades where possible is encouraged for all other schools.

As a result of the guidelines regarding LMS, the following was observed:

- **Google Classroom continued to be used by many:**
  - There are currently about 3000 active Google Classrooms, about 700 archived, and about 1000 declined. Google Classrooms are automatically provisioned at key points throughout the school year and educators have the option to accept or decline the provisioned Classrooms. Alternatively, they have the ability to create their own Classroom.
  - There are about 20,000 weekly active users with a spike to about 24,000 weekly users during remote learning.
- **D2L adoption has increased over the pandemic shown through:**
  - An increase in logins with over 8000 average daily logins and spikes during remote learning of 17,000 to 21,000 daily logins.
  - Access by secondary students by school ranging from 80% to 96% depending on the school.
  - Increased assignment tool usage from 50,000+ accesses pre-pandemic to 100,000-200,000 with peaks during remote learning periods.
  - Increased quiz tool usage from 5,000 accesses pre-pandemic to 20,000 to 50,000+ with peaks during remote learning.
  - Continued use of professional learning sites such as ProfessionalLearningLE (7,000+) and Community of Practice K-12 (3,200+) and community sites such as Sacred Space (approx 42,000).
Online Learning (eLearning)

WCDSB online learning course offerings continue to provide learning opportunities for secondary students. Although online learning is primarily asynchronous, each teacher provides opportunities for synchronous learning through office hours and class meetings in a virtual format. WCDSB is part of the Ontario Catholic eLearning Consortium and Ontario eLearning Consortium where we equally host and send students out to other hosting boards. The WCDSB course offerings hosted include:

- Thirty-four sections during the school year and thirty-five sections during July 2021 summer school
- A range of grade levels and pathways during the school year
  - mostly grade 11 (12.5) and 12 (19)
  - and mostly university (9), university/college (10), college (4.5)
- Three intermediate course offerings to promote BIEPSA/MYSP priorities such as Computer Studies for girls (ICS2O - Introduction to Computer Studies) and meeting the needs of WCDSB students
- Three intermediate course offerings to ramp up for the requirements for PPM167
- Continued professional learning and course development that includes teacher presence and social presence as well as the Catholic lens and context

St. Isidore Virtual School

For the 2021-2022 school year, the Ministry of Education mandated that boards provide students and families with the opportunity to attend school remotely.

In secondary, approximately 180 students elected to attend school remotely which resulted in the hybrid model for many secondary classes as there were not enough students to run a fully remote school. Our innovation and IT team worked very closely with educators to ensure that teachers were able to navigate this new instructional landscape. Professional development was provided and accommodations through classroom furniture and technology were also infused into classrooms that shifted to make remote learning available for students.

In elementary there are currently 566 students in 27 classes attending St Isidore Virtual Catholic Elementary School. In its second year, St Isidore has come together to build a strong community. Some key highlights include:

- Friday morning weekly live announcements including collaborative games between classes.
- Frequent full school assemblies including liturgies and Umbrella Skills celebrations.
- Frequent spirit and community building activities just as you would expect in a physical school such as door decorating, art contests, and other seasonal activities.
- Highly invested Parent Council that developed a successful fundraiser that included activities where students had the opportunity to work across grades with other teachers. Through their efforts they raised more than $5100. They will be producing a physical yearbook to celebrate the remarkable year.
- Full implementation of student supports such as student success teams including EAs, CYCWs, and the Special Education team.
- Significant adaptability, flexibility, and growth throughout the school year as staff, students, and families grew their transferable skills by creating strong partnerships and learning environments by leveraging technology.
Next Steps:

- The Ministry of Education has mandated that Boards are required to offer one more year of remote learning to students. St. Isidore Virtual Catholic School will continue to offer remote learning programming to students K-8. Secondary students that have chosen a remote learning option will also be offered programming through a fully remote learning model through a virtual school consortium.

- WCDSB is in the process of moving to Brightspace by D2L as the primary LMS for all classes. Next steps include the development of a clear communication and support plan for the transition to be completed by September 2023. This decision has been made based on many factors, some of which include:
  - Feedback from students, families, and educators regarding the challenges of navigating multiple LMS and managing many passwords and logins for online learning tools.
  - Ministry direction to limit the number of LMS (PPM164) and the need to prepare for the requirements of PPM167 where mandatory online courses will be taught using D2L as the virtual learning environment.
  - The move of Ministry resources including the creation of eCommunities for Ontario educators and Ministry provided professional learning to D2L as the access point.
  - The robust nature of the tool including increased accessibility features built in and greater alignment with Growing Success.

Classroom Technology and Innovation (MYSP 1.b.ii, 3.a.i, 3.a.ii)

Digital Tools and Resources Approval Program

The Digital Tools and Resources Committee continues to support responsible acquisition and use of digital tools and resources by reviewing requests through a pedagogical, procurement, privacy, security, and deployment lens. Key highlights of work accomplished since the last reporting period include:
• Approved Terms of Reference by EC in accordance with audit recommendations.
• Implemented updated staff mandatory Privacy and Cybersecurity Training including guidance on the review process and safeguarding personal information.
• Significant usability improvements to the approved digital tools and resources list including visuals, filtering, and searchability. The updated list also includes usage notes to support training on the tool and integration of VASP educator reports where available (see image below).
• Integrated ECNO-VASP request and reports into the WCDSB system for review. WCDSB staff request VASP review and use reports to support the internal process.
• Updated Responsible Use of Information Technology and Electronic Data - Staff - APS017 and created Responsible Use of Information Technology and Electronic Data - Student - APC052 to clarify distinct staff and student responsibilities and ensure that policies can easily be accessed on our public site.

Next steps:
○ Refine the review process to standardize and manage the lifecycle of digital tools and resources.
○ Manage the volume of requests and need for review. Labor and time continue to be challenges for the review team especially as training requirements increase.
○ Work to align with governance and oversight requirements and recommendations.

Technology for Parent Engagement (MYSP 1.b.ii)

Presently implemented and emerging web technology is providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (D2L), Google Guardian, School Messenger, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children’s long-term achievement information. Google Classroom/Guardian and D2L/Prism have enabled students and families to have anywhere online access to classroom curriculum material and assignments. School Messenger has provided expanded attendance and school notifications to families. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. The Aspen Parent Portal has seen great growth and enhanced features. We look to expand the roll out in 2022/23 and add new features such as distributing electronic report cards plus the ability for parents to confirm and update their demographic data. The Aspen Parent portal already has almost 10,000 parents registered in the environment.
Classroom Technology 5 year refresh schedule - (MYSP 1.b.ii, 3.a.iii)

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Implementation</th>
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<tbody>
<tr>
<td>Secondary Academic</td>
<td>Academic Secondary Server Refresh</td>
<td>2022/23</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Azure Labs for Computer Design Classes</td>
<td>2021-23</td>
</tr>
<tr>
<td>All Schools</td>
<td>Chromebook/Mobile Device Refresh</td>
<td>1/4 Yearly</td>
</tr>
<tr>
<td>All Schools</td>
<td>Display/Projector Technology Refresh</td>
<td>2022-27</td>
</tr>
<tr>
<td>All Schools</td>
<td>Educator Device Refresh</td>
<td>2024-26</td>
</tr>
<tr>
<td>Elementary Academic</td>
<td>Elementary Classroom Desktop Refresh</td>
<td>2022-25</td>
</tr>
<tr>
<td>All Schools</td>
<td>Monitor Refresh</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All Sites</td>
<td>School Mobile Device Management &amp; Monitoring</td>
<td>2021-23</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Secondary Classroom Desktop Refresh</td>
<td>1/4 Yearly</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Secondary Printer Refresh</td>
<td>Yearly Staged</td>
</tr>
<tr>
<td>All Sites</td>
<td>Windows 10 End of Life (2025)</td>
<td>2022-2025</td>
</tr>
<tr>
<td>All Sites</td>
<td>Wireless Evergreen</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

- **Academic Secondary Server Refresh** Secondary school servers are used to hold desktop operating system images, system patches, local school files, application images and are used for general school network and print management. These servers are replaced every 5 years to maintain functionality and warranty coverage.

- **Azure Labs for Computer Design Classes** We began piloting the utilization of cloud-based services to provide access to design lab applications (eg: AutoCad, Adobe Creative Suite) to devices like Chromebooks and home computers. This initiative allows remote access to these applications for design classes to devices outside of our high end design labs. The benefits to home access for homework is being investigated to evaluate the continued implementation across the system.

- **Chromebook/Mobile Device Refresh** Chromebooks and other inexpensive mobile devices like Window 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved an average 2:1 ratio of Chromebooks and Windows 10 Cloudbooks to students at every school. The ratio improved this year due to the purchase of Learn@Home devices from 3:1. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support lifespan of 4 years for performance, functionality and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will refresh 1/4 of the devices every year.

- **Display/Projector Technology Refresh** Every classroom in WCDSB has a data projector. We have refreshed all projectors that were installed in 2011. To maintain maximum availability of this critical classroom engagement tool. Functional decommissioned projectors are used as spares to minimize classroom downtime when the projectors fail. The next full refresh cycle will begin in 2024/25. Each year failing projectors will be replaced as required.

- **Educator Mobile Device Refresh** Every Classroom in WCDSB has a dedicated computer for the Educator and for operating the data projector. The requirement for educators to incorporate technology into their pedagogy and remote instruction is best served by access to a mobile device with a larger screen than our student 11” Chromebooks and Cloudbooks. A provincial grant has enabled WCDSB to purchase devices to support many classrooms and educators for this purpose.
These devices will need to be refreshed starting in 2024/25.

- **Elementary Desktop Refresh** Elementary desktop computers will be refreshed to replace broken and outdated computers. The continued goal is to continue to support 1 computer per classroom (attached to the projector) in elementary schools. Extra working computers will be shuffled to other schools as new classrooms are added or removed. The target is to refresh all desktops that do not support Windows 11 by 2025.

- **Monitor Refresh** Classroom projectors have outdated video splitters paired with failing computer monitors that don’t allow for easy sharing of mobile devices to the screen. New monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently.

- **School Mobile Device Management & Monitoring** IT is consolidating the management of Apple iPads, Windows Cloudbooks and mobile phones under Microsoft Intune to improve the speed of delivery of devices plus the management of devices and applications. This management environment also allows WCDSB to monitor where and when devices are being used to optimize future devices and application distribution to better meet the systems needs.

- **Secondary Classroom Desktop Refresh** One quarter of all Secondary desktop computers will be refreshed replacing broken and outdated computers. The new computers will be targeted for the tech and design labs. Demands of higher learning at secondary schools require access to high end design and business application labs. The continued goal is to continue to support the 1 Windows 10 computer to every 4 students in the secondary schools. The target is to refresh all desktops that do not support Windows 11 by 2025.

- **Secondary Printer Refresh** Printers are replaced as required at secondary schools with a focus on reducing printing and print costs.

- **Windows 10 End of Life (2025)** The Windows 10 operating system will no longer be supported for security and performance updates in October 2025. We are updating all devices that do not support Windows 11. These devices would normally be refreshed by October 2025 in our regular device update cycle, but we must be diligent at maintaining this refresh cycle so WCDSB is not burdened with devices without current security updates which are unable to run modern educational software.

- **Wireless Evergreen** Chromebook, iPads and Windows Cloudbooks are widely distributed at every school. WCDSB has expanded support for Bring Your Own Device for use in classroom curriculum activity. The Board also has a significant implementation of other wireless learning devices. To continually provide effective wireless service to the increased number of supported devices and the complexity of Internet content delivered to these devices, classroom wireless access points and components of the Board’s wireless infrastructure needs to be refreshed on a yearly basis.
Strategic Direction Three

Guiding Question: How might we connect our innovators (staff and students) and amplify our learning community by sharing their innovative practices that lead to sustained deep learning?

Global Competency Programming: Pedagogical Practices
Building Thinking Classrooms and Innovative Learning Environments (MYSP 3.a.ii)

The circumstances of the past two years have given educators an opportunity to focus on the Leveraging Digital frame of Deep Learning, using new tools with their students to develop global competencies and engage them in deep learning.

As students and educators return from two years of interrupted teaching and learning, we need to support the needs of our students, including supporting de-streamed grade 9, through developing educator capacity to use the other three frames of Deep Learning: Pedagogical Practices, Learning Partnerships, and Learning Environments. We are using the Thinking Classroom pedagogical framework as our innovation strategy to provide educators with the teaching moves, to engage learners in those three frames of Deep Learning. The framework’s pedagogical moves are accessible for educators to add to their own practice, which can be nuanced to their grade level and subject area.

We have engaged educators in learning more about the Thinking Classroom in the following ways:

  - 44 teachers, 8 administrators and two senior staff participated
- Administrator learning at a secondary administrator meeting, K-12 administrator meeting, and four family of schools meetings.
- Program Council monthly learning opportunities (February-June) for all secondary school leaders, initially focused on learning about the first three practices of the Thinking Classroom, then moving towards capacity building.
- School Improvement Heads meetings - introduction to the Thinking Classroom.
- Led learning activities at 14 Elementary Staff Meetings for educators to experience a Thinking Classroom activity and learn more about the first three practices of the framework.
- Led two Secondary Staff Meetings where educators reflected on how their own practice connects with the Thinking Classroom framework.
- Professional Development Days on May 10th and June 3rd will give educators more opportunities to experience the Thinking Classroom practices, and provide them with opportunities to collaborate on creating Thinking Classroom experiences for their students.
- A LIFT group from the St. Benedict CSS mathematics department engaged their entire department with two sessions with Dr. Peter Liljedahl on consolidating in the Thinking Classroom.
● Developed a **Multimedia Strategy** to create our own WCDSB branded infographic summarizing the 14 practices of the Thinking Classroom on an infographic, and a two minute video that will emphasize the first three practices and show them being used in secondary classrooms across our school board.

● Innovation Subcommittee **Innovative Pedagogies - Thinking Classroom** group of educators learning how board-wide pedagogical practices were spread in other school districts, and planning how to spread the Thinking Classroom across WCDSB.

**A Culture of Innovation: Distributed Leadership Strategies (MYSP 3.a.i, 3.a.ii)**

Innovation in education is a problem-solving process rooted in the desire to meet the needs of all students so that each experiences an equitable outcome. Through each leadership development opportunity, there has been an intentional focus on increasing justice, equity, diversity, and inclusion in the educational experience of students. Key areas of focus for this development have included:

**Equity Design and Logic Model Process Capacity Building Strategy**

- Intentional collaboration between the Equity Officer, Innovation Consultants, and the Research Department to develop and implement the Equity Design and Logic Model Process in the following areas:
  - Admin Team Meeting introduction to Equity Design
  - Year 1 implementation for the Equity, Diversity, and Inclusion Committee including the following subcommittees (approx. 30 staff)
    - Community Connections
    - Human Resources
    - Operations
    - Professional Teaching & Learning
    - Curriculum/Pedagogy
  - Year 3 iteration for Innovation Committee including the following subcommittees (approx. 40 staff)
    - Culture of Innovation
    - Parent Portal
    - Equitable Access to Technology
    - Innovative Pedagogies - Thinking Classrooms
    - Digital Citizenship

**Learning and Innovation Fund for Teachers (LIFT)**

- Funding that enabled us to support teacher collaboration, learning and sharing of effective practices to support the Ministry priorities:
  - Equity Strategy; Anti-Racism + Anti-Discrimination, Indigenous education
  - Math Strategy; new elementary math curriculum, grade 9 math curriculum and fundamental math concepts/skills
  - Student mental health, well-being, and anti-bullying
  - Effective instructional pedagogy in an online/remote learning environment
  - Science, Technology, Engineering and Mathematics (STEM)
  - Learning recovery and renewal including a focus on early reading and re-engaging students

- 40 participants initially signed up to take part in the LIFT project.

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- Individuals and Groups used the Equity Design and Logic Model Process to frame the learning and design their projects based on one or more of the Ministry priorities.

- Attendance has fluctuated over the three sessions that have occurred in October, December, and March based on teacher workload and the need to reimagine projects. One remaining session will occur to celebrate the learning in June.

- Examples of how the funding has been used to support the projects:
  - Educator books (e.g. * Culturally Responsive Teaching & The Brain, Speech to Print, Dive Into Deep Learning* etc.)
  - Expert consultation (e.g. Peter Liljedahl)
  - Technology to support learning about pedagogical documentation
  - Fees for paid workshops/learning opportunities

- Additional funding beyond the projects has supported destreaming and equity work beyond the initial 40 LIFT participants in order to extend the reach of LIFT.

**Destreaming Strategy Collaboration**

- The Innovation Consultants have been working in collaboration with the Secondary Mathematics Consultant to support key Ministry goals for boards related to destreaming. Joint Committee work has established the following subcommittees:
  - Cultural Shifts to Identify and Dismantle Systemic Discrimination and Structural Inequities
  - Increased Educator Capacity for effective, culturally-responsive instruction, assessment and evaluation in de-streamed classrooms
  - Increased Student Engagement, Achievement and Well-Being

- Using LIFT funding, the Cultural Shift subcommittee has developed an April and May WCDSB Book Club *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. There are currently 92 participants and 9 facilitators. Participation is varied and includes participants from 31 elementary schools, all 5 secondary schools, alternative education settings, and central staff across multiple departments. Half of all participants are currently in positions of leadership. A Pre and Post monitoring strategy is in place to track effectiveness.

**Deep Learning (NPDL) Capacity Building for Leaders:**

- NPDL Global Conference in November
  - Team of 3 presenters from WCDSB “Authentic Partnership”
  - 15 total attendees

- NPDL 3 Day Facilitator’s Institute
  - Innovation consultants attended with the Asia Pacific cohort to share in professional learning and networking opportunities

- Participation in quarterly Canadian Cluster Calls
- Participation in regular webinar offerings (and sharing these opportunities through announcements)
- Presenting WCDSB strategy as part of the “Defying Pandemic Gravity” Webinar
Information Technology 5 Year Strategic Plan
2022-2027

Information Technology Services Vision
An empowered community that embraces innovation to achieve success.

Information Technology Services Mission
Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.

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2. IT Services Org Chart
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6. Staff Training Resources
7. 5 Year Plan
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   b. Process Improvement
   c. Endpoint Technology
   d. Staff Support and Development

Innovation in Learning Committee Meeting over MS Teams
1) IT Governance - (MYSP 1.b.ii, 3.a.iii)

The Information technology 5 year strategic plan is formed through input from the WCDSB IT Governance committees, partnerships with the Ontario IT educational community, industry trends, pedagogical requirements as identified by the Program department, plus community and stakeholder input. Infrastructure Technology Governance refers to the decision-making and accountability structure. Within this structure, IT resources are aligned with the academic and administrative objectives of the WCDSB in alignment with the Board Improvement Plan for Student Achievement (BIPSA) and Multi-Year Strategic Plan.

This IT Governance structure ensures that the needs of stakeholders across the system are considered, and, as appropriate, guide the development of IT system priorities for technology and IT budgets. It is also important that this structure supports an increased accountability to ensure that critical standards, privacy and security requirements are met.
2) Information Technology Services Organization Chart (MYSP 1.b.ii, 3.a.iii)

December 2021
3) IT Key Performance Indicators - (MYSP 3.a.iii)

Key Performance Indicators (KPI) are a set of quantifiable measures that Information Technology Services (ITS) uses to gauge performance and status of the IT infrastructure over time. These metrics are used to determine WCDSB progress in achieving its strategic and operational goals for Information Technology and its ability to support it.

Our KPI’s show a general increase in age of the IT infrastructure and devices. They also show a large increase in the number of devices and applications per IT staff member. The good news is the KPI’s show a decreased time to respond and resolve technology issues.

This IT strategic plan utilizes the KPI results to project areas where infrastructure, software, bandwidth and devices need to be refreshed and scaled to need on a yearly basis. Find a sample of the KPI’s below. The full IT KPI document can be found here: ITS KPI 2022.xlsx

Sample:

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<tr>
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<tr>
<td>Average age of Data Projector</td>
<td>6</td>
<td>4.5</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

| Secondary Academic Infrastructure             |         |         |         |         |         |                     |                    |
| Student ADE                                   | 6309    | 6793    | 6890    | 6982    | 7245    | 7437                | 11%                |
| Number of Supported Servers                   | 10      | 10      | 10      | 10      | 10      | 10                  | 10                 |
| Number of Virtual Servers                     | 20      | 22      | 24      | 27      | 29      | 29                  | 29                 |
| Number of Desktop Computers                   | 2149    | 2156    | 2164    | 2173    | 2170    | 2200                | 2200               |
4) IT Project and Task Status 2021/22 - (MYSP 1.b.ii, 3.a.iii)

Over the last year, the Information Technology Services department has worked on and completed many projects. Below are the projects projected in the 2021/22 IT Strategic plan report with current status of each endeavour.

<table>
<thead>
<tr>
<th>Area</th>
<th>Initiative</th>
<th>Project Detail</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary</td>
<td>Cloud Labs</td>
<td>Azure Labs setup Com Tech Labs Online Pilots 85% Done on Pilot Build</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Increase Internet Capacity</td>
<td>Rogers Redundant Internet Increase Complete</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Mobile Device Management &amp; Monitoring</td>
<td>Improved Management &amp; Monitoring Mobile Devices 50% Complete</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Movement to Cloud Service/Storage</td>
<td>Cloud storage/service optimization CEC &amp; Dutton Departments on Office 365</td>
</tr>
<tr>
<td></td>
<td>Academic</td>
<td>Network Switch Refresh</td>
<td>School Network Switch refresh 20% Complete, Switches on Back Order</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Photocopiers</td>
<td>Refresh Working on Procurement Requirements</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>Smart Phone Refresh</td>
<td>Smartphone refresh 80% Complete</td>
</tr>
<tr>
<td></td>
<td>CEC</td>
<td>Technician device refresh</td>
<td>Tech device refresh Laptops complete,Desktops on Back Order</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Wireless Evergreen</td>
<td>WiFi Optimization Work throughout the year</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Aspen Optimization</td>
<td>New Conduit Testing, New Model Testing Ongoing</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Data Warehouse</td>
<td>Power BI, RIC and Compass Build and Optimization Great Progress, Continue to enhance</td>
</tr>
<tr>
<td></td>
<td>CEC</td>
<td>Disaster Recovery Planning and Testing</td>
<td>Disaster Recovery Plan Update and Testing 80% Complete</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>IT Help Desk Optimization</td>
<td>IT &amp; Stakeholder Committees, Investigations Formed Stakeholder Advisory Committee</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>LaserFiche Process Automation &amp; Forms</td>
<td>Continued Automation of Workflows Many Forms Converted to Automation</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Parent and Student Portals</td>
<td>Aspen Parent Portal Over 10,000 Parents Registered</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Print Reduction</td>
<td>Print Reduce printing by Implementing Quotas Investigating Innovative Controls</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Security</td>
<td>Geographic Authentication, Multi Factor Signin 100% Central Staff, Administrators</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>Sparkrock Finance transition to Cloud</td>
<td>Transition Project Plan Preliminary work for Christmas Transition</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>StaffNet Optimization</td>
<td>IT Helpdesk site update May Roll Out</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Unification of Admin &amp; Classroom Imaging</td>
<td>SCCM Shared Classroom &amp; Admin computer images 50% Complete</td>
</tr>
<tr>
<td></td>
<td>All Schools</td>
<td>Classroom Cloud Device Refresh</td>
<td>Cloud devices Refresh Done</td>
</tr>
<tr>
<td></td>
<td>Elementary</td>
<td>Elementary Desktop Refresh</td>
<td>Classroom Desktop Refresh Devices Backordered Until Summer</td>
</tr>
<tr>
<td></td>
<td>All Schools</td>
<td>Monitor Refresh</td>
<td>Monitor Refresh Done</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>School Administrator Laptop Refresh</td>
<td>New Laptops for Principals Done</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>Secondary Printer Refresh</td>
<td>Printer refresh Done</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Windows 10 Device End of Life (2025)</td>
<td>Windows 10 End of Life Project Kick Off Server Setup, Testing, Research &amp; Budget</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>Data Systems Training</td>
<td>Aspen, Power BI, Compass, RIC Ongoing</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Cyber Security/Privacy Training Expanded</td>
<td>Yearly 90% Complete</td>
</tr>
<tr>
<td></td>
<td>All Sites</td>
<td>Green Application Catalog</td>
<td>Ongoing New Green Catalogue on StaffNet</td>
</tr>
</tbody>
</table>

Major IT Department Task Status, Strategic & Operational, 2021/22 (MYSP 1.b.ii, 3.a.iii)
5) Status of IT Help Desk Service Overview: (MYSP 1.b.ii, 3.a.iii)

Top Total Time in Hours of Work Per Category
April 7 21 to April 7 22

- APP Request: 75.36
- APP Request NEW: 17.7
- Research: 12.95
- Spec Ed: 10.24
- Security: 9.41
- Consultation: 9.12
- Forms: 7.95
2021/22 Total Service Desk Requests Per Person
Sept 1st-April 7th

Sep 21 - Apr 22
Service Desk Request Tickets by Site
Sept 2021-April 29, 2022
6) Staff Training Resources 2021/22 - (MYSP 1.b.ii, 3.a.iii)

It is essential that timely training and resources be made available for the utilization of software and technology. Over the last year, live administrative training was mostly provided over Microsoft Teams. Training over this platform allows for the recording of training to be reviewed by staff as required. Training videos, documentation and other resources were created on the StaffNet staff portal.

<table>
<thead>
<tr>
<th>Training</th>
<th>Audience</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspen (Report Cards, Attendance, Scheduling...)</td>
<td>Administrative and Academic staff</td>
<td>Online Live, documentation and videos, in-person training</td>
</tr>
<tr>
<td>Privacy</td>
<td>HR and Payroll departments</td>
<td>Online Live and Documentation</td>
</tr>
<tr>
<td>Microsoft OneDrive, Excel, Teams</td>
<td>Administrative and Academic staff</td>
<td>Online Live and Videos</td>
</tr>
<tr>
<td>Microsoft Planner, Power Automate</td>
<td>Administrative and CEC staff</td>
<td>Online Live and Videos</td>
</tr>
<tr>
<td>School Messenger</td>
<td>Elementary Administrative Staff</td>
<td>Online Live, Documentation and Videos</td>
</tr>
<tr>
<td>Cyber Security</td>
<td>All Staff</td>
<td>Through Safe Schools Application</td>
</tr>
<tr>
<td>Administrative Assistant Training</td>
<td>New and existing direct support</td>
<td>Privacy, School Messenger, Cyber Security, Aspen, OnSIS, OneDrive, Teams. New role focused on AA supervision and training.</td>
</tr>
</tbody>
</table>

StaffNet Resources:

![Administrative Assistant Training](image1)

**Short Term Supply Training**  **Long Term Occasional and Lead Training**
7) Information Technology Five Year Strategic Plan Schedule

See extensive descriptions of each project initiative in this linked Appendix.

a) Infrastructure - (MYSP 3.a.iii)

The Board’s infrastructure hardware and systems must be maintained and upgraded on a regular basis to meet the ever increasing demands. This will also prevent system failures and greatly simplify staff support issues and minimize the impact on future year’s budgets. Productivity and instruction opportunities are lost if replacements and refreshes are done when existing equipment has already failed, or, is about to fail. With the increasing complexity and interconnectedness of Board operations, it is imperative that the Board’s infrastructure be robustly constructed and consistent with current industry standards.

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Implementation Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Academic</td>
<td>Academic Secondary Server Refresh</td>
<td>2022/23</td>
</tr>
<tr>
<td>CEC</td>
<td>Azure Virtual Desktop</td>
<td>2022/23</td>
</tr>
<tr>
<td>All Sites</td>
<td>Broadband Modernization Program</td>
<td>2022-25</td>
</tr>
<tr>
<td>All Sites</td>
<td>Firewall Infrastructure Refresh</td>
<td>2024/25</td>
</tr>
<tr>
<td>All Sites</td>
<td>Increase Internet Capacity</td>
<td>Yearly</td>
</tr>
<tr>
<td>All Sites</td>
<td>School Mobile Device Management &amp; Monitoring</td>
<td>2021-23</td>
</tr>
<tr>
<td>All Sites</td>
<td>Movement to Cloud Service/Storage</td>
<td>2021-24</td>
</tr>
<tr>
<td>All Sites</td>
<td>Network Segmentation Upgrade</td>
<td>2022/23</td>
</tr>
<tr>
<td>Academic</td>
<td>Network Switch Refresh</td>
<td>Yearly</td>
</tr>
<tr>
<td>All Sites</td>
<td>Phone System Optimization</td>
<td>2023-25 2026/27</td>
</tr>
<tr>
<td>All Sites</td>
<td>Photocopiers</td>
<td>2022/23 2026/27</td>
</tr>
<tr>
<td>All Sites</td>
<td>SDWAN Device Refresh</td>
<td>2025/26</td>
</tr>
<tr>
<td>CEC</td>
<td>Storage Area Network Refresh</td>
<td>2024/25</td>
</tr>
<tr>
<td>All Sites</td>
<td>Wireless Evergreen</td>
<td>Yearly</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>WREPnet Core Upgrade</td>
<td>2024/2025</td>
</tr>
</tbody>
</table>
b) Process Improvement - (MYSP 3.a.iii)

Currently some of the Board’s key business systems are not integrated and rely on significant manual processes for populating system data, extracting data and solving connectivity issues. Board system decisions must move from a departmental focus to one which considers system, staff and student needs, vetted through the Board’s IT Governance Structure. Current systems should be electronically integrated where possible to provide for automated workflows. As new systems and servers are implemented, automated integration into the Board’s electronic business process workflows will be the focus.

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Implementation Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Louis</td>
<td>Aspen ConEd Support</td>
<td>2021-24</td>
</tr>
<tr>
<td>All Sites</td>
<td>Aspen Optimization</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All Sites</td>
<td>Aspen Parent Portal</td>
<td>2021-24</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>Aspen PLAR management</td>
<td>2021-23</td>
</tr>
<tr>
<td>All Sites</td>
<td>Data Warehouse</td>
<td>2022-25</td>
</tr>
<tr>
<td>Business</td>
<td>Email &amp; Electronic Records Retention Automation</td>
<td>2021-2024</td>
</tr>
<tr>
<td>All Sites</td>
<td>IT Help Desk Optimization</td>
<td>2022/23</td>
</tr>
<tr>
<td>Business</td>
<td>LaserFiche Process Automation and Forms</td>
<td>2021-23</td>
</tr>
<tr>
<td>All Sites</td>
<td>Parent and Student Portals</td>
<td>2021-23</td>
</tr>
<tr>
<td>All Sites</td>
<td>Print Optimization &amp; Reduction</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All Schools</td>
<td>School Messenger Safe Arrival and Applications</td>
<td>2022/23</td>
</tr>
<tr>
<td>All Sites</td>
<td>Security</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Business</td>
<td>Sparkrock Finance transition to Cloud</td>
<td>2021-23</td>
</tr>
<tr>
<td>All Sites</td>
<td>StaffNet Optimization</td>
<td>2021-23</td>
</tr>
<tr>
<td>All Sites</td>
<td>Unification of Admin &amp; Classroom Apps &amp; Imaging</td>
<td>2022/23</td>
</tr>
</tbody>
</table>
c) Endpoint Technology - (MYSP 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

Information Technology Services merged WCDSB support for both administrative and academic devices and connectivity under one team. The newly formed Endpoint Support team combined support for both administrative and academic environments under one team with the goal of harmonizing both environment methods into one easier to support standard. These projects provide students, educators, admin staff, and our community with the means of communicating and learning with leading technologies in a safe and reliable manner that is required to successfully leverage technology and human ingenuity to help learners realize their full potential.

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Implementation Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Academic</td>
<td>Azure Labs</td>
<td>2021-23</td>
</tr>
<tr>
<td>CEC</td>
<td>CEC &amp; Dutton Drive Computer Refresh</td>
<td>2022/23 26/27</td>
</tr>
<tr>
<td>All Schools</td>
<td>Chromebook/Mobile Device Refresh</td>
<td>1/4 Yearly</td>
</tr>
<tr>
<td>All Schools</td>
<td>Display/Projector Technology Refresh</td>
<td>2022-27</td>
</tr>
<tr>
<td>All Schools</td>
<td>Educator Device Refresh</td>
<td>2024-26</td>
</tr>
<tr>
<td>Admin</td>
<td>Elementary Admin Desktop and Printer Refresh</td>
<td>2025-26</td>
</tr>
<tr>
<td>Elementary Academic</td>
<td>Elementary Classroom Desktop Refresh</td>
<td>2022-25</td>
</tr>
<tr>
<td>All Schools</td>
<td>Monitor Refresh</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All Sites</td>
<td>School Administrator Laptop Refresh</td>
<td>2025/26</td>
</tr>
<tr>
<td>Admin</td>
<td>Secondary Administrative Desktop/Printer refresh</td>
<td>2022/23 26/27</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Secondary Classroom Desktop Refresh</td>
<td>1/4 Yearly</td>
</tr>
<tr>
<td>Admin</td>
<td>Secondary Desktop and Printer Refresh</td>
<td>2022-25</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Secondary Printer Refresh</td>
<td>Yearly Staged</td>
</tr>
<tr>
<td>CEC</td>
<td>Senior Admin Laptops</td>
<td>2022/23 26/27</td>
</tr>
<tr>
<td>Business</td>
<td>Smart Phone Refresh</td>
<td>2022 2024 2026</td>
</tr>
<tr>
<td>CEC</td>
<td>Technician device refresh</td>
<td>2025/26</td>
</tr>
<tr>
<td>All Sites</td>
<td>Windows 10 End of Life (2025)</td>
<td>2022-2025</td>
</tr>
</tbody>
</table>
d) Staff Support and Development - (MYSP 1.a.iii, 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

This section includes tools to help our staff and community to effectively receive PD, report absences, access required student information and keep safe utilizing technology. We also place projects for improving staff efficiency in this section.

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sites</td>
<td>Cyber Security/Privacy Training Expanded</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Business</td>
<td>Data Systems Training</td>
<td>OnGoing</td>
</tr>
<tr>
<td>All Sites</td>
<td>Green Application Catalog</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All Sites</td>
<td>SFE to Appy to Education Investigation</td>
<td>2022-24</td>
</tr>
<tr>
<td>All Sites</td>
<td>Talent Ed/Apply to Education Investigation</td>
<td>2022-24</td>
</tr>
</tbody>
</table>

Next Steps:

The nature of innovation is rooted in the understanding that it is an iterative process that celebrates the learning that comes from success and ongoing challenges. Our IT strategy and Innovation in Learning focus will continue to leverage the opportunities for innovation created through the pandemic response in order to change practices to increase equity of access and equity of opportunity related to innovation and technology.

Specific next steps include:

- Use information gained through community consultation to respond to issues related to equitable access to technology, equitable access to learning opportunities (both students and staff), and equitable assessment and evaluation practices. Our responses will need to take into account what we have learned from the pandemic as we refocus priorities based on input from stakeholder groups.
- Leverage the learning from the virtual school and remote learning experiences and best practices to support the continuation of St. Isidore and extend the learning through the physical schools. For example, consultation regarding the promotion of Brightspace by D2L and Teams as the preferred LMS and meeting tool from a pedagogical and assessment and evaluation standpoint to leverage the Ministry of Education provided professional learning and resources. Additionally, supporting educators in finding and using board provided digital tools and resources available to support curriculum delivery, the development of transferable skills, and cross-curricular and integrated learning.
- Continue to consult our stakeholders and the Ontario IT educational community to adjust the IT 5 year strategic plan to meet our present and future requirements to effectively support both instructional and business needs.
Recommendation:

Report is being provided as information only

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: May 9, 2022
To: Board of Trustees
From: Director of Education
Subject: Mathematics Report (Math Strategy Update)

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Education Quality and Accountability Office Act, 1996

Policy Statement and/or Education Act/other Legislation citation:
❖ The Ontario Curriculum, Grades 1-8: Mathematics, 2020
❖ Mathematics, Grade 9, MTH1W De-streamed, 2021 (replaced Grade 9 that appear in The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 as of September 2021)
❖ Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
❖ Multi-Project Agreement 2022 (Amendment 3) G1 & G2: Project Plan - Math Strategy p. 130-142

Alignment to the MYSP:

Priority Area: Student Engagement, Achievement & Innovation
Strategic Direction: Foster maximum opportunity for success for all
❖ Goal: Improve Numeracy Achievement
❖ Goal: Improve Graduation Rate

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

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

→ Increase in affirmative responses on Student Survey Data

Purpose:
As well as providing an update with respect to the following listed math priorities, this report endeavours to illustrate how we continue to respond to the changing landscape of education.
1. Math Coaching Support (Elementary)
2. Math Professional Learning Opportunities: Reaching Educators Virtually & Digitally (Elem & Sec)
3. Secondary Update - Preparing for 2021 De-streamed Culture
4. Resource Update: usership data for Knowledgehook, Mathology.ca & Digital Tools
5. Looking Forward

1. MATH COACHING SUPPORT (ELEMENTARY) - CYCLE ONE & TWO: SEPT. - APR. 2022
   (GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: INCREASE IN ACHIEVEMENT FOR MARKER STUDENTS

WCDSB MATH STRATEGY SUPPORT MODEL 2021-22

The WCDSB 2021-22 Elementary Math Coaching Model reflects the objectives of the Ontario Math Strategy. Math coaching prioritizes support to teachers in grades 3, 6 & 8 as well as implementation resources to all teachers grades 1-8. The 2021-22 coaching model has 3 cycles:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Schools</td>
<td>5-weeks at all 4 schools</td>
<td>4-weeks at all 4 schools</td>
<td>3-weeks at all 4 schools</td>
</tr>
</tbody>
</table>

The table above outlines the support assigned by tier and the duration for each cycle. The model aims to improve numeracy achievement by increasing achievement for marker students. The Ongoing remote support schools include St. Isidore.
The following includes an update of the math coaching work and math content focus for cycles one & two for the following tiers: targeted-support, board identified-support & itinerant-support schools including St. Isidore.

**CYCLE ONE Sept. to Dec. 2021 included the following schools:**
St. Anne C, St. Gregory, St. Michael & St. Peter

**Board Inputs to Targeted-Support Schools:**
- Day-to-day coaching support focused on the 2020 Math Curriculum implementation & High Impact Instructional Practices
- All schools received full day job-embedded in-person coaching (Sept. 20-Oct. 22) *Except St. Gregory which had a shorter cycle Sept. 20-Oct. 8*
- Collected baseline data using classroom-created PRE & POST assessments for marker students
- On-going support for leveraging technology and for the use of board-purchased math resources; knowledgehook.com and mathology.ca

**PRE & POST Assessment: Marker Students @ Targeted Support Schools (Sept. to Oct. 2021)**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Pre: Not Yet</th>
<th>Pre: Getting There</th>
<th>Pre: Got It</th>
<th>Post: Not Yet</th>
<th>Post: Getting There</th>
<th>Post: Got It</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1/2</td>
<td>37%</td>
<td>21%</td>
<td>43%</td>
<td>16%</td>
<td>33%</td>
<td>52%</td>
<td>38</td>
</tr>
<tr>
<td>Grade 2</td>
<td>42%</td>
<td>29%</td>
<td>29%</td>
<td>17%</td>
<td>25%</td>
<td>58%</td>
<td>16</td>
</tr>
<tr>
<td>Grade 2/3</td>
<td>50%</td>
<td>24%</td>
<td>27%</td>
<td>15%</td>
<td>27%</td>
<td>58%</td>
<td>55</td>
</tr>
<tr>
<td>Grade 3</td>
<td>48%</td>
<td>22%</td>
<td>30%</td>
<td>5%</td>
<td>22%</td>
<td>73%</td>
<td>18</td>
</tr>
<tr>
<td>Grade 3/4</td>
<td>56%</td>
<td>15%</td>
<td>28%</td>
<td>23%</td>
<td>24%</td>
<td>53%</td>
<td>37</td>
</tr>
<tr>
<td>Grade 5/6</td>
<td>58%</td>
<td>18%</td>
<td>23%</td>
<td>29%</td>
<td>23%</td>
<td>48%</td>
<td>70</td>
</tr>
</tbody>
</table>

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in this cycle (scroll down to see results)

Math content by Strand with an emphasis in:
  ○ B1. NUMBER (Number Sense)
  ○ B2. NUMBER (Operations)
  ○ C1. ALGEBRA (Patterns and Relationships)

Transferable Skills:
  ○ Critical Thinking and problem solving
  ○ Communication

High Impact Instructional Practices:
  ● Leveraging tech & integrating digital supports i.e. mathology.ca
  ● Use of tools and representations i.e., using brainingcamp
  ● Use of PRE assessment data to pinpoint instruction
  ● Small group instruction for gap closing
  ● Classroom teacher using math strings/talks increases teacher capacity
  ● Math conversations through audit tasks to monitor student learning

Coaching Moves (Nature of the Work)
  ● Leveraging Technology (strategies for digital learning) remained a major focus
  ● Co-teaching was at the centre of the work both in-person math coaching

Successful Classroom Coaching Strategies
  ➔ Using digital tools and resources
  ➔ Referring to student work in consolidation
  ➔ Gradual Release to classroom teacher of planning and instruction
  ➔ Using more frequent exit tickets for assessment
  ➔ Modelling small group instruction for gap closing
  ➔ Monitoring Learning Goals and Success Criteria
  ➔ Number Routines for conceptual understanding

Math Confidence Survey Results by Grade (Goal: Improve Student Engagement)
Congregated Student Survey Data from the following targeted-support schools: St. Anne C, St. Gregory, St. Michael & St. Peter
Data indicated many increases to “most of the time” for the following statements:
• “I do my best when I do mathematics activities in class.”
• “I read over mathematics problems first to make sure I know what I am supposed to do.”
• “I am able to answer difficult mathematics questions.”

We attribute some of these gains to critical thinking strategies for answering non-routine problem-solving questions, the use of collaborative math talk, self talk and the 3-read protocol. (see full results here on p.2)

CYCLE ONE Oct. to Nov. 2021 included the following schools:
Blessed Sacrament, Monsignor Haller, Our Lady of Fatima, St. Bernadette & St. Joseph

Board Inputs to Board-Identified Support Schools in Cycle One
• Day-to-day coaching support focused on the 2020 Math Curriculum implementation & High Impact Instructional Practices
• All schools received full day job-embedded in-person coaching (Oct. 25-Nov. 12)
• Collected baseline data using classroom-created PRE & POST assessments for marker students
• On-going support for leveraging technology and for the use of board-purchased math resources; knowledgehook.com, mathology.ca and brainingcamp.com

PRE & POST Assessment: Marker Students @ Board-Identified Support Schools (Oct. to Nov. 2021)
Impact:
• 347 students, gr. 2 to 7
• 26.6% average increase in student achievement from PRE to POST assessments across grades
• 17 teachers in math coaching cycle +11 additional teachers who accessed math coaching outside of the daily classroom coaching
• Math Confidence Surveys collected for all schools involved in this cycle (scroll down to see results)
Math content by Strand with an emphasis in:
- B1 & B2 NUMBER (Number Sense & Operations)
- C1 & C2 ALGEBRA (Patterns & Relationships and Equations & Inequalities)
- D1 DATA (Data Literacy)
- E1 & E2 SPATIAL SENSE (Geometric & spatial Reasoning and Measurement)
- F1 FINANCIAL LITERACY (Money & Finances)

Transferable Skills:
- Critical Thinking and problem solving
- Communication
- Global citizenship and sustainability
- Innovation, creativity and entrepreneurship

High Impact Instructional Practices:
- Integrating digital supports i.e. mathology.ca
- Use of assessment data to pinpoint daily instruction
- Use of tools and representations
- Math conversations & practice tasks
- Engaging in problem solving questions and problem based learning / mathematical modelling

Coaching Moves (Nature of the Work)
- Modelling lessons remained a major focus
- Co-teaching was at the centre of the work both in-person math coaching

Successful Classroom Coaching Strategies
- Leveraging digital math tools & resources
- Use of visuals, (hands on) tools & math talks
- Open gap closing table for students
- Differentiated instruction in grades 7 & 8
- Playful instruction - games & movement
- Focus on Social Emotional Learning
- Math modelling through multiple strands
- Planning for punctuated instruction

Math Confidence Survey Results by Grade (Goal: Improve Student Engagement)
Congregated Student Survey Data from the following board-identified support schools: Blessed Sacrament, Monsignor Haller, Our Lady of Fatima, St. Bernadette & St. Joseph

NOTE: *grades 2/3 & 3/4 from St. Joseph and grade 6 from OLOF not included in this data as the POST survey was not collected.
Data indicated many increases to “most of the time” for the following statements:
- “I like mathematics.”
- “I do my best when I do mathematics activities in class.”
- “I am able to answer difficult mathematics questions.”

We attribute some of these gains to building a positive math identity by developing Social-Emotional Learning skills. (see full results here on p.2)

**CYCLE ONE Nov. to Dec. 2021 included the following schools:**
Canadian Martyrs, John Sweeney, Holy Family, Holy Spirit, OLOG, St. Aloysius, St. Augustine, St. Boniface, St. Brigid, St. Dominic, St. Isidore, St. Kateri, St. Paul, St. Teresa E, St. Teresa C, St. Timothy & St. Vincent de Paul

**Board Inputs to Itinerant Support Schools in Cycle One**
- In-person math coaching for one-week cycles, 3 to 4 classrooms per school, staff meetings & lunch & learns etc.
- One week of remote math coaching to St. Isidore by grade assigned coaches.
- Focus on the 2020 Math Curriculum implementation & High Impact Instructional Practices

  Grades 3, 6 & 8 were priority grades for math coaching→

**High Impact Instructional Practices:**
- Leveraging technology & integrating digital math resource supports was a major focus
- Math Conversations through the use of Number Routines
- Use of tools and representations was a major focus

**Frequency: Coaching Moves (Nature of the Work)**
- Co-planning, co-teaching and co-briefing were consistent
- Modelling Instruction

**Math content by Strand**
Successful Classroom Coaching Strategies

➔ Using digital tools and resources
➔ Learning through the process of math modelling
➔ Visual representations and use of tools
➔ Math talks through number routines

CYCLE TWO: Jan. - Mar./Apr. 2022 included the following schools: Christ the King, Our Lady of Fatima, Sir Edgar Bauer, St. Anne C, St. Bernadette, St. Daniel & St. John

Board Inputs to Board-Identified Support Schools in Cycle Two:
Jan. schools were cancelled due to reassignment of coaches

● Day-to-day coaching support focused on the 2020 Math Curriculum implementation & High Impact Instructional Practices
● All schools received job-embedded remote & in-person coaching (Jan. remote, Feb.-Mar. in-person)
● Collected baseline data using classroom-created PRE & POST assessments
● On-going support for the use of board - purchased math resources; knowledgehook.com, mathology.ca & brainingcamp.com

PRE & POST Assessment: Marker Students @ Board-Identified Support Schools (Jan. to Apr. 2022)

Impact:
● 232 students, gr. 2 to 8
● 24.3% average increase in student achievement from PRE to POST assessments across grades
● 11 teachers in math coaching cycle +7 additional teachers who accessed math coaching outside of the daily classroom coaching
● Math Confidence Surveys collected for all schools involved in this cycle (scroll down to see results)

Math content by Strand with an emphasis in:
● B1 & B2 NUMBER (Number Sense & Operations)
● C2, C3 & C4 ALGEBRA (Equalities/Inequalities, Coding & mathematical Modelling)
● D1 DATA (Data Literacy)
● E1 & E2 SPATIAL SENSE (Geometric & spatial Reasoning and Measurement)

Transferable Skills:
○ Critical Thinking and problem solving
○ Communication
○ Global citizenship and sustainability

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High Impact Instructional Practices: Frequency in Focus

- Assessment driven planning for instruction was a focus
- Integrating Math Resources, Number Routines, and Problem-Solving (Math Modelling) Tasks were key focus areas for high impact instructional practices
- Concrete tools, models and representations remained part of the learning process

**Frequency: Coaching Moves (Nature of the Work)**

- Co-Planning, Co-Teaching & Modelling were central to the math coaching work this cycle
- Much of the coach led co-teaching was during math modelling, coding and spatial sense lessons

**Successful Classroom Coaching Strategies**

- Use of PRE/POST assessments: to guide instruction and focus coaching work.
- Digital tools for Geometry & Measurement tasks
- Linking Geometry to Coding tasks
- The use of various strategies for problem solving

**Math Confidence Survey Results by Grade (Goal: Improve Student Engagement)**

**NOTE:** *Sir Edgar Bauer, St. Anne C, St. Bernadette & St. John, not included in this data as the POST survey was not collected due to math coach reassignment to daily supply-teacher coverage*

The survey data to follow represents: *Christ the King* and *St. Daniel* (no pre/post data collected for OLOF)

Data indicated many increases to “most of the time” for the following statements:

- “I do my best when I do mathematics activities in class.”
- “I think about the steps I will use to solve a mathematics problem.”
- “I am able to answer difficult mathematics questions.”

We attribute some of these gains to the dedicated focus on the process of math modelling when engaging in problem-solving or problem-based questions (see full results [here](#) on p.2)

**CYCLE TWO Mar. to Apr. 2022 included the following schools:**

Canadian Martyrs, John Sweeney, Holy Family, Holy Spirit, OLOG, St. Aloysius, St. Augustine, St. Boniface, St. Brigid, St. Dominic, St. Kateri, St. Paul, St. Teresa E, St. Teresa C, St. Timothy & St. Vincent de Paul

**Board Inputs to Itinerant Support Schools in Cycle Two**

- In-person math coaching for one-week cycles, 3 to 4 classrooms per school, staff mtgs & lunch & learns etc.
- Focus on the 2020 Math Curriculum implementation & High Impact Instructional Practices
- Day-to-day ongoing formative assessment, observations and math conversations was an integrated focus

**Note:** Canadian Martyrs, John Sweeney, St. Aloysius & St. Timothy's math coaching cycle was cut short due to math coach reassignment.
High Impact Instructional Practices:
- Integrating digital math resource supports was a big part of the weekly work
- Math Conversations through the use of Number Routines
- Use of tools and representations remained a constant focus

Frequency: Coaching Moves (Nature of the Work)
- Co-planning, co-teaching and co-briefing were a mainstay of the cycle
- Modelling Instruction for the use of digital resources was consistent across schools

Math content by Strand

Successful Classroom Coaching Strategies
- Using digital tools and resources
- Problem-based learning through math modelling process
- Visual representations and use of tools
- Daily assessment check-ins to monitor learning

Math Coaching by Grade
- Grades 3 & 6 were priority grades for math coaching

2. MATH PL OPPORTUNITIES: REACHING EDUCATORS VIRTUALLY & DIGITALLY ELE. & SEC.
(GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: TEACHER SURVEY DATA AND FEEDBACK REFLECT INCREASING SENSE OF PROFESSIONAL EFFICACY

ELEMENTARY MATH

Supporting Math Professional Learning: Social Emotional Learning & Math

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

Who participated? 375 participants submitted a pre-learning survey at the start of the day and a post-learning survey at the end of the module; rating their level of awareness of the aspects & components of Social Emotional Learning. ↓ How aware are you …
...with the 6 Social-Emotional Learning Skills in Strand A?  

<table>
<thead>
<tr>
<th></th>
<th>PRE</th>
<th>POST</th>
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<tbody>
<tr>
<td>1-limited awareness</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>2-somewhat aware</td>
<td>40%</td>
<td>8%</td>
</tr>
<tr>
<td>3-growing awareness</td>
<td>42%</td>
<td>75%</td>
</tr>
<tr>
<td>4-very aware</td>
<td>5%</td>
<td>17%</td>
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...with the 7 Math Processes in Strand A?  

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<th>PRE</th>
<th>POST</th>
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</thead>
<tbody>
<tr>
<td>1-limited awareness</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>2-somewhat aware</td>
<td>24%</td>
<td>8%</td>
</tr>
<tr>
<td>3-growing awareness</td>
<td>54%</td>
<td>72%</td>
</tr>
<tr>
<td>4-very aware</td>
<td>13%</td>
<td>20%</td>
</tr>
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...with the importance of SELs & how they are connected to the Catholic Graduate Expectations?  

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<thead>
<tr>
<th></th>
<th>PRE</th>
<th>POST</th>
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<tbody>
<tr>
<td>1-limited awareness</td>
<td>15%</td>
<td>2%</td>
</tr>
<tr>
<td>2-somewhat aware</td>
<td>35%</td>
<td>11%</td>
</tr>
<tr>
<td>3-growing awareness</td>
<td>43%</td>
<td>60%</td>
</tr>
<tr>
<td>4-very aware</td>
<td>7%</td>
<td>18%</td>
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</table>

... with purposeful practice & integration of SELs and the Math Processes within the curriculum?  

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<thead>
<tr>
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<th>PRE</th>
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</thead>
<tbody>
<tr>
<td>1-limited awareness</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>2-somewhat aware</td>
<td>41%</td>
<td>13%</td>
</tr>
<tr>
<td>3-growing awareness</td>
<td>34%</td>
<td>72%</td>
</tr>
<tr>
<td>4-very aware</td>
<td>4%</td>
<td>9%</td>
</tr>
</tbody>
</table>

... with resources that are available to support educators?  

<table>
<thead>
<tr>
<th></th>
<th>PRE</th>
<th>POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-limited awareness</td>
<td>28%</td>
<td>1%</td>
</tr>
<tr>
<td>2-somewhat aware</td>
<td>42%</td>
<td>17%</td>
</tr>
<tr>
<td>3-growing awareness</td>
<td>26%</td>
<td>68%</td>
</tr>
<tr>
<td>4-very aware</td>
<td>3%</td>
<td>14%</td>
</tr>
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... of linking current practices that enhance Strand A, recognizing what new approaches you need to take to?  

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<th>PRE</th>
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<tbody>
<tr>
<td>1-limited awareness</td>
<td>20%</td>
<td>1%</td>
</tr>
<tr>
<td>2-somewhat aware</td>
<td>43%</td>
<td>12%</td>
</tr>
<tr>
<td>3-growing awareness</td>
<td>35%</td>
<td>71%</td>
</tr>
<tr>
<td>4-very aware</td>
<td>2%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Observations: All survey questions reported a sizable increase to “growing awareness” from pre to post 87% of the comments in the feedback mentioned the learning as highly worthwhile and significantly important for building confidence and positive identities as math learners. We concluded that the focus on Social Emotional Learning was timely and relevant to highlight mathematical well-being for all.

EQAO Learning Sessions: 6 Sessions at multiple dates/times  
Professional learning sessions intended for Grade 3 & Grade 6 educators which featured:
- training for the NEW e-assessments & platform
- strategies, approaches and information for educators
- best instructional practices in Reading, Writing and Math

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

| Just-in-Time Resources on the weekly Math NEWS Updates | 29 issues to date |
| Individualized Support: Staff, Divisional, Lunch & learns, School Council | 72 sessions to date |
| Knowledgehook Webinars ELE. - 12 On-Boarding Webinars by KH | 12 sessions 15 sessions |
| Mathology Webinars K to 6 - 15 Getting Started Webinars by Pearson | April 2022 Session = 12 participants (just ended on April 22) |
| MATH Primary / Junior Additional Qualification Courses - MATH PJ Part 1 & PART 2 | July 2021 Session = 25 participants |

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Supporting Math Leadership Learning for Administrators

The Math Leadership Learning series supports administrators in organizing and planning school improvement actions on the premise of coherence with just-in-time support. There has been an increased interest for administrators to learn more about math goal setting with the use of PRE/POST assessments (board-created) for setting the context for school improvement work on a progression. Participation in these Math Leadership Learning sessions had been well attended; representation from over 50% of elementary schools. Session topics included: Math Resources, Math SIEPSA Supports, Math PRE/POST Assessments & Math SIEPSA Actions

Administrator Meeting & FOS Administrator Support for Primary / Junior EQAO

Admin. Meetings:
- March 3 An Intro. to EQAO E-Assessments
- March 23: EQAO e-Assessment Walkthrough

FOS Meetings: EQAO e-Assessment Administrator Readiness
- April 5 St. David & Monsignor Doyle
- April 12 St. Benedict & Resurrection
- April 26 St. Mary

Try EQAO's e-Assessment platform for primary & junior by taking the online sample tests: Grade 3 & Grade 6. View this information video for parents: information-parents-guardians-primary-junior-EQAO

SECONDARY MATH

➢ Building Thinking Classrooms book club offered to secondary math teachers in quads 1 and 2. Virtual, collaborative format to discuss implementation of the thinking classroom.

➢ Chasing Rabbits book club offered by Grand Valley Mathematics Association. The book advocates getting lost in math, slowing down, feeling bewildered, and making mistakes in order to achieve greater buy-in and enjoyment from math learners. WCDSB purchased copies of the book for interested educators (8 educators are participating)

➢ The Ontario Association for Mathematics Education’s annual conference, 50 Years: A Golden Math Story is being offered virtually after-school hours in May. WCDSB is “sending” 16 educators to participate in this 4-evening conference.

➢ Leading Math Success: Each month math department heads from each high school and additional motivated grade nine teachers meet to share resources, discuss successful pedagogical practices, and maintain consistency across the schools.

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➢ In class support: In-class support and just in time support as per teacher request were (and continue to be) provided to all MTH1W teachers

➢ Moderated marking sessions: One high school is participating in a moderated marking session (April 29) to ensure consistency of grading. Working with other schools and with department heads so they can lead within their schools.

➢ Secondary educators (those teaching mathematics and those who are not) were invited to participate in self-directed learning about destreaming.

The resource was broken down into four modules:

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

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

Who participated? 142 teachers, support staff, and administrators completed a pre-learning survey about destreaming.

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

- The number of educators who felt they knew all about destreaming increased by 62%
- The number of educators who felt de-streaming would benefit students increased by 19%
- Only 51% of educators identified as being very aware of social emotional learning skills (SELs) before the training. After the training this number increased to 75%.
- Educator awareness of strategies to teach social emotional learning in the classroom increased by 28%.

3. SECONDARY UPDATE - PREPARING FOR 2021 DE-STREAMED CULTURE
(GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: DECREASE THE GAP IN ACHIEVEMENT

MTH1W

➢ The new grade 9 de-streamed mathematics curriculum was released in June of 2021. WCDSB had a summer writing team comprised of 7 educators who would be teaching MTH1W. They developed long range plans and lessons that aligned with the new curriculum.

➢ Resources for MTH1W continue to be shared across our 5 high schools. Cross-strand activities are being promoted to create connections for students and deepen their understanding of course concepts (Shared list of MTH1W cross-strand lessons)

➢ With almost a year of experience with the curriculum and the newly released teacher supports to accompany the new curriculum, some teachers are eager to continue...
Quadmester 2 and semester 2 MTH1W students participated in a math confidence survey. Quadmester 1 students did not participate as they were engaged in other surveys. The survey asked students to rate how they felt (Never, Sometimes, Most of the Time) for the following questions:

- I like mathematics
- I am good at mathematics
- I am able to answer difficult mathematics questions
- I do my best when I do mathematics activities in class
- I read over a mathematics problem first to make sure I know what I am supposed to do
- I think about the steps I will use to solve a mathematics problem
- I get to participate in meaningful mathematics learning
- I can hide or I feel ignored in math class
- I get to explain, to present my ideas. My ideas are built on
- I am recognized as being capable and able to contribute in meaningful ways
- Classroom discussions include my thinking
- Instruction (teaching) responds to my thinking and helps me think more deeply
- I feel connected to the adults in my math classroom
- I feel like I belong in my math class. I feel represented in the math I am learning

Highlights of the results can be seen below ↓

Data from the first 2 quadmesters show that over 62% of students enrolled in MTH1W achieved at or above provincial standard and over 94% of students were successful in achieving their credit in this course. Ontario’s vision for de-streaming is “to address policies and practices that negatively impact students so that all students are supported to be prepared for the senior program in secondary school, have equity of access to pursue any post-secondary pathway they choose, and to be successful in their future careers.” All students
that successfully earn their MTH1W credit have the opportunity to continue to any pathway they choose (university or college). Quadmester 2 MTH1W teachers participated in a teacher confidence survey. Fourteen of the sixteen teachers teaching the new grade 9 course participated in this optional survey. Teachers responded to their confidence using specific, high impact instructional strategies in the classroom. Ninety-three percent of respondents felt very confident teaching about productive struggle and adaptive reasoning, using math conversations, flexible groupings, and using assessment for learning. Teachers reported feeling confident that their classroom environments help students develop self-regulation, perseverance and a feeling of belonging. They further reported confidence that their classrooms encourage collaboration and communication, are interactive, student-centred, and productive, and use student voice as a driver for learning design and improvement. Teachers were also asked to reflect on equity in their classrooms. While most teachers responded that they have high academic expectations for all students and they promote well-being and equity in their classrooms, they also felt like they still had learning to do regarding eliminating systemic barriers students face and acknowledging how their own identity and biases may affect their teaching.

Highlights of the results can be seen below ↓
Building our De-Streamed Culture at WCDSB
- A de-streaming steering committee has been formed and three de-streaming sub-committees have been developed to work on the following goals:
  - **Sub-committee 1: Cultural Shifts to Identify and Dismantle Systemic Discrimination and Structural Inequities**
    - PD presentation for all secondary teachers/admin on Sept. 2nd PD day: [De-Streaming in the Classroom Presentation](#)
    - Parent letter was sent home in February explaining the new de-streaming grade 9 program to parents. [De-streaming parent letter](#)
    - Creation of De-streaming FAQ to help inform parents, students, and educators about de-streaming. [Website](#) and [Print](#).
    - Presented to all admin (elementary and secondary) on De-Streaming and Thinking Classroom. [Evolving Pedagogy: Building Thinking Classrooms Presentation](#)
    - Three part series: Seeking Positive Solutions: Conflict Management and Equity - Recognizing Power and Privilege
    - Culturally Responsive Teaching and the Brain book club - over 90 educators registered
    - Administrators participated in an open spaces format discussion about de-streaming in their schools and their plans moving forward.
  - **Sub-Committee 2: Increased Educator Capacity for effective, culturally-responsive instruction, assessment and evaluation in de-streamed classrooms**
    - Asynchronous learning day planned for May 10th as an opportunity for educators to participate in PD about differentiated instruction in de-streamed classrooms and develop their own differentiated materials for their courses.
    - Monthly program council meetings have had 30 minutes dedicated to de-streaming and thinking classroom activities. These activities are then being shared in department area meetings. [Bridging the Gap Toward a Thinking Classroom Presentation](#)
    - Summer writing teams (math, science, English, geography) are being formed to develop differentiated materials for use in de-streamed classrooms
  - **Sub-Committee 3: Increased Student Engagement, Achievement and Well-Being**
    - Presentation to grade 7 teachers, admin, guidance, student success, board level employees on destreaming and course selection with a focus on equity and opening pathways for students. [De-Streaming and the Transition from Grade 8 to Grade 9 Presentation](#)
    - In collaboration with special education liaisons, the process to follow for students who are struggling to meet expectations has been updated and new learning surrounding differentiated instruction, accommodations, and modifications at the secondary level are being developed. [Special Education Process at the Secondary Level](#)
    - Transition teams comprised of student success consultants, grade 8 teachers, and guidance monitored students enrolled in LDCC courses and unless student needs could not be accommodated in a ministry-defined course, students were moved into de-streamed courses.

4. RESOURCE UPDATE: USERSHIP DATA FOR KNOWLEDGEHOOK, MATHOLOGY.CA & DIGITAL TOOLS (GOAL: IMPROVE NUMERACY ACHIEVEMENT) KPI: DECREASE THE GAP IN ACHIEVEMENT

<table>
<thead>
<tr>
<th>Knowledgehook (usage by grade)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3-5: 577 classes</td>
<td></td>
</tr>
<tr>
<td>Grade 6-8: 443 classes</td>
<td></td>
</tr>
<tr>
<td>Grade 9-10: 149 classes</td>
<td></td>
</tr>
</tbody>
</table>

An additional 32 teachers have started using Knowledgehook since April 2021

**Mathology.ca**
- To date we have 532 educators using mathology.ca from K-6 (89% subscription rate)
- 13% of our users are Uber Users, 51+ logins /week
- 5 Special Education and 7 teachers of MLs are using mathology.ca

**Brainingcamp.com**
- Brainingcamp.com is a web based support for interactive and visual math tools (renewed system subscription Jan. 2022)
- Continues to provide instructional support of virtual tools in math across grades 1-8 classrooms (C-R-A high impact practice).

### 5. LOOKING FORWARD (GOAL: IMPROVE NUMERACY ACHIEVEMENT & IMPROVE STUDENT ENGAGEMENT)

**KPIs: TEACHER SURVEY DATA AND FEEDBACK REFLECT INCREASING SENSE OF PROFESSIONAL EFFICACY, DECREASE THE GAP IN ACHIEVEMENT & INCREASE IN STUDENT QUALITATIVE RESPONSES ON STUDENT VOICE SURVEYS**

**K-12**

A. **CONTINUATION of:**
   - Keeping educators informed of ministry math resources updates and abreast of all support(s) being offered via the weekly system announcements
   - Promoting High Impact Instructional Practices and looking for integrated & cross-curricular connections to various subject content areas i.e., NEW Science and Technology curriculum Grades 1-8, NEW Gr. 10 Civics & Citizenship course

B. Purposefully collaborating across Program Services in order to provide highly-accessible services that are aligned to assist our educators in ‘knowing their learners’ and responding effectively. Prioritizing ‘just-in-time’ support, for all educators, students, and administrators continues to be our collective goal.

**Elementary**

A. Weekly Math NEWS Updates which includes timely curriculum uploads, math links, websites & resources and upcoming PD opportunities
B. Math Coaching Support for Targeted & Board-Identified schools; support for periphery schools ongoing by consultants. Next Math Coaching Cycle: SPRING May 9 - May 27 (*WHEN math coaches are back to their regular roles*)
C. Ongoing support for curriculum implementation; addressing the curriculum gaps from 2005 to 2020
D. Supporting the evolving use and adoption of knowledgehook.com and mathology.ca - Gap Tracker, Remediation Supports & Differentiated Instruction Supports
E. Ongoing PD opportunities offered by mathology.ca, knowledgehook.com & brainingcamp.com to leverage technology and digital supports for math learning
F. Offering MATH Primary/Junior AQ courses July-August 2022: MATH PJ Part 2 & MATH PJ Specialist (Part 3) - 100% subsidy upon successful completion

**Secondary**

A. Continued co-learning among our Math Program Heads & lead teachers as professional curriculum leaders and ambassadors for building a de-streamed culture.
B. Continue in class support for MTH1W
C. A summer writing project is planned to continue to develop lessons for MTH1W
D. Continue with moderated marking activities to ensure consistency
In Closing

We would like to celebrate the math team’s continued efforts & commitment to creating, facilitating & maintaining math curriculum implementation supports, to building capacity of high impact instructional practices in math, to monitoring student & teacher learning and to increasing student achievement at ministry and board-identified schools.

This report is prepared for the information of the Board.

Prepared/Reviewed By: Loretta Notten
   Director of Education

   Jennifer Ritsma
   Superintendent of Learning

   Annalisa Varano
   Superintendent of Learning

   Petra LeDuc
   Student Achievement Consultant, Mathematics 1-8

   Sarah Gonzalez-Day
   Student Achievement Consultant, Mathematics 7-12
Date: May 9, 2022
To: Board of Trustees
From: Director of Education
Subject: Well-being Update - Safe Schools

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
- Education Act: 306-311; Regulations: 37/01 (2), 106/01
- Ministry Policy & Program Memoranda 119, 120, 128,130, 141, 142, 144, 145,
- Bill 13, Accepting Schools Act (2012)
- Bill 157, Keeping Our Kids Safe at School Act (Feb.1, 2010)
- Ontario Catholic School Graduate Expectations
- 1001: Ends

Policy Statement and/or Education Act/other Legislation citation:
- [Ontario’s Well-Being Strategy](#)

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

Strategic Directions: Nurture the wellbeing of all students and staff.

Goal: Increase in student attendance and engagement
Strategic Priority: Nurturing Our Catholic Community

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

Goal: Equitable Access to Learning Opportunities

Background/Comments:
Safe, caring, and inclusive school environments are foundational to student well-being, sense of safety and a basic condition necessary to foster and sustain the current high levels of student achievement in our WCDSB schools. The Ministry of Education made a commitment to every student in the province of Ontario. Regardless of ‘ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors’ (p. 8), all students should be able to access the curriculum, feel safe at school, and have a sense of belonging and our belief is that safe and caring communities underpin every aspect of the teaching-learning environment, school and broader school community.

Over the 2021/2022 school year the WCDSB has been continually focused on student well-being and the strong measures that we could establish to support safe, caring, and inclusive environments. We acknowledge that the pandemic has adversely impacted the overall wellbeing of our students and with intentionality our goal continues to be one focused on ensuring we are responsive to student needs and the creation of safe and nurturing environments. We were pleased this year to be able to reinstate some initiatives that had been sidelined due to the pandemic. Our partnership and training with Community Justice Initiative (CJI) has been re-evaluated and a staged training approach to developing restorative cultures has been developed as you will note further in the report. The implementation of data collection with respect to student well-being using the MDI tool was also administered in the 2021/22 school year along with the parent safe school’s climate survey and with reference to bullying, is highlighted in this report.

With the strong advocacy and support of our Mental Health Lead our administrators have been given greater access to School Mental Health Assist (SMHA) resources as well as training to support trauma informed approaches to responsive pedagogy. The portfolio of SMHA is instrumental in providing mental health and wellness resources to assist advocacy with respect to mental health and well-being within schools in time to meet the ever-changing needs of students during this post pandemic phase. It is our intention to continue to draw additional data regarding student well-being and equity through our Student Census Survey information that will be forthcoming soon. This will allow for greater triangulation of data in relation to safe schools and student identity.

Strategic Directions: Nurture the wellbeing of all students and staff.

Goal: Increase in student attendance and engagement

The board recognizes that an inclusive, restorative, respectful and Christ-centered environment where all members of the school community feel safe, welcomed, and accepted is most conducive to learning. Positive behavior is promoted through the Catholic Values lens as students are provided many opportunities to correct behaviors, seek reconciliation and be given opportunities to redeem themselves. Progressive discipline is an entire school approach that requires all stakeholders to
guide, support and model proper behavior for the students. Suspensions and expulsions are part of the progressive discipline continuum with an increased level of supports, intervention and strategies.

The measurable goal and KPI for Safe Schools at WCDSB are the reduction in the number of Suspensions and Expulsions issued to students though effective utilization of restorative justice, progressive discipline, and careful consideration of mitigating and other factors. Additionally, data that pertains to student, staff, and parent perceptions of school climate and bullying are a guidepost to planning and responsive strategies at the board and school level. The Superintendent of Education for Safe Schools is responsible for ensuring the strategies are understood and fully utilized in schools. Principals are responsible for maintaining order and proper discipline in their schools. Safe School Teams in each school collaborate to develop a Safe School Plan that specifically addresses Bullying Intervention and Prevention, Progressive Discipline, Promoting a Positive School Climate, Restorative Justice and Emergency Response Procedures in accordance with Ministry and Board policies and procedures.

From a system level perspective, the analysis of data permits measurement of progress in areas of concern, identification of needs or issues, and assists with monitoring, reviewing, and evaluating the effectiveness of board policies, procedures, and practices.

School Climate and MDI Data: Bullying

The Waterloo Catholic District School Board (WCDSB) conducts variety of school climate surveys to collect information from students, staff, and parent/guardians. While the Ministry of Education requires all school districts to conduct these surveys (Education Act s.169.1(1)(a), (a.1), (a.2) and PPM 145), we are committed to providing a safe, caring, and inclusive place for everyone in our schools. The purpose of the school climate surveys is to assess the perceptions of safety (e.g., from students, staff, and parent/guardians), make informed planning decisions about programs to help prevent bullying and promote safe and inclusive schools, determine the effectiveness of programs on an ongoing basis, and build and sustain a positive school climate.

For Parents/Guardians and School Staff:
We administer the Ministry created school climate surveys for Parents/Guardians and School Staff. For more information about the Ministry created surveys, please visit http://www.edu.gov.on.ca/eng/safeschools/climate.html.

For Students:
We administer the Middle Years Development Instrument (MDI) for students, from Grade 4 through grade 12. The MDI is an anonymous and voluntary online survey and will take place during class time on a board provided device with their classroom teacher. The MDI survey asks students about their thoughts, feelings, and experiences in school and in the community related to five areas of development that are strongly linked to well-being, health, and academic achievement: Physical Health & Well-Being, Connectedness, Social & Emotional Development, School Experiences, and Use of After-School Time. The MDI was developed by researchers at the Human Early Learning Partnership (HELP) at the University of British Columbia (UBC), and the administration of the MDI will be facilitated by the WCDSB Research Department.
Any student may choose not to participate, to stop participating, or to skip a question at any time. Additionally, parents/guardians of students under 18 years of age can ask that their child be exempt from participating in the MDI survey. As part of our communication campaign, information has been distributed electronically by school Newswire, on our website, and on social media. There is an opportunity for parent/guardians to exempt their child from participating, this process is explained on the Student School Climate webpage: https://www.wcdsb.ca/student-school-climate/

As it pertains to bullying students were asked specific questions regarding how often in this school year, they have been bullied either physically, verbally, socially or through cyber-bullying. Compared to data from 2019 most types of incidents and frequency are trending in positive directions. The most significant difference in student perspective is the reduction in verbal and social bullying. Noted however is the increase in cyberbullying that is reported in this data.

Based on the graphs below and considering incidents of “not once this year or few times” comparing 2019-2022, 1.4% more students reported that there were none or fewer incidents of physical bullying, 4.5% more students reported none or few verbal bullying incidents, 5.2% more students reported none or few incidents of social bullying. 1.4% fewer students reported that cyber bullying was not happening this year or a few times.

In 2019 and 2022, (69.1% and 68.1%, respectively) reported their child had not been physically harassed in the last 4 weeks. In 2019, 22.7% of the parents reported their child had been physically bullied; there was a drop in 2022 to 19.9%. Specifically, in 2019, 17.8% of parents reported their child had been physically bullied at least once or twice in the last 4 weeks, 2.8% of parents reported their child had been physically bullied every week, and 2.1% of parents reported their child being physically bullied many times a week. However, in 2022, we see a drop in the percentage of parents
who report their child was physically bullied at least once or twice in 4 weeks to 14.9%. The percentage of parents who reported physically bullying occurring every week and many times a week remained stable at 2.7% and 2.3%, respectively.

More parents in 2022 reported their child had not been *verbally harassed* in the last 4 weeks (i.e., 53.7%) than parents in 2019 (i.e., 49%). Consequently, in 2019, 40.9% of the parents reported their child had been verbally bullied and we see a significant drop in 2022 to 32.6%. Specifically, in 2019, 27.5% of parents reported their child had been verbally bullied at least once or twice in the last 4 weeks, 7.4% of parents reported their child had been verbally bullied every week, and 6.0% of parents reported their child being verbally bullied many times a week. However, in 2022, we see a drop in the percentage of parents who reported their child was verbally bullied at least once or twice in 4 weeks to 21.3%.

More parents in 2022 reported their child had not been *socially harassed* in the last 4 weeks (i.e., 54.9%) than parents in 2019 (i.e., 52.0%). Consequently, in 2019, 36.1% of the parents reported their child had been socially bullied and we see a significant drop in 2022 to 29.8%. Specifically, in 2019, 23.9% of parents reported their child had been socially bullied at least once or twice in the last 4 weeks, 7.2% of parents reported their child had been socially bullied every week, and 5.0% of parents reported their child being socially bullied many times a week. However, in 2022, we see a drop in the percentage of parents who reported their child was socially bullied at least once or twice in the last 4 weeks to 19.1%.

More parents in 2022 reported their child had been *electronically harassed* in the last 4 weeks (i.e., 5.4%) compared to data from parents in 2019. Additionally, we have noted an increase of 1.7% of parents that reported their child had been electronically bullied at least once or twice in the last 4 weeks.
Finally, staff of the WCDSB also had the opportunity to respond to the Ministry survey. For all types of bullying, there is a significant increase in the proportion of staff who participated in the survey in 2022 and who selected “Don’t know” compared to the 2019 collection year. Filtering out the “Don’t know” selection reveals that the perception of frequency of bullying has not changed between collection years.

Key Suspension/Expulsion Trends Summary

NOTE: To compare suspension and/or expulsion rates from the 2021-2022 school year to previous school years, many of the visualizations/data tables only considers the suspensions and/or expulsion for the first 6 months of school year (up to and including February). All data is taken from our Student Information System, facilitated by the IT department. Analysis is completed by Research Department.
Controlling for the time range (up to and including March of each school year) for suspension and WCDSB enrollment, we are noticing that total **number of students** who are suspended each year (recidivism) has decreased in both panels over the past 4 years:

- In the Elementary panel, 32% fewer students were suspended this school year when compared to four years ago (i.e., 202 students were suspended in 2021-2022 compared to 295 in 2018-2019) (see Figure 1).
- In the Secondary panel, 16% fewer students were suspended this school year when compared to four years ago (i.e., 282 students were suspended in 2021-2022 compared to 335 in 2018-2019) (see Figure 1).

**Figure 1: Total number of student suspensions by panel over the past 5 years.**

Controlling for the time range (up to and including March of each school year) for suspension and WCDSB enrollment, we are noticing that the **number of issued suspensions** (i.e., if a student was suspended twice, they would be counted twice in this data) is also changing in a positive direction when we compare the 2021-2022 rates to previous school years:

- In the Elementary panel, 43% fewer issued suspensions have been issued this school year when compared to four years ago (i.e., 242 suspensions were issued in 2021-2022 compared to 426 in 2018-2019) (see Figure 2).
- In the Secondary panel, 25% fewer issued suspensions have been issued this school year when compared to four years ago (i.e., 377 suspensions were issued in 2021-2022 compared to 506 in 2018-2019) (see Figure 2).

**Figure 2: Total number of suspensions issued by panel over the past 5 years.**
As evidenced in Figure 3 males are disproportionately suspended in relation to their female counterparts.

**Figure 3: Total number of suspensions issued by gender over the past 5 years.**

**Suspension Infractions**

<table>
<thead>
<tr>
<th>Infraction</th>
<th>20172018</th>
<th>20182019</th>
<th>20192020</th>
<th>20202021</th>
<th>20212022</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct injurious</td>
<td>344</td>
<td>349</td>
<td>426</td>
<td></td>
<td></td>
<td>1119</td>
</tr>
<tr>
<td>Physical assault</td>
<td>216</td>
<td>269</td>
<td>267</td>
<td>12</td>
<td>138</td>
<td>902</td>
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<tr>
<td>Opposition to authority</td>
<td>78</td>
<td>75</td>
<td>70</td>
<td>15</td>
<td>91</td>
<td>329</td>
</tr>
<tr>
<td>Code of conduct</td>
<td>14</td>
<td>23</td>
<td>19</td>
<td>16</td>
<td>79</td>
<td>151</td>
</tr>
<tr>
<td>Moral tone</td>
<td></td>
<td>36</td>
<td>110</td>
<td></td>
<td></td>
<td>146</td>
</tr>
<tr>
<td>Neglect of duty</td>
<td>31</td>
<td>70</td>
<td>35</td>
<td>7</td>
<td>22</td>
<td>143</td>
</tr>
<tr>
<td>Profanity / swearing</td>
<td>39</td>
<td>32</td>
<td>37</td>
<td>7</td>
<td>22</td>
<td>137</td>
</tr>
</tbody>
</table>
Equally as important to the overall suspension trends are the details regarding infractions that have resulted in a suspension. As indicated above Conduct Injurious/Moral tone (same infraction) tend to be the most frequent reason for a student suspension. Following that, we do note an increase in student suspensions for infractions related to an Opposition to Authority and Code of Conduct. There are several other types of infractions not listed, however due to the low incident rate the sample size is too small to publicly report.

So far in the 2021-2022 school year, there have been no issued board expulsions up to and including the last day of February similarly, no board expulsions were issued in 2020/2021.

The suspension data is one that continues to leverage much discussion on how we can continue to support and wrap all resources available to creating safe, caring, and inclusive environments for all students and staff. The District Safe and Accepting Schools Committee (DSASC) is currently in the process of updating policy related to PPM 144 Bullying Prevention and Intervention as well as procedures that have an impact on safety in schools. Additionally, with an ongoing lens to equity of outcome for all students and with a commitment to challenging our unconscious bias the “Challenge Your Bias” Reflection Card is used as a tool to position our minds and hearts when working through progressive discipline issues with children.

---

**CHECK MY FRAME OF MIND**
- Will my current frame of mind possibly interfere with my decision making?
- How am I feeling as I enter this situation?
  - Do I need time?
  - Is this urgent or can I wait to decide?

**CHECK MY BIASES**
- Implicit (unconscious) bias: Is a negative or positive feeling/belief about race, gender, age, sexual orientation, or religion influencing my decision?
- Confirmation bias: Am I seeking information that supports my viewpoint or experience with this student?

**CHECK MY ASSUMPTIONS**
- Is the student history going to affect my judgement?
- Is the student ready to talk? Is the student ready to listen?
- What is the primary language of the student and/or family?

**RECOGNIZE AND REMOVE BARRIERS**
- Assess capacity to understand—cognitive, emotional, self-regulation
- Find preferred space to listen/talk (e.g., walk and listen/talk)
- Consider cultural norms (e.g., making kids make eye contact)
- Is there another adult who can be helpful in this situation?

**Strategic Directions:** Promote a culture of belonging and respect, that supports success for all
**Goal:** Equitable access to learning Opportunities

Under the guiding principle of “Reaching Every Student,” secondary schools in Ontario use many strategies, interventions, and innovative alternative programs to support, assist and meet the unique learning needs of students. These options exist in schools, in other school board facilities, in partnerships with community agencies and employers and other creative learning structures.

There is a small but distinct group of students whose needs are not met by traditional in-school programs and interventions. Often, many programs have been tried but without success. These 14 to 17-year-old students are offered the Supervised Alternative Learning program as an option. The SAL Plan is created with the student, in collaboration with the school staff and the SAL coordinator. This SAL Plan will meet the unique individual needs and provide an individualized alternative learning experience which enables their progress toward their goals - which may include obtaining an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Participation.

The location of the SAL program is determined based on student need. Students can work with their school and school staff through the program or be invited to attend St. Don Bosco in either Kitchener or Cambridge.

The WCDSB St. Don Bosco sites also support our students who for various reasons, are temporarily dismissed from the school setting. Additionally, new in 2021/2022 is the Alternative Support program that began in February for Gr. 10 students struggling in their homeschool setting. The accepting and caring environments provide a positive opportunity for students to be supported in addressing students’ social, emotional, mental health, and behavioral concerns. Small student-to-teacher ratios, Child and Youth Worker support and communication between stakeholders has demonstrated evidence of re-engagement through student achievement. Strong practices for re-entry to home schools, with a restorative lens, leads students to a seamless re-engagement to their school community.

As noted below, our programs for our safe-school students, alternative education students, as well as our SAL students are conduits to ongoing student success. Credit accumulation through onsite work at our student’s home school as well at our St. Don Bosco sites have been very positive.

**Total safe school students and credit accumulation supported through St. Don Bosco:**

In the 2021/22 school year to date St Don Bosco has supported a total of 71 students. Nine of these students have required alternative programming while serving a suspension beyond 6 days. This is an increase of 2 students over the 2020/21 data.

When students are supported at St Don Bosco, on either a Supervised Alternative Learning Plan or through a school-based SAL, a wraparound approach focuses on credit recovery, co-op placements, opportunity for re-engagement, volunteer hour accumulation and supports through our social work team and strong community partnerships. The St Don Bosco SAL program is currently serving a total of 30 students. Our new program for Grade 10 students that were struggling in their home school
setting also welcomed 14 students from across our system to our St. Don Bosco site in Kitchener at the beginning of February.

To date, all students that the St Don Bosco staff has the privilege to serve continue to show great success as measured in credit accumulation below.

The Grade 10 Alternative Education Program began in Semester 2 and currently there are 14 students enrolled in the program working on 73 credits. Other students on either a SAL or through safe schools have acquired a total of 91 credits to date.

*Students on Short Suspensions do not typically earn credits through St Don Bosco (they remain with the home school)

** Grade 10 Alternate Program just started Semester 2. The 14 students are enrolled in 73 credits

**** Partnered with schools re-engagement, special situations, etc.

***** SWAC heading was shown as heading in 2021 SS report but credits were not entered
Our Vision for Bosco over the next 2-3 years is to continue to gradually expand the programs to support students who will benefit from an alternative learning environment. All Programs will be based on four core pillars: Nurturing Environment, Strong Relationships, Healthy Risk Taking, and Community Connections.

Why we matter (a recent letter to one of our St. Don Bosco staff members):

Student Aware

WCDSB recognizes our shared stewardship with respect to students’ engagement in our online community. Our student’s online activity plays a role in shaping their actions, mental health and well-being, character, and faith. We implemented Student Aware in the 2020/2021 school year, a digital program from Imagine Everything, which in keeping with supporting our students’ safety, mental health, and well-being and in the context of prioritizing safe schools provides a level of oversight within our schools’ online communities.

The process for supporting students begins when the program identifies potentially vulnerable or at-risk students. The Student Aware Coordinator follows up with School Administrators which then leads to:

- Administrators connect with student and/or parent
- Intervention plan put in place when needed included connecting to school based SW, support and communication with parents and students, suicide risk assessment, VTRA assessment, referrals to community

As noted in Figure 1 (2020/21) school year there were a total of 227 flags raised for self-harm and 85 flags for pornography indicating the greatest areas concern for our students. Figure 2 outlines the response initiated for students once the information has been filtered through the Administrator.
Figures 3 and 4 are representative of the data collected for 2021/2022 school year to date. As noted in figure 3 the total count of flags has declined, however there are still significant increases in concern for students' attention to self-harm. As you will note, the responsiveness of WCDSB to concerns has also increased. The timeliness of the program allows us to act quickly and put proper support and interventions in place for students and families. This data also informs our system work. Conversations about mental health and suicide prevention will be part of grade 8 programming beginning September 2022.

**Figure 1 – 2020/21 Student Aware Flags**

**Figure 2 -2020/21 Student Aware Response Outcome**
Figure 3 – 2021/22 Student Aware Flags

Figure 4 – 2021/22 Student Aware Response Outcomes
Ongoing Initiatives and Programs:

Community Justice Initiative: Restorative Practices

CJI has been a strong partner of WCDSB over the past number of years providing direct support, training, and ongoing professional development to many of our staff and schools. During the pandemic the ability to fully utilize the services and resources of CJI were stifled. To resume the important work of restorative communities a formalized commitment to re-engaging the learning has been established through a professional development model targeted to ignite the knowledge and processes around restorative practices. Staff have been invited to sign up for two targeted programs:

Level 1: Exploring Restorative Practices for Your School Community
This training introduces the following objectives: Restorative Justice principles; core values; relationship building; sharing power and engagement vs. compliance as applicable within schools.

Level 2: Building a Community of Practice
This training builds off the foundational pieces introduced in Level 1 and is designed to deepen learning and reflection of Restorative Practices (RP) in the school environment. The Little Book of Restorative Justice in Education will be used as a resource to guide learning and discussion.

A third level, Restorative Circle Training, is proposed to run during the summer of 2022 to position school staff for implementation in September 2022.
To date we have 19 staff registered in the program offerings.
Safe School Ambassador Program

Safe School Ambassadors (SSA) is a student-centered bystander education program developed by Community Matters to reduce bullying/mistreatment and enhance school climate. In October 2021 over 100 students from across our five WCDSB high schools participated in a full training day wherein the students developed and practiced communication and intervention skills essential to creating a positive and inclusive school climate. Further to this our supporting teachers learned how to facilitate small group meetings that provide Ambassadors with resources and ongoing skill development. All schools have reported success in launching the program in their schools and have implemented schedules for bi-weekly meetings for planning and collaboration. Some challenges have been met with interruptions in our school year so additional training is planned for September 2022 for those new to the program and as a reset to reinforce the already strong practices set in place.

Anti-Bullying Week

Kindness and Anti-bullying Awareness week 2021/22 was centred on our pastoral theme: Sent to Build.

As we prepared for Anti-Bullying Awareness week, we asked all students, staff, and families to remember that Pope Francis calls us “…to build relationships that are life-giving.” This week, in a special way we focused on building bridges of dignity within our school communities that involved reaching out, repairing, and healing whatever relationships needed our attention.

All schools were provided a rich resource to guide the themes of:

Building a Culture of Kindness Build a Culture of Acceptance
Build a Culture of Peace Build a Culture of Understanding
Build a Culture of Affirmation and Empowerment

Resource Link:
https://docs.google.com/document/d/14_fByN8fvvmhj095iZ77uR7NLym5LJ8hyPhnvBq17pg/edit

Schools were invited to produce images that symbolizes our schools, our communities, and the cultures we are building. Images were chosen by the selection committee and cards were produced for school and board distribution.
The Umbrella Project

The Umbrella Project continues to be a strong foundational program that is a direct conduit to wellbeing throughout the WCDSB. The skills of wellbeing directly taught through the program weave seamlessly with our commitment to act justly, love mercy, and walk humbly. As we continue to impact student emotional intelligence, adaptability, interpersonal skills, and stress management we will continue to build safe, caring, and inclusive environments.

We are very proud of the fact that a student, a teacher, and a school community in the Waterloo Catholic District School Board are the proud recipients of the Umbrella Project Awards. These recipients are being recognized for their commitment to taking on life’s challenges and strengthening their positive coping skills. St. Peter School is one of the recipients in the Educator category. Resurrection Secondary School is acknowledging one of the recipients in the Grade 9-12 category and Canadian Martyrs School is one of the recipients in the School Community Category. All recipients were recognized at an online ceremony on YouTube Wednesday, May 4 at 7:30pm EST. The Umbrella Project is giving away almost $40,000 in cash, prizes, and mental health resources to 9 recipients across Canada.

Human Trafficking

February 22, 2022 was National Human Trafficking Awareness Day, a day to help bring awareness to the magnitude of modern-day slavery in Canada. WCDSB commits to reducing risk to our students by raising awareness in students, parents & caregivers. In advance of Human Trafficking Awareness Day, Human Trafficking Awareness posters were displayed in all schools. Secondary Schools displayed sets in washroom frames and common spaces. Elementary schools received posters to be displayed in Grade 7 & Grade 8 classrooms. Letters were sent to Grade 7 & 8 parents, and communications were posted on Secondary School Newswire and school websites to provide information about what Human Trafficking is, what is happening locally, how traffickers recruit, warning signs that someone may be being recruited and local resources. School staff were provided additional resources to help answer student questions and facilitate conversation. In August 2021 all staff received direct training with regards to Human Trafficking and support measures. Also, the Waterloo CDSB Human Trafficking Policy (Insert Link) has been created in response to PPM 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols.
Suicide Prevention and Intervention

Starting in September 2022, in partnership with Waterloo Region Suicide Prevention Council (WRSPC) we will deliver 60-minute Mental Health Promotion presentations to grade 8 classes. In alignment with Ontario’s 2019 Curriculum for Grades 1-8: Health and Physical Education (“The Curriculum”), these presentations would promote the concept that “Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development”.

The Curriculum recognizes that: “… the topic of suicide may arise in discussions with students. This topic needs to be approached with additional caution. Learning about suicide is best approached through structured, developmentally appropriate, adult-led instruction. It is important to conclude discussions with stories of hope, and information about seeking help… Educators may wish to consult with mental health staff for additional support”.

These presentations will balance speaking about mental health and mental health promotion with providing education and awareness for suicide prevention. Topics will include Mental Health, Staying Well, Signs to Watch for, Understanding Suicide, Getting Help and Helping a Friend. Materials were resourced from School Mental Health Ontario, Kids Help Phone, Be There.org and Centre for Suicide Prevention. When discussing suicide, best practice guidelines for safe conversations and a trauma-informed approach will be taken to these discussions to mitigate risks of harm. The presentations would conclude with hope and information about seeking help. As an additional support, we will plan to have a Social Worker, Child and Youth Worker, or other mental health staff available for youth during and after the presentation.
Next Steps

- August 2022 Professional Development for teachers will include the Canadian Centre for Child Protection sexual abuse prevention program for Ontario Certified Teachers
- Beginning in 2022/23 all grade 7 and 8 students will receive direct training in conflict resolution
• Safe School Ambassadors Forum will be occurring in June 2022 as an opportunity to support student leadership and collaboration. Additional training for new and existing Ambassadors is set for September 2022
• Beginning in 2022/23 three weeks throughout the school year (October (1) and February (2)) will be dedicated to safe and healthy relationships, in person and virtual. During these weeks digital citizenship and cyber-safety (human trafficking) will be the focus of learning for all K-12 students through the Canadian Centre for Child Protection and Kids in the Know Program
• Bullying Reporting Form will be launched on WCDSB board website in September 2022 to support anonymous reporting and timely responses

Recommendation:
This is for the information of the Board.

Prepared/Reviewed By:  Loretta Notten
Director of Education

                     Judy Merkel
Superintendent of Education

                     Kelly Roberts
Research Coordinator

*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.”
MEMORANDUM

TO: Chairpersons and Directors of Education

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April 21, 2022
Please see Ontario news release below, sent to you for your information.

NEWS RELEASE
Ontario Building New Schools and Launching Rapid Build Pilot
Province supporting the creation of 15,693 student and 1,502 child care spaces
April 21, 2022
Ministry of Education

OAKVILLE — Stephen Lecce, Minister of Education, joined by Effie Triantafiliopoulos, MPP for Oakville North—Burlington, announced that the Ontario government is investing nearly $500 million to support 37 school projects, including 23 with child care projects, across the province as part of the 2022-2023 Capital Priorities Program. This funding will build and improve schools and create new licenced child care spaces throughout the province.

The newly approved Capital Priorities Program projects will create nearly 15,700 new student spaces, and just over 1,500 new licensed child care spaces in schools. The announcement was made at Dr. David R.
Williams Public School in Oakville, where the Halton District School Board will receive nearly $24 million from the Capital Priorities Program to build a new public elementary school for the new development in the northeast community of Oakville.

“We are building new schools, building more affordable child care spaces, and building hope and opportunity for Ontario students as they learn in more normal and safer classrooms,” said Minister Lecce. “We believe that students deserve to learn in-person in state-of-the-art facilities that are internet connected, accessible, with modern ventilation systems, which is why our government is delivering a major investment that accelerates construction to get it done for parents, students, and communities.”

The investment is part of the Ontario government’s commitment to provide $14 billion over 10 years to support school construction, repair, and renewal. There are currently more than 300 child care and education building-related projects in development across Ontario with more than 100 actively under construction.

In addition, the Ontario government, in partnership with Infrastructure Ontario and several school boards that were selected from the 2021-22 round of Capital Priorities, will drive forward innovative solutions for accelerated school construction through a Rapid Build pilot that will leverage Infrastructure Ontario’s rapid procurement and rapid delivery expertise, inclusive of the potential to use modular construction methodologies. These alternative builds will identify opportunities for the government to assess for future builds to procure and deliver projects in shorter periods of time so that students can take advantage of new and updated schools sooner.

The five schools selected for the pilot are:

- New Northglen Neighbourhood School - Kawartha Pine Ridge District School Board
- New Centre Wellington Elementary School - Upper Grand District School Board
- École élémentaire catholique Saint-Viateur Addition - Conseil scolaire de district catholique de l'Est ontarien
- St. Mary Catholic Elementary School Addition - Northwest Catholic District School Board
- J. J. O’Neill Catholic Elementary School Addition - Algonquin and Lakeshore Catholic District School Board

Since 2018, the Ontario government has invested over $2.0 billion in capital projects in education, including 100 new schools, 88 additions and renovations to existing facilities and 6,410 new licensed child care spaces. The support for school-based child care centres is part of the government’s commitment to invest up to $1 billion in the creation of up to 30,000 new licensed child care spaces over five years. To date, over 25,000 new spaces have been approved, which will support families and ensure a stronger and more accessible child care system for Ontario.
families.

Quick Facts

- For 2022-23, the province is also providing school boards with $1.4 billion in funding to renew and maintain existing schools.

- The governments of Canada and Ontario are providing $656.5 million in funding for critical infrastructure projects to protect students and staff from COVID-19 in the province’s schools through the COVID-19 Resilience stream of the Investing in Canada Infrastructure Program.

Quotes

"Under Premier Ford’s leadership, our government is delivering more schools across the province to support the needs of Ontario’s students, families and growing communities. By cutting red tape and introducing the Rapid Build pilot project to expedite procurement and construction processes to build better schools faster, we’re ensuring that students reap the benefits of state-of-the-art learning facilities sooner and have access to education in a safe and healthy environment. These investments are just one of the ways we’re building critical infrastructure – such as schools, hospitals, long-term care homes and public transit – that Ontarians rely on with a budget over $148 billion over the next decade."

- Kinga Surma
  Minister of Infrastructure

"Building new public and Catholic schools is a top priority for my community and for me. It’s great news that the Ontario Government is creating modern state-of-the-art schools so that all students can have a better learning environment. Since 2018 the Minister of Education has listened to the needs of our fast-growing community. With today’s new school announcement, we now have five new schools and a major addition for students in our community."

- Effie J. Triantafilopoulos
  MPP for Oakville North—Burlington

Additional Resources

Ontario’s commitment to modernizing schools and child care spaces

Media Contacts

Grace Lee
Minister's Office
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CATHOLIC EDUCATION: Rebuild, Restore, Renew Together

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April 28, 2022

MEMORANDUM

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

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, April 28, 2022 5:25 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo re: ON News Release - 2022 Ontario Budget - Ontario’s Plan to Build

Caution - External Email - This Message comes from an external organization. Do NOT click on unrecognized links or provide your username and/or password.
Please see Ontario news release below regarding the government’s 2022 budget. You may access the budget using this link: https://budget.ontario.ca/2022/index.html.

ONTARIO — Today, Minister of Finance Peter Bethlenfalvy released the 2022 Budget. Ontario’s Plan to Build has five pillars:

1. Rebuilding Ontario’s Economy
2. Working for Workers
3. Building Highways and Key Infrastructure
4. Keeping Costs Down
5. A Plan to Stay Open

The government’s plan will seize the opportunities in critical minerals, batteries
and electric and hybrid vehicle manufacturing, help deliver better jobs and bigger paycheques for workers, help keep costs down for families, and get shovels in the ground for highways, transit, hospitals and other key infrastructure. Supported by a plan to stay open, the government is building Ontario.

“The people of Ontario deserve a government that has a real plan to build,” said Minister Bethlenfalvy. “Our government’s Budget is Premier Ford’s vision and our plan to cut through the excuses and act right away on the priorities of the people of Ontario.”

The 2022 Budget continues the government’s track record of strong fiscal management. The plan includes increases to base program spending at an average annual rate of about five per cent over the next three years. The Budget also presents a recovery plan that will eliminate Ontario’s deficit two years earlier than projected in the 2021 Budget.

“Our government has a plan, and that plan is working,” said Minister Bethlenfalvy. “But the work is not over, and the job is not done. We are ready to get it done for the people of Ontario.”

Rebuilding Ontario’s Economy is the first pillar of the government’s plan. While Ontario lost 300,000 manufacturing jobs between 2004 and 2018, the government has a plan to help create jobs and build prosperity everywhere, for everyone.

Highlights include:

- Seizing Ontario’s critical minerals opportunity begins in the North. Critical minerals will become part of the future of clean steel, batteries and hybrid and electric vehicles as the next generation of automobiles are built in Ontario, by Ontario workers and sold across North America and the world. The government’s plan includes up to $1 billion for legacy infrastructure, such as all-season roads to the Ring of Fire, building the corridor to prosperity. The plan is also supported by a Critical Minerals Strategy and $2 million in 2022–23 and $3 million in 2023–24 to create a Critical Minerals Innovation Fund.
- Helping create good manufacturing jobs as Ontario becomes a North American leader in building the vehicles of the future. As of early April 2022, Ontario has seen more than $12 billion in new investments for vehicle production mandates and battery manufacturing over the past 18 months. Ontario is also supporting investments to help make the province a world-leading producer of clean, low-emission steel to help build automobiles in the province.
- Working to bring jobs at provincial agencies to communities across Ontario to help spur economic growth. This begins with exploring the relocation of the headquarters of the Workplace Safety and Insurance Board (WSIB) to London, working in close partnership with the agency and other partners, and identifying main street communities to headquarter new government agencies.
- Investing nearly $107 million over the next three years to help the province compete with jurisdictions in a global race to develop and own critical
technologies.
- Nearly $4 billion to support high-speed internet access to every community in Ontario by the end of 2025.

**Working for Workers** is the second pillar of the government’s plan. Ontario workers deserve a government that works as hard as they do for Ontario. That’s why the government has a plan to support better jobs and bigger paycheques.

Highlights include:

- Increasing the general minimum wage to $15.50 per hour on October 1, 2022, while guaranteeing digital platform workers the general minimum wage and new, first-in-Canada protections.
- Investing $1 billion annually in employment and training programs to help people retrain and upgrade their skills as the province continues to support better jobs and opportunities for Ontario workers.
- Investing an additional $114.4 million over three years in its Skilled Trades Strategy to break the stigma associated with the skilled trades and simplify the system.
- Expanding college degree granting to help build a pipeline of job-ready graduates in applied fields and allow students to gain the education, experience and skills to enter the workforce faster.
- Providing $268.5 million over three years in additional funding through Employment Ontario to strengthen the government’s skills training and employment programs, including pandemic recovery initiatives.
- Relaunching the Second Career program as Better Jobs Ontario to support a larger, more diverse range of Ontario workers with $5 million in new funding in 2022–23, in addition to the nearly $200 million invested over the last three years. Better Jobs Ontario helps laid-off unemployed workers access the training they need to become qualified for in-demand, well-paying jobs and connects local employers with the high-skilled workers they need.
- Attracting newcomers with a plan that includes an additional $15.1 million over three years in the Ontario Immigrant Nominee Program (OINP), which nominates applicants for permanent residence who have the skills and experience that match Ontario’s labour market needs.

**Building Highways and Key Infrastructure** is the third pillar in the government’s plan. For too long, the people of Ontario have been stuck in gridlock, with thousands of hours wasted on packed trains, or behind the wheel in bumper-to-bumper traffic, costing billions to the province’s economy. This has to change. The government is getting shovels in the ground to build highways, transit and other infrastructure projects to fight gridlock, boost the economy and create jobs.

Highlights include:

- Planning one of the most ambitious capital plans in the province’s history, with planned investments over the next 10 years totalling $158.8 billion, including $20
billion in 2022–23.

- Investing $25.1 billion over the next 10 years to support the planning and construction of highway projects across the province, including:
  - Building Highway 413
  - Building the Bradford Bypass
  - The first steps to enable the future widening of Highway 401
  - Improving the QEW Garden City Skyway
- Continuing the next phase of construction for the new Highway 7 between Kitchener and Guelph
- Reconstructing Highway 101, the Timmins Connecting Link
- Investing $61.6 billion over 10 years for public transit, including:
  - Breaking ground on the Ontario Line
  - Advancing planning work for the Sheppard Subway Extension
  - Planning and design work for the Eglinton Crosstown West Extension to Toronto Pearson International Airport
  - The Bowmanville GO Rail Extension
  - Weekday GO Rail trips between London and Union Station in Toronto
  - Passenger rail service to Northeastern Ontario.

Investing about $14 billion in capital grants over the next 10 years to build and renew schools and child care spaces.

See [A Capital Plan for Building Ontario](#) for further details.

**Keeping Costs Down** is the fourth pillar in the government’s plan. When costs go up, it has a direct impact on families, seniors, workers and the economy. That’s why the government has a plan to help keep costs down by increasing housing supply, making it less expensive to drive or take transit, and by providing relief on everything from child care to taxes.

Highlights include:

- Implementing a long-term plan to address the housing crisis, informed by the Housing Affordability Task Force’s recommendations. This includes supporting the creation of all types of housing by speeding up approvals to get more shovels in the ground faster, prioritizing Ontario homebuyers over foreign speculators, cracking down on unethical developers, and committing to introduce a housing supply action plan every year for the next four years.
- Making it less expensive to drive by eliminating and refunding licence plate renewal fees for passenger vehicles, light-duty trucks, motorcycles and mopeds, cutting the gas tax by 5.7 cents per litre for six months beginning July 1, 2022, and removing tolls on Highway 418 and 412.
- Proposing to provide an additional $300 in Personal Income Tax (PIT) relief, on average, to about 1.1 million taxpayers by enhancing the Low-income Individuals and Families Tax Credit.
- Lowering child care fees for parents and securing a fair deal for Ontario by signing a $13.2 billion agreement with the federal government in an important
step towards achieving an average of $10-a-day child care by September 2025.

**A Plan to Stay Open** is the fifth pillar in the government’s plan. With more than 32 million vaccine doses administered and more than 90 percent of people aged 12 and over fully vaccinated, Ontario has fared better than many jurisdictions during the COVID-19 pandemic. The province has cautiously lifted restrictions, and the economy is recovering. To meet the challenges that may lie ahead, the government is making significant investments in its plan to stay open.

Highlights include:

- Expanding Ontario’s health care workforce by:
  - Launching the new Learn and Stay Grant for up to 2,500 eligible postsecondary students who enrol in priority programs, such as nursing, and work in underserved communities in the region where they studied after graduation.
  - Helping retain nurses across the health sector and stabilize the current nursing workforce by investing $764 million over two years to provide Ontario’s nurses with a retention incentive of up to $5,000 per person.
  - Building on the 8,600 health care workers added to the system since March 2020, investing $230 million in 2022–23 to enhance health care capacity.
  - Investing $42.5 million over two years beginning in 2023–24 to support the expansion of 160 undergraduate and 295 post-graduate positions, including at the new medical schools in Brampton and Scarborough.

- Shoring up domestic production of critical supplies and ensuring Ontario is prepared for future emergencies by committing, as of April 2022, more than $77 million of the Ontario Together Fund to leverage almost $230 million in investments to support manufacturing of Ontario-made personal protective equipment (PPE).

- Embracing the opportunity to become a global hub for biomanufacturing and life sciences and making a strategic investment of $15 million over three years in a new Life Sciences Innovation Program to develop and scale up the commercial potential of therapeutics and medical and digital technologies.

- Building and improving hospitals by investing more than $40 billion over the next 10 years in hospital and health care infrastructure supporting more than 50 major hospital projects that would add 3,000 new beds over 10 years.

- Making historic investments in hospitals with an additional $3.3 billion in 2022–23, bringing the total additional investments in hospitals to $8.8 billion since 2018–19. The government is also investing $3.5 billion over three years to support the continuation of over 3,000 hospital beds put in place during the pandemic and $1.1 billion over three years to support the continuation of hundreds of new adult, pediatric and neonatal critical care beds added during COVID-19.

- Making additional investments in home care by planning to invest up to an additional $1 billion over the next three years. The government is also proposing
a new, refundable Ontario Seniors Care at Home Tax Credit to help seniors aged 70 and older with eligible home care medical expenses to help people stay in their homes longer.

Quick Facts

- Ontario’s real gross domestic product (GDP) increased 4.3 percent in 2021, and employment rose by 344,800 net jobs in 2021 or 4.9 percent, the strongest annual pace of job growth on record.
- Ontario is projected to return to a surplus position by 2027–28, two years earlier than forecast in the 2021 Budget. Over the medium term, the government is projecting steadily declining deficits of $19.9 billion in 2022–23, $12.3 billion in 2023–24, and $7.6 billion in 2024–25, representing a significant improvement since the 2021 Budget.
- The net debt-to-GDP ratio is projected to be 40.7 percent in 2021–22, 8.1 percentage points lower than the 48.8 percent forecast presented in the 2021 Budget. Over the medium-term outlook, Ontario’s net debt-to-GDP ratio is now forecast to be 41.4 percent in 2022–23 and 2023–24, and declining to 41.3 percent in 2024–25.
- Legislative amendments proposed as part of Ontario’s Plan to Build would, if passed, help to create seamless transit services across Toronto municipal boundaries, crack down on auto insurance fraud, and remove the requirement for the WSIB head office to be located in Toronto.

Additional Resources

- [2022 Budget: Ontario’s Plan to Build](#)
- [Highlights of the 2022 Budget: Ontario’s Plan to Build](#)
- [A Capital Plan for Building Ontario](#)
- [Economic and Fiscal Overview](#)

Media Contacts

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**Loretta Notten**  
**Director of Education**  
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519-578-3660 |  loretta.notten@wcdsb.ca

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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>  
Sent: Wednesday, April 27, 2022 1:25 PM  
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>  
Subject: OCSTA Fall Regional Meetings - Save the Date

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TO: Trustees, Student Trustees & Directors of Education  
CC: Board Secretaries & Administrative Assistants  
OCSTA Staff

Following are the dates for OCSTA’s Fall Regional Meetings.  
Further details will be provided as they become available.

**OCSTA 2021 FALL REGIONAL MEETINGS**

<table>
<thead>
<tr>
<th>DATE &amp; TIME</th>
<th>AREA</th>
<th>BOARDS / OCSTA REGION #</th>
<th>OCSTA DIRECTOR / REGION #</th>
</tr>
</thead>
</table>
| Monday, September 19 | WEST      | Bruce-Grey (4)  
Huron-Perth (4)  
London (5)  
Waterloo (4)  
Wellington (4)  
St. Clair (5)  
Windsor-Essex (5) | Beverley Eckensweiler, Past President  
Marino Gazzola (4)  
Linda Ward (5) |
| Thursday, September 22 | EAST      | Algonquin & Lakeshore (10)  
Eastern Ontario (10)  
Peterborough Victoria  
Northumberland & Clarington (9)  
Ottawa (12)  
Renfrew (10)  
Simcoe-Muskoka (9) | Linda Ainsworth (9)  
Todd Lalonde (10)  
Mark Mullan (12) |
| Tuesday, September 27 | CENTRAL   | Brant-Haldimand Norfolk (11)  
Dufferin-Peel (7)  
Durham (9) | Nancy Crawford (6)  
Patrick Daly, President  
Luz del Rosario (7) |
<table>
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<tr>
<th>Date</th>
<th>Region</th>
<th>Members</th>
</tr>
</thead>
</table>
| Thursday, September 29 | NORTH WEST               | Kenora (2)  
Northwest (2)  
Superior North (2)  
Thunder Bay (2)  
Frank Bastone (2)  
Leslie Cassidy-Amadio (3) |
| Saturday, October 1  | NORTH EAST                | Huron-Superior (1)  
Nipissing-Parry Sound (1)  
Northeastern (1)  
Sudbury (1)  
Michael Bellmore, Vice President  
Leslie Cassidy-Amadio (3)  
Colleen Landers (1) |

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

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Catholic Education Week is Here!

Catholic Education Week launched on Sunday at parishes across Ontario. Throughout the week in schools, homes and throughout the community liturgies and activities will be taken place to celebrate this year’s theme for Catholic Education Week – “Rebuild, Renew, Restore Together.”
As outlined in a previous memo to all boards, the theme for Catholic Education Week 2022 was inspired by the following considerations:

- In the face of the continuing reality of the COVID-19 pandemic, a strong desire by the planning committee, and supported by feedback from the survey, the themes for Catholic Education Weeks 2020 and 2021, were Igniting Hope and Nurturing Hope, and all we know for certain is that there will be much to Rebuild, Restore and Renew together in 2022.

- The challenges to personal and spiritual well-being posed by the uncertainty and physical isolation of the current global crisis makes the timing and the concerns of Mental Health Week, which takes place during the same week as Catholic Education Week, all the more relevant.

- Ongoing recognition of the Truth & Reconciliation Commission and the relevance of Indigenous culture and spirituality will continue to move us forward.
The Ministry of Education’s focus on Inclusion and Equity resonates with all educators and administrators as we desire to serve all of God’s children and Pope Francis’ encyclical entitled, *Fratelli Tutti*, will guide us in this good work.

**Sub-Themes**
The five sub-themes for Catholic Education Week 2022 are:

- Monday: **Rediscover / Redécouvrir**
- Tuesday: **Rebuild / Rebâtir**
- Wednesday: **Restore / Rétablir**
- Thursday: **Renew / Renouveler**
- Friday: **Rejoice / Se réjouir**

To view the specially prepared school curriculum, liturgies, prayers, music and reading lists, please visit [goodnewsforall.ca](http://goodnewsforall.ca).

**Ontario Catholic Student Youth Day**
The annual Ontario Catholic Student Youth Day, organized by the Catholic Board Council of Student Trustees and supported by OCSTA, will take place on Wednesday, May 4, beginning at 10 a.m. with the province-wide, livestreamed Mass from St. Michael’s Cathedral in Toronto – [https://www.stmichaelscathedral.com/live/](https://www.stmichaelscathedral.com/live/). All are invited to attend this special Mass for Catholic Education Week. His Eminence, Cardinal Thomas Collins, Archbishop of Toronto, will be presiding.

The Ontario Catholic Student Youth Day (OCSYD) Annual Seminar will begin at 11:00 a.m., following Mass. Please note that this Seminar
will be delivered in a virtual format using the Zoom platform and offered at no cost to CDSB students. Registration information was released in April.

A separate Zoom link for the OCSYD Seminar will be sent to registered board contacts for distribution to students prior to the event.

**Keynote Presentations include:**

- Opening remarks from the Catholic Board Council President, Sydney Yott (Niagara CDSB) and OCSTA President, Patrick Daly
- His Eminence, Thomas Cardinal Collins, Archbishop of Toronto
- Luke Stocking, Deputy Director, Development and Peace

**Breakout Presentations include:**

**Breakout 1: Period Poverty (Windsor-Essex CDSB)**
- Student Trustee Liaison: Jada Mallot

**Breakout 2: Toonies for Tuition (Hamilton Wentworth CDSB)**
- Student Trustee Liaison: Elena Hilson

**Breakout 3: Pilgrimage Trip with Sister School (Niagara CDSB)**
- Student Trustee Liaison: Sydney Yott

**Breakout 4: Anti-Racism and Community Fundraising (Toronto CDSB)**
- Student Trustee Liaison: Keith Baybayon

Should you have any questions, please do not hesitate to contact Sharon McMillan at OCSTA.
CDSB Highlights for Catholic Education Week

Following are a few Catholic Education Week highlights from CDSB communities (click on images to learn more):

Most Rev. Bishop Crosby's Message for Catholic Education Week

Windsor-Essex CDSB

Kenora CDSB
Appreciation

We would like to thank the members of the 2022 Catholic Education Week writing team for their work establishing these themes, curriculum, liturgies and other resources for our Catholic schools. Many thanks to:

Janet Bentham, Ottawa Catholic CSB; Sr. Pat Carter, CSJ, Huron-Superior CDSB; Nancy Davie, York CDSB; Laura Hughes, Office provincial de l’éducation de la foi catholique de l’Ontario; Sébastien Lacroix, Conseil Scolaire Catholique MonAvenir; Stephanie Maher, Simcoe Muskoka CDSB; Paul Nalli, Halton CDSB; Michael Nerino,
Members Gather in Ottawa for the 92nd AGM & Conference

“I remain convinced that the “power of one clear voice is vital as we strive” to continue to do all we can to protect, sustain and promote publicly funded Catholic education in Ontario.”

Patrick J. Daly, OCSTA President

President Daly’s statement to members at OCSTA’s 92nd AGM and Conference in Ottawa was timely for the more than 170 delegates attending this year’s Conference at the Fairmont Chateau Laurier Hotel. Virtual presentations over the last two years certainly helped to continue the work of the Association, however, nothing quite compares to an in-person gathering to strengthen the sense of unity and clarity of vision that has driven OCSTA’s mission since 1930.
The Association is most grateful for the warm welcome and hospitality provided by the Ottawa Catholic School Board. From the opening liturgy, to the closing student choir performance – the students and staff of the Ottawa CSB provided several faith-filled, memorable experiences for all in attendance.

The Conference program featured timely and relevant presenters including Child Psychiatrist and Author, Dr. Jean Clinton (Resilience and Empathy in Education), Ottawa’s Poet Laureate, Elder Albert Dumont (“A Glimpse into the Indigenous Worldview”), and Professor Mark McGowan who OCSTA commissioned to update the well-referenced book “The Enduring Gift – The History of Catholic Education.” Prof. McGowan’s closing presentation addressed many
contemporary topics aligned with this year’s Conference theme – Communities of Faith and Resilience.

**OCSTA Election Results**

Members of the OCSTA Board of Directors at Notre-Dame Cathedral, Ottawa

Patrick J. Daly, Chair of the Hamilton-Wentworth Catholic District School Board was re-elected as President of OCSTA:

“I am honoured and humbled by the trust that the membership of the OCSTA has placed in me. I am inspired by the goodness and commitment of Ontario’s 237 Catholic school trustees as they faithfully serve as strong advocates, good stewards and servants and political leaders of the school systems entrusted to their care. I pledge to work with each of them, the OCSTA Board of Directors and Provincial Catholic Education Partners as we continue to strive to ‘place Christ and the teachings of the Catholic Church at the centre’ of publicly funded Catholic education,” said President Daly.

The Chair of the Sudbury Catholic District School Board, Michael Bellmore was also re-elected as Vice-President of the Association
and will serve with President Daly and Past President Beverley Eckensweiler (Bruce-Grey Catholic District School Board) on the OCSTA Executive.
The following trustees were appointed to the OCSTA Board of Directors for the 2022-2024 term:
Region 6 – Toronto CDSB: Trustee Nancy Crawford and Trustee Garry Tanuan
Region 7 – Dufferin-Peel CDSB: Chair Sharon Hobin and Trustee Luz del Rosario
Region 8 – York CDSB: Trustee Jennifer Wigston
Region 12 – Ottawa CSB: Chair Mark Mullan
Region 13 – Halton CDSB: Janet O’Hearn-Czarnota
Region 12 OCSTA Director Mark Mullan was elected by the membership to represent OCSTA on the Board of Directors for the Canadian Catholic School Trustees’ Association.
The complete list of trustees on OCSTA’s Board of Directors can be viewed at https://www.ocsta.on.ca/ocsta-board-of-directors/.

OCSTA Awards Program
The Association was pleased to acknowledge outstanding Catholic education leadership and service to others through the annual OCSTA Award Program. This year’s awards recognized the following individuals:

2022 OCSTA Trustee Award of Merit Recipients:
Trustee Kathy Burtnik, Niagara Catholic District School Board (view profile)

Former Trustee Barbara Poplawski, Toronto Catholic District School Board (view profile)

2022 OCSTA Special Award Recipient:

Most Rev. Ronald P. Fabbro, CSB, Bishop of London (view profile)

2022 OCSTA Student Trustee Award Recipient
Member Access to Conference Presentations

Audio recordings and slide presentations for OCSTA's 92nd AGM & Conference can be accessed and downloaded at the following link on the secure section of the OCSTA website:

2022 Conference Presentations

NOTE: If you need assistance finding your login information, use the automated login retrieval link on the access page or contact OCSTA staff member Ashlee Cabral.

Catholic Identity
As part of the Association’s ongoing focus on Catholic Identity, OCSTA continues to encourage conversations with regard to the Catholic Identity of publicly funded Catholic education in Ontario. This work has led to the development and distribution of a number of resources/documents which give witness to OCSTA’s commitment to support Catholic school boards in “placing Christ and the teachings of the Catholic Church at the centre” of their school systems. Resources include:

**Together In Faith Series**

- *Together in Faith: Home, School, Parish* booklet
- *Together in Faith: Care for Our Common Home. A Collection of School Board Practices* booklet, and

These documents are available on the OCSTA website at: [https://www.ocsta.on.ca/together-in-faith-series/](https://www.ocsta.on.ca/together-in-faith-series/)

**OCSTA Director Colleen Landers Receives National Recognition**

We are pleased to share news regarding OCSTA Board Member, Colleen Landers (Northeastern CDSB), who was recently announced as the recipient of the Canadian Standards Association’s highest
award, the John Jenkins Award for outstanding lifetime achievement.

From the CSA News Release:

Certified as a registered nurse in 1967, Colleen Landers worked in the Timmins hospital for 37 years in many areas of nursing and started “Landers Consulting” in 2000. Colleen brought her expertise to CSA in 2000 when she became a member of the CSA Z314 Technical Committee (TC) on Medical Device Reprocessing (MDR) and was a member of the Peri-Operative committee for 5 years. Since that time, she has been involved with nine CSA Technical Committees and Subcommittees. Colleen won the National Canadian Standards Award for Health Care in 2005 for her volunteer hours and invaluable assistance with improving the best practices standards for healthcare.

While serving as an active member of CSA, Colleen is a passionate, knowledgeable, incredibly dedicated, and an invaluable contributor to standards development work. Her current leadership and involvement on the Z314 committee to help develop, advance, and implement CSA standards on MDR and sterilization resulted in vital assistance, not only to the MDR community, but also to the wider health care community users in combating the current COVID pandemic and keeping staff, patients and public safe. Over her long career, she spoke both nationally and internationally at many conferences and performed auditing for many hospitals for reprocessing areas,
endoscopy departments and operating rooms, as well as assisted in design and development of policies and procedures for bettering of MDR departments across the country.

...Colleen is a tireless volunteer in her community of Timmins Ontario. She is a founding member of Sports for Kids Timmins in 2001, a local charity for children and is the President. She also is an elected Catholic School Trustee for Northeastern Catholic District School Board, Regional Director of the Ontario Catholic School Trustee Association of Ontario. At her parish, St. Anthony of Padua, she serves as the President of the Catholic Women’s League; a Eucharist, Choral and Lecturer Minister, and assists in preparation of children for the sacraments. During COVID, she has volunteered for 2 years at vaccine clinics each week as a screener and greeter to help her community. For her volunteer work in her community, she has received the “Woman of the Year” in 2008 and the Governor General’s Diamond Jubilee medal in 2012.

With the help of the CSA and ISO standards and users like Colleen, Canada was able to bring the health care user view of international standard applicability to some groups composed of mostly of medical devices manufacturers and this helped us add to these international standards to be more easily applied and used here in Canada. Colleen also brought the knowledge she got from participating in ISO to the CSA Z314 standard.
For her significant contributions and unwavering commitment to health care and CSA standards, Colleen Landers is well-deserving of the 2022 John Jenkins Award. Colleen is the owner of Landers Consulting for health care in Timmins, Ontario.

Congratulations Colleen for receiving this outstanding national and global recognition!