



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with community and family.

Board Meeting Agenda

By order of the Chair, Teresa Gallik, the regular meeting of the Kenora Catholic District School Board will be held **Tuesday, May 18, 2021** at the Catholic Education Centre. The meeting will start at 6:30 p.m. virtually via Microsoft Teams. **The public meeting will commence at 7:00 p.m.**

AGENDA

1. **OPENING PRAYER**

2. **ROLL CALL**

3. **COMMITTEE OF THE WHOLE**

Recommendation:

THAT the Board resolve into Committee of the Whole and the meeting be closed to the public in accordance with the provisions of Section 207 (2) of the Education Act, R.S.O. 1990, c.E.2.

4. **DECLARATIONS OF PECUNIARY INTEREST**

5. **CONSIDERATION AND APPROVAL OF AGENDA**

Recommendation:

THAT the agenda be approved as presented/amended.

6. **CONFIRMATION OF MINUTES**

Recommendation: (P. 1)

THAT the minutes of the Regular Board Meeting of the Kenora Catholic District School Board of April 20, 2021, be approved as circulated/amended.

7. **BUSINESS ARISING FROM THE MINUTES**



Kenora Catholic District School Board

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Board Meeting Agenda

8. **DELEGATIONS AND PRESENTATIONS**

- 8.1 Expansion of Outdoor Learning Environments at St. John School - **Corinna Glazier and Team**
- 8.2 Now More Than Ever Mental Health Supports During the Pandemic – **Sue Devlin (P.8)**
- 8.3 Fetal Alcohol Syndrome Disorder and Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder – **Andrea Batters, Phyllis Eikre and Chrysta Wood, Clinic FASD Worker (FireFly) and Kerril Davidson-Hunt, Clinic Coordinator from the Northwestern Ontario Fetal Alcohol Disorder (FASD) Clinic**
- 8.4 Student Trustee Report – **Julia Tkachuk and Maxwell Froese**

9. **POLICY GOVERNANCE**

9.1 **Approval of Minutes**

- 9.1.1 Approval of Minutes **(P.13)**

Recommendation:

THAT the report of the Policy Governance Committee Meeting of May 4, 2021 be approved as presented / amended.

9.2 **Policy**

- 9.2.1 Policy #9 – Board Operations – **Phyllis Eikre (P.17)**

Recommendation:

THAT the Board approve the revisions to Policy #9 – Board Operations effective immediately.

- 9.2.2 Policy #11 – Board Representatives – **Phyllis Eikre (P.56)**

Recommendation:

THAT the Board approve the review of Policy #11 – Board Representatives with no changes at this time.

- 9.2.3 Policy #14 – Hearings Regarding Teacher Termination – **Phyllis Eikre (P.57)**

Recommendation:

THAT the Board approve the revisions to Policy #14 – Hearings Regarding Teacher Termination effective immediately.



Kenora Catholic District School Board

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Board Meeting Agenda

9.3 Personnel

9.3.1 Resignation of Pat Spivey– **Anne Sweeney**

Recommendation:

THAT the Board approve the resignation of Pat Spivey for the purposes of retirement effective April 30, 2021, with regret.

9.3.2 Resignation of Teresa Kuka– **Frank Bastone**

Recommendation:

THAT the Board approve the resignation of Teresa Kuka for the purposes of retirement effective June 25, 2021, with regret.

9.3.2 Occupational Health and Safety Committee Report for 2021 – 2022 **Alison Smith (P.61)**

Recommendation:

THAT the Board accept the Occupational Health and Safety Committee Report for 2021 – 2022 as presented.

9.4 Property

9.5 Finance

9.5.1 2021 Grants for Student Needs – **Alison Smith (P.63)**

9.6 Program

9.7 Negotiations

9.8 Other

9.8.1 Catholic Education Week – Nurturing Hope – **M. Martineau, T. Henley & R. Watson (P.94)**

9.8.2 April 30 Special Education Advisory Committee Minutes – **A. Sweeney (P.96)**

9.8.3 Special Education Advisory Committee Shared Letter Regarding Bill 172 – **P. Eikre (P.107)**

Recommendation:

THAT the Board support the recommendation brought forward by the Special Education Advisory Committee and forward a letter to the Honourable Stephen Lecce, Minister of Education, in support of Bill 172.



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Board Meeting Agenda

9.8.4 Appointment of Special Education Advisory Committee Member – **P. Eikre**

Recommendation:

THAT the Kenora Catholic District School Board appoint Aimee Fouche as representative for the Kenora Association for Community Living on the Special Education Advisory Committee.

9.8.5 2021 Ontario Catholic Student Youth (OCSY) Day Conference (May 5, 2021) – **M. Froese (P.108)**

9.8.6 COVID-19 Update – **Alison Smith**

10. **COMMITTEE OF THE WHOLE**

Recommendation:

THAT the Board accept the report of the Committee of the Whole and all recommendations contained therein.

11. **UNFINISHED BUSINESS**

12. **NEW BUSINESS**

13. **INFORMATION**

14. **FUTURE MEETINGS**

POLICY GOVERNANCE MEETINGS

June 1, 2021

REGULAR BOARD MEETINGS

May 18, 2021

June 15, 2021

CATHOLIC PARENT INVOLVEMENT COMMITTEE

June 1, at 5:00 PM School Council and Catholic Parent Council Report to Trustees / Policy Governance Committee Meeting to follow

SPECIAL EDUCATION ADVISORY COMMITTEE

May 18 at 1:30 PM virtually

June 18 at 1:30 PM virtually

VIRTUAL SCHOOL COUNCIL MEETINGS

St. Thomas Aquinas High School – May 3 at 6:30 PM

St. Louis Living Arts School – May 12 at 6:30 PM



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Board Meeting Agenda

St. John School – May 18 at 6:00 PM
École Ste-Marguerite Bourgeoys – May 19 at 7:00 PM
Pope John Paul II School – May 26 at 6:00 PM
St. Isidore Virtual School – May 19 at 6:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

OCSTA 2021 Virtual Annual General Meeting – May 1 from 8:00 AM – 11:00 AM

- Deadline for Assignment of Proxies (via registration) – April 29, 2021 9:00 AM EDT

2021 Catholic Education Week Province Wide Mass – May 5 at 10:00 AM livestreamed at: <https://stmichaelscathedral.com/live>.

2021 Ontario Catholic Student Youth (OCSY) Day Conference (May 5, 2021)

Year End Retirement Celebration and Service Awards – June 3 at 7:00 PM

CCSTA Keynote Presentation – It is the Lord – Reflections on the Heart of a Catholic School – June 3 at 11:30 AM.

CCSTA Keynote Presentation – Speak Lord, Your Servant is Listening – June 3 at 1:00 p.m.

CCSTA Annual General Meeting and Business Seminar – June 4, 2021

MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

| Date | Description |
|-------------------|---|
| June 30, 2021 | School Board Estimates for 2021–22 |
| November 15, 2021 | School Board Financial Statements for 2020–21 |
| November 19, 2021 | School Board Enrolment Projections for 2022–23 to 2025–26 |
| December 15, 2021 | School Board Revised Estimates for 2021–22 |
| May 13, 2022 | School Board Financial Report for September 1, 2021 to March 31, 2022 |

15. **COMMITTEE OF THE WHOLE**

16. **ADJOURNMENT**

Recommendation:

THAT the meeting adjourn at _____ p.m.



Kenora Catholic District School Board

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¹
REGULAR BOARD MEETING
Meeting Report
April 20, 2021

| | |
|----------------------|---------------------------|
| MEETING DATE: | April 20, 2021 |
| LOCATION OF MEETING: | Catholic Education Center |
| SUBJECT OF MEETING: | Regular Board Meeting |
| CHAIR: | Teresa Gallik |
| TRANSCRIBER: | Trina Henley |
| TIME OF MEETING: | 7:00 p.m. – 8:30 p.m. |

ATTENDED BY:

| | INIT | ATTENDANCE | PERSON | TITLE |
|-----|------|-------------------------------------|----------------|-------------------------------------|
| 1. | AS | <input checked="" type="checkbox"/> | Anne Sweeney | Trustee |
| 2. | AS | <input checked="" type="checkbox"/> | Alison Smith | Superintendent of Business Services |
| 3. | MF | <input checked="" type="checkbox"/> | Maxwell Froese | Student Trustee |
| 4. | PE | <input checked="" type="checkbox"/> | Phyllis Eikre | Advisor to the Director |
| 5. | JT | <input checked="" type="checkbox"/> | Julia Tkachuk | Student Trustee |
| 6. | FB | <input checked="" type="checkbox"/> | Frank Bastone | Trustee |
| 7. | JW | <input type="checkbox"/> | Jeffrey White | Trustee |
| 8. | MF | <input checked="" type="checkbox"/> | Mike Favreau | Vice Chair |
| 9. | PL | <input checked="" type="checkbox"/> | Paul Landry | Trustee |
| 10. | PW | <input checked="" type="checkbox"/> | Paul White | Director of Education |
| 11. | TG | <input checked="" type="checkbox"/> | Teresa Gallik | Chair |
| 12. | VB | <input checked="" type="checkbox"/> | Vaughn Blab | Trustee |

AGENDA

- OPENING PRAYER** – Mariette Martineau opened the meeting with a meaningful prayer bringing everyone into the presence of the Lord.
- ROLL CALL** – Trustee Jeffrey White was noted as absent with regret.



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REGULAR BOARD MEETING
Meeting Report
April 20, 2021

3. COMMITTEE OF THE WHOLE

Motion #035 Moved by Paul Landry
Seconded by Anne Sweeney

Recommendation:

THAT the Board resolve into Committee of the Whole and the meeting be closed to the public in accordance with the provisions of Section 207 (2) of the Education Act, R.S.O. 1990, c.E.2.

Carried.

4. DECLARATIONS OF PECUNIARY INTEREST - NIL

5. CONSIDERATION AND APPROVAL OF AGENDA

Motion #036 Moved by Frank Bastone
Seconded by Paul Landry

Recommendation:

THAT the agenda be approved as amended.

Carried.

6. CONFIRMATION OF MINUTES

Motion #037 Moved by Anne Sweeney
Seconded by Mike Favreau

Recommendation:

THAT the minutes of the Regular Board Meeting of the Kenora Catholic District School Board of March 23, 2021 be approved as circulated.

Carried.

7. BUSINESS ARISING FROM THE MINUTES

8. DELEGATIONS AND PRESENTATIONS

8.1 Renewed Vision for Pope John Paul II School – **Tammy Bush and Jamey Robertson**

Principals Tammy Bush and Jamey Robertson talked about the new vision, name and identity for Pope John Paul II School and how Saint John Paul is their guide and inspiration throughout the journey. As they move along, the school community will delve deeper into the Saint's life, significant moments while exploring his values of love and advocacy for children, relationships with indigenous people, work against oppression and how he travelled the world spreading peace.



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REGULAR BOARD MEETING
Meeting Report
April 20, 2021

8.2 New French Language Strategy – Engaging Families Through the Pandemic – **Andrea Sachowski and Hilary Aitken**

Hilary Aitken, Principal and Andrea Sachowski, Vice Principal, presented the variety of ways that École Ste- Marguerite Bourgeoys engages with families during the pandemic. Aitken shared that parents and guardians are not just part of the community, but a part of the SMB family and the relationship begins on the first day of school for Kindergarten students. The school recognized the milestone by sending home a picture of each child in their Kindergarten Class along with a reusable snack bag and a welcome card signed by the Principals.

8.4 Student Trustee Report – **Julia Tkachuk and Maxwell Froese**

Student Trustees Julia Tkachuk and Maxwell Froese provided a report on the activities and initiatives happening at St. Thomas Aquinas High School during the month of April. Students talked about enjoying the much-needed break from school during the Spring Break but were disappointed with the return to remote learning on April 20.

The Student Trustees noted that maximum safety precautions were taken by the staff at St. Thomas Aquinas High School to support students in accessing their textbooks and learning materials, and there has been a smooth transition into virtual learning.

9. **POLICY GOVERNANCE**

9.1 **Approval of Minutes**

9.1.1 Approval of Minutes

Motion #038 Moved by Paul Landry
Seconded by Vaughn Blab

Recommendation:

THAT the report of the Policy Governance Committee Meeting of April 6, 2021 be approved as presented.

Carried.

9.2 **Policy**

9.2.1 Policy #10 – Committees of the Board – **Phyllis Eikre**

Motion #039 Moved by Frank Bastone
Seconded by Mike Favreau

Recommendation:

THAT the Board approve the revisions to Policy #10 – Committees of the Board effective immediately.

Carried.



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REGULAR BOARD MEETING
Meeting Report
April 20, 2021

9.3 **Personnel**

9.4 **Property**

9.4.1 St. John School Site Development Project – **Alison Smith**

Motion #040 Moved by Vaughn Blab
Seconded by Mike Favreau

Recommendation:

THAT the Board approve the tender received from Solid Construction Ltd. for site development at St. John School for the total tendered amount of \$1, 291, 725.60.

Carried.

9.5 **Finance**

9.5.1 Northwestern Ontario Student Services Consortium Request for Proposal – **Alison Smith**

Alison Smith presented information regarding the Northern Ontario Student Services Consortium Request for Proposal process identifying that the current contract expires on July 31, 2021. The new contract term is August 1, 2021 – July 31, 2028, with an optional one-year extension.

The motion needs to be approved by NWOSSC member school boards, and is currently being ratified across the region.

Motion #041 Moved by Frank Bastone
Seconded by Paul Landry

Recommendation:

THAT the Kenora Catholic District School Board approves awarding RFP# 2021-01-BUS Student Transportation Services to: First Canada, Areas 1 and 5; Hutchison Bus Lines, Area 2; Schneider Bus Lines, Area 3; Iron Range Bus Lines, Area 4, pending approval from all NWOSSC member school boards.

Carried.



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5
REGULAR BOARD MEETING
Meeting Report
April 20, 2021

9.6 **Program**

9.6.1 2021 – 2022 School Year Calendar

Phyllis Eikre presented new changes to the 2021 – 2022 School Year Calendar. Eikre identified that area school boards have updated the 2021 – 2022 School Year Calendar per the Ministry of Education's recommendation to have three professional development days at the start of the school year. Regional school boards have moved the November 29 Professional Development Day to September 1. Students will begin school on September 2 and end on June 24.

Motion #042 Moved by Anne Sweeney
Seconded by Vaughn Blab

Recommendation:

THAT the Board rescind motion #016 for the approval of the School Year Calendar at the February 16, 2021 Board Meeting, and that the Board approve the 2021 – 2022 School Year Calendar as presented and forward the calendar to the Ministry of Education for approval.

Carried.

9.7 **Negotiations**

9.8 **Other**

9.8.1 Catholic Education Week– **Mariette Martineau**

Mariette Martineau, Religious Education and Family Life Coordinator, provided a report on Catholic Education Week 2021, which is celebrated May 2 – May 7 across the province in Catholic schools. The theme for this year is Nurturing Hope.

9.8.2 March 26 Special Education Advisory Committee Minutes – **A. Sweeney**

Anne Sweeney provided an overview of the May 26 Special Education Advisory Committee Meeting highlighting an information session with Confederation College on Community Integration through Cooperative Education Program as well as other initiatives and activities.

9.8.3 COVID-19 Update – **Alison Smith**

Alison Smith provided a report on the provincial announcement that all schools across the province are to pivot to remote learning following the Spring Break. Kenora Catholic staff have been busy supporting the transition, with remote learning beginning on April 20 across the district. In-school learning for special education students who require additional support will be happening through learning resource teachers and education assistants.

Smith also reported that voluntary asymptomatic testing began last month, and the Ministry of Education is offering vaccinations for staff who support students with complex special education needs. Confirmation letters have been provided to staff who are eligible for prioritized access to the COVID-19 vaccine.



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6
REGULAR BOARD MEETING
Meeting Report
April 20, 2021

10. COMMITTEE OF THE WHOLE

Motion #043 Moved by Anne Sweeney
Seconded by Mike Favreau

Recommendation:

THAT the Board accept the report of the Committee of the Whole and all recommendations contained therein.

Carried.

11. UNFINISHED BUSINESS

12. NEW BUSINESS

13. INFORMATION

14. FUTURE MEETINGS

POLICY GOVERNANCE MEETINGS

May 4, 2021

June 1, 2021

REGULAR BOARD MEETINGS

May 18, 2021

June 16, 2021

CATHOLIC PARENT INVOLVEMENT COMMITTEE

May 12, at 11:30 AM at the Catholic Education Centre or virtually

June 1, at 5:00 PM School Council and Catholic Parent Council Report to Trustees / Policy Governance Committee Meeting to follow

SPECIAL EDUCATION ADVISORY COMMITTEE

April 30, at 1:30 PM at the Catholic Education Centre or virtually

VIRTUAL SCHOOL COUNCIL MEETINGS

Pope John Paul II School – April 28 at 6:00 PM

St. Thomas Aquinas High School – May 3 at 6:30 PM

St. John School – May 5 at 6:00 PM

St. Louis Living Arts School – May 12 at 6:30 PM

St. Isidore Virtual School – May 19 at 6:00 PM

École Ste-Marguerite Bourgeoys – May 19 at 7:00 PM



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TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

OCSTA 2021 Virtual Annual General Meeting – May 1 from 8:00 AM – 11:00 AM

- Deadline for Assignment of Proxies (via registration) – April 29, 2021 9:00 AM EDT

2021 Ontario Catholic Student Youth (OCSY) Day Conference (May 5, 2021)

CCSTA Annual General Meeting and Business Seminar in Saskatoon – June 3 – 6, 2021

Year End Retirement Celebration and Service Awards – June 3 at 7:00 PM

MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

The ministry has established the following dates for submission of financial reports:

| Date | Description |
|-------------------|--|
| August 19, 2020 | School board Estimates for 2020–21 |
| November 13, 2020 | School board Financial Statements for 2019–20 |
| November 20, 2020 | School board Enrolment Projections for 2021–22 to 2024–25 |
| December 15, 2020 | School board Revised Estimates for 2020–21 |
| May 14, 2021 | School board Financial Report for September 1, 2020, to March 31, 2021 |

15. **COMMITTEE OF THE WHOLE**

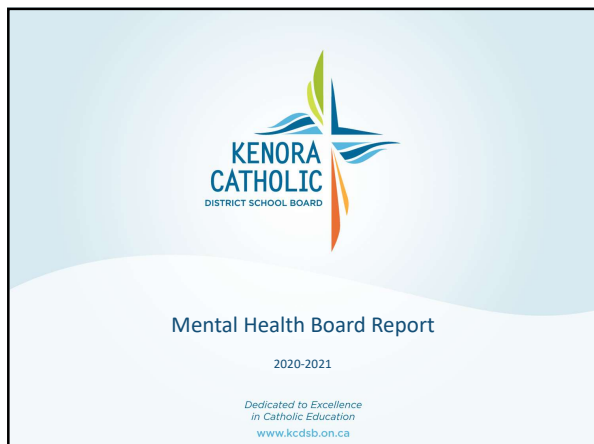
16. **ADJOURNMENT**

Motion #044 Moved by Paul Landry
 Seconded by Vaughn Blab
Recommendation:
 THAT the meeting adjourn at 8:30 p.m.

Carried.

Chairman

Secretary



1

The Visible Consequences of the Pandemic

- An increase in referrals for students struggling with worries or mood.
- Eating disorders have significantly increased (some reports of a 100% increase);
- An increase in students struggling with attendance provincially.
- SickKids recently reported more than **70% of kids** have a worsening in their mental health since the start of the pandemic.
- "Since the beginning of the pandemic, we've seen an increase in demand for our service and support to over 1.2 million connections with young people in Ontario...more than double than before the pandemic hit," Kids Help Phone

2

Consequences of the Pandemic


- Families have lost income, lost loved ones, lost face to face connections that humans are wired for
- The cost of goods has increased
- The demand for mental health supports has drastically out paced the resources available
- 35 to 40% increase in overdose rates and opioid-related deaths during the months of COVID-19, according to Ontario's Chief Coroner.
- Businesses have been forced to close
- Social Isolation increases the risk of family violence

3

Schools are essential: The consequences of closing schools during the COVID-19 Pandemic

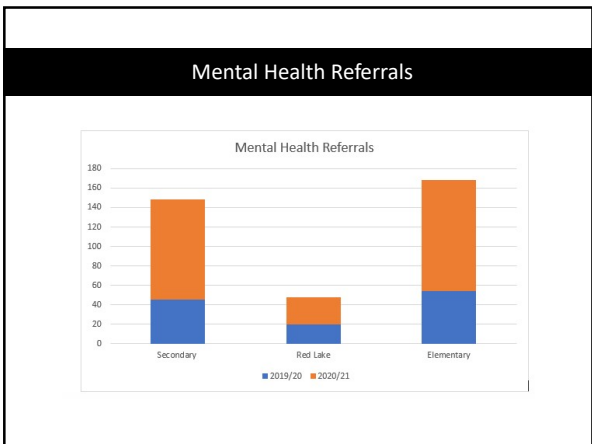
- Our most at-risk students are often the ones who face the most harm from loss of in-person learning
- Schools give a sense of predictability, structure and reduce social isolation.
- Schools have provided a sense of safety during the pandemic. Closing schools puts students more at risk
- A study by SickKids found “that the mental health impacts of the pandemic were greater for school-aged children during the first lockdown, underscoring the importance of in-class learning and extracurricular activities for children.”
- The longer schools are closed, the more likely that some young people will not recover their education, entrenching and widen gaps in educational attainment as well as social exclusion and health (Unicef May 2020)

4



Kenora Catholic District School Board remains committed in ensuring students have access to timely and responsive mental health supports within their schools.

5



6

Kids in the Know

- To reduce child/youth victimization by teaching children effective personal safety strategies.
- To build resiliency skills (i.e. assertiveness, self-awareness, social-emotional competence, problem-solving, critical thinking, and low-risk choice making skills).
- To encourage children to report concerning experiences and behaviours.
- To provide messaging to those who have experienced abuse that they are not to blame.
- To enhance communication between parents and children about personal safety.

32 Classes Had Kids in the Know

7

Parent Information Night

Parent Nights

We continue to provide parent nights on a variety of topics such as:
 Parenting in a Pandemic
 Attendance: Why it is so important
 Online Risk and Emerging Trends

8

Other Supports Available

Monthly mental health newsletter with tips and resources and information on the board website

Professional Development for educators

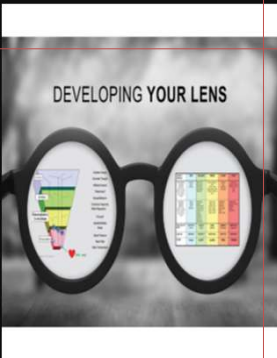
Available for Consultations, System Navigation and classroom groups

Lesson plans to support mental health and well-being within the classroom

9

The Neurosequential Model in Education

- The modern world is not designed for the human brain
- Using a trauma informed approach in schools
- Regulate, Relate, Reason
- Changing the question from "what is wrong with you?" to "what has happened to you"



DEVELOPING YOUR LENS

10



QUESTIONS?

11



Mental Health Action Plan 2020–2021

SPECIFIC POPULATIONS/ YOUTH & FAMILY ENGAGEMENT

- Use *Our School* data to identify mental health programming needs.
- Ongoing professional development on mental health practices with Indigenous students.
- Member of equity committee.
- Regular parent information nights.
- Work collaboratively with Youth Wellness Hub
- Enhance reach out to children/youth who are enrolled in St. Isidore Virtual School

EVIDENCE BASE & EVIDENCE INFORMED PRACTICES

- Continued implementation of FRIENDS
- Continued implementation of Kids in the Know
- Continue to train mental health workers in evidence based practices such as the BRISC.
- Improve data collection when providing mental health supports.
- Continue to train staff in applied suicide intervention skills training.

PATHWAYS/ SYSTEM COORDINATION

- Develop clear pathways to mental health supports using the multi-tiered system of support for Ontario schools.
- Ensure students have access to mental health supports either face to face or virtual based on public health guidelines.

CAPACITY BUILDING

- Continued implementation in the neuro sequential model in education using a targeted approach
- Support participation and access to the Mental Health certification program through School Mental Health Ontario.
- Encourage staff to use Faith and Wellness everyday mental health practices developed by SMHO and OECTA
- Development of mental health manual



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POLICY GOVERNANCE COMMITTEE

Meeting Report
May 4, 2021

| | |
|----------------------|-------------------------------------|
| MEETING DATE: | May 4, 2021 |
| LOCATION OF MEETING: | Virtually via Microsoft Teams |
| SUBJECT OF MEETING: | Policy Governance Committee Meeting |
| CHAIR: | Vaughn Blab |
| TRANSCRIBER: | Trina Henley |
| TIME OF MEETING: | 5:58 p.m. – 7:25 p.m. |

ATTENDED BY:

| | INIT | ATTENDANCE | PERSON | TITLE |
|----|------|-------------------------------------|---------------|-------------------------------------|
| 1. | AS | <input checked="" type="checkbox"/> | Anne Sweeney | Trustee |
| 2. | AS | <input checked="" type="checkbox"/> | Alison Smith | Superintendent of Business Services |
| 3. | DH | <input checked="" type="checkbox"/> | Paul White | Director of Education |
| 4. | FB | <input checked="" type="checkbox"/> | Frank Bastone | Trustee |
| 5. | JW | <input checked="" type="checkbox"/> | Jeffrey White | Trustee |
| 6. | MF | <input checked="" type="checkbox"/> | Mike Favreau | Vice Chair |
| 7. | PL | <input checked="" type="checkbox"/> | Paul Landry | Trustee |
| 8. | TG | <input checked="" type="checkbox"/> | Teresa Gallik | Chair |
| 9. | VB | <input checked="" type="checkbox"/> | Vaughn Blab | Trustee |

AGENDA

- CALL TO ORDER** – Vaughn Blab called the meeting to order at 5:58 p.m.
- OPENING PRAYER** – Vaughn Blab opened the meeting with a meaningful prayer bringing everyone into the presence of the Lord.
- ROLL CALL** – All Trustees were present.
- DECLARATIONS OF PECUNIARY INTEREST - NIL**
- APPROVAL OF AGENDA** – The agenda was approved as presented.
- PRESENTATIONS/DELEGATIONS**



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Meeting Report
May 4, 2021

7. PRESENTATIONS AND REPORTS

7.1 **Policy**

7.1.1 Policy #9: Board Operations – **Paul White and Phyllis**

Paul White and Phyllis Eikre provided information and research regarding proposed amendments to Policy #9 to add a third student trustee, being from the self-identified Grade 11 and 12 students at St. Thomas Aquinas High School and being selected from among students who self-identify as indigenous. The proposed student trustee would represent the views of Indigenous students. The Trustees accepted the recommendation, and a board motion will be presented at the May 18 Board Meeting to accept the proposed amendments to the policy.

7.1.2 Policy #11 – Board Representatives – **Phyllis Eikre**

Phyllis Eikre provided a review of Policy #11 – Board Representatives, with no proposed changes at this time. No further changes were brought forward by the Trustees. A board motion will be presented at the May 18 Board Meeting to accept the review of the policy.

7.1.3 Policy #14 – Hearings Regarding Teacher Termination – **Phyllis Eikre**

Phyllis Eikre provided a review of Policy #14 – Hearings Regarding Teacher Termination, adding an opening introductory paragraph. The Trustees accepted the policy as presented with no further changes. A board motion will be presented at the May 18 Board Meeting to accept the amendments to the policy.

7.2 **Personnel**

7.3 **Property**

7.4 **Finance**

7.4.1 2021 – 2022 Grants for Student Needs – **Alison Smith**

Alison Smith, Superintendent of Business Services, provided a brief overview of the 2021 Grants for Student Needs (GSN) that was recently released by the Ministry of Education. Smith reported that the per-pupil amount increased 1.2 percent, and the overall GSN has increased just over 2 percent. The GSN will continue to recognize the ongoing need for COVID-19 support, technological and mental health support. The Ministry of Education is allowing school boards to utilize 2 percent accumulated surplus but are advised to budget for only ½ of that amount and take a conservative approach to the 2021 – 2022 budget due to declining enrolment across the province.

7.5 **Program**

7.5.1 Director's Report – **Paul White**

Paul White provided a Director's Report focusing on the Board's Strategic Plan of Growing, Investing and Engaging and reported on various initiatives such as Catholic Education Week, Budget Consultations, COVID-19 vaccinations for educators and the rollout of asymptomatic testing.



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POLICY GOVERNANCE COMMITTEE

Meeting Report
May 4, 2021

7.6 **Negotiations**

7.7 **Other**

- 7.7.1 Year-End Service Awards and Retirement Celebration on June 3 at 7:00 PM – **Paul White**
Paul White provided an overview of the virtual Year-End Service Awards and Retirement Celebration scheduled for June 3, at 7:00 PM. Trustees will be presenting various service awards.
- 7.7.2 CCSTA Keynote Presentation – It is the Lord – Reflections on the Heart of a Small Catholic School – June 3 at 11:30 AM - **Teresa Gallik**
Teresa Gallik reminded the Trustees of the upcoming Canadian Catholic School Trustee Association Annual General Meeting and Keynote speaker series and encouraged Trustees to self-register and take notes at the event.
- 7.7.3 CCSTA Keynote Presentation – Speak Lord, Your Servant is Listening – June 3 at 1:00 PM – **Teresa Gallik**
- 7.7.4 CCSTA Virtual Annual General Meeting and Business Seminar on June 4, 2021 – **Teresa Gallik**

8. **UNFINISHED BUSINESS**

9. **CORRESPONDENCE**

10. **NEW BUSINESS**

11. **INFORMATION**

12. **FUTURE MEETINGS**

POLICY GOVERNANCE MEETINGS

June 1, 2021

REGULAR BOARD MEETINGS

May 18, 2021

June 15, 2021

CATHOLIC PARENT INVOLVEMENT COMMITTEE

May 12, at 11:30 AM virtually

June 1, at 5:00 PM School Council and Catholic Parent Council Report to Trustees / Policy Governance Committee Meeting to follow

SPECIAL EDUCATION ADVISORY COMMITTEE

May 18 at 1:30 PM virtually

June 18 at 1:30 PM virtually



Kenora Catholic District School Board

We are a Roman Catholic School System dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and the Church.

**Meeting Report
May 4, 2021**

VIRTUAL SCHOOL COUNCIL MEETINGS

- St. Thomas Aquinas High School – May 3 at 6:30 PM
- St. John School – May 5 at 6:00 PM
- St. Louis Living Arts School – May 12 at 6:30 PM
- École Ste-Marguerite Bourgeoys – May 19 at 7:00 PM
- Pope John Paul II School – May 26 at 6:00 PM
- St. Isidore Virtual School – May 19 at 6:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

- 2021 Catholic Education Week Province Wide Mass – May 5 at 10:00 AM livestreamed at: <https://stmichaelscathedral.com/live>.
- 2021 Ontario Catholic Student Youth (OCSY) Day Conference (May 5, 2021)
- Year End Retirement Celebration and Service Awards – June 3 at 7:00 PM
- CCSTA Keynote Presentation – It is the Lord – Reflections on the Heart of a Catholic School – June 3 at 11:30 AM.
- CCSTA Keynote Presentation – Speak Lord, Your Servant is Listening – June 3 at 1:00 p.m.
- CCSTA Annual General Meeting and Business Seminar – June 4, 2021

MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

The ministry has established the following dates for submission of financial reports:

| Date | Description |
|-------------------|--|
| August 19, 2020 | School board Estimates for 2020–21 |
| November 13, 2020 | School board Financial Statements for 2019–20 |
| November 20, 2020 | School board Enrolment Projections for 2021–22 to 2024–25 |
| December 15, 2020 | School board Revised Estimates for 2020–21 |
| May 14, 2021 | School board Financial Report for September 1, 2020, to March 31, 2021 |

- 13. **COMMITTEE OF THE WHOLE**
- 14. **ADJOURNMENT** – The meeting adjourned at 7:25 PM.

Chairman

Secretary



KENORA CATHOLIC DISTRICT SCHOOL BOARD

Policy 9: Board Operations

The Kenora Catholic District School Board is a Catholic board of education established under the *Education Act*, with power to perform all the duties conferred or imposed upon a Catholic school board by that or any other Act of the Legislative Assembly of the Province of Ontario. It shall operate in accordance with the provisions of the *Education Act*, other applicable legislation, the pertinent regulations of the Ministry of Education, the guidance of the Catholic Church and the following policy.

The Kenora Catholic District School Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the electorate of the district, the board shall hold regular meetings. The board has adopted policies so that the business of the board can be conducted in an orderly and efficient manner.

The board believes that a fundamental obligation is to preserve, if not enhance, the public trust in education generally, and in the affairs of the Kenora Catholic District School Board operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, board meetings will be open to the public. The board believes its affairs should be conducted in public to the greatest extent possible.

The board believes there are times when the public interest is best served by private discussion of specific issues during closed sessions. A meeting of a committee of the board, including a committee of the whole board, may be closed to the public when certain matters, as outlined in legislation, are discussed.

The rules and regulations contained in this policy shall be observed in all proceedings by the board and shall be the rules and regulations for the order and dispatch of the business of the board and its committees except where any statute or legislative regulation otherwise provides.

In any instance not provided in statute or in this policy, Robert's Rules of Order shall govern insofar as they are applicable.

A. MEETINGS OF THE BOARD

1. Elections Campaigns

1.1 Use of Board Resources

1.1.1 No candidate for the office of trustee for the Kenora Catholic District School Board shall be allowed to use supplies, services or human resources funded through the budget of the Kenora Catholic District School Board for their election campaign.

2. Inaugural and Annual Meetings

2.1 Definitions

2.1.1 “Inaugural Meeting” means the first meeting of the board **after** **December 1st** following the municipal election of trustees, at which time the board elects a Chair and Vice Chair and representatives.

2.1.2 “Annual Meeting” means the first meeting of the board following December 1st of each year, at which time the board elects a Chair and Vice Chair and representatives.

2.2 Date

2.2.1 The board shall hold its first meeting not later than seven days after the day on which the term of office of the board commences on such date and at such time and place as the board determines and, failing such determination at 7 p.m. at the head office of the board on the first Wednesday following the commencement of the term of office.

2.2.2 Notwithstanding clause 1.1.1, on the petition of a majority of the members of a newly elected or appointed board, the Director of Education may provide for calling the first meeting of the board at some other time and date.

2.2.3 The board shall at a regular November meeting of each year determine, by resolution, the date in December for the annual meeting of the board.

2.3 Declaration and Oath of Allegiance

2.3.1 Every person elected or appointed to the board, on or before the day fixed for the first meeting of the new board, or on or before the day of the first meeting that the person attends, shall make and subscribe the following declaration before the secretary of the board or before any person authorized to administer an oath or affirmation and in default that person shall be deemed to have resigned:

2.3.2 Declaration

I am not disqualified under any Act from being a member of the Kenora Catholic District School Board.

I will truly, faithfully, impartially and to the best of my ability execute the office of trustee, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said, office and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the Municipal Conflict of Interest Act.

Declared before me at in the Province of Ontario
this day of, 20

2.3.3 Oath of Allegiance

Every person elected or appointed to a board, before entering on **his/her their** duties as a trustee, may take and subscribe before the secretary of the board or before any person authorized to administer the oath of allegiance in the following form:

Ido (swear or affirm) that I will be faithful and bear true allegiance to Her Majesty, Queen Elizabeth II (or the reigning sovereign for the time being).

(Sworn or affirmed) before me at in the Province of Ontario
this day of, 20

2.3.4 The declaration and oath or affirmation of allegiance shall be filed with the secretary of the board within eight days after the making or taking thereof, as the case may be.

2.4 Presiding Officer

At the first meeting in December of each year, the Director of Education shall preside until the election of the Chair or in **his or her** **their** absence, the members present shall designate who shall preside at the election of the Chair and if a member of the board is so designated, he or she may vote at the election of the Chair.

2.5 Election Returns

At the inaugural meeting following an election of trustees, the secretary of the board shall read the returns of elections to the board as certified by the clerks of the municipalities concerned, whereupon the elected members shall take their places.

2.6 Term of Office for Elected Trustees

2.6.1 In 2018, 2019 and 2020, the year of a member's term of office began on December 1 and ends on the following November 30.

2.6.2 In 2021, the year of a member's term of office begins on December 1 and ends on the following November 14.

2.6.3 Beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14.

2.7 Election of Officers

2.7.1 At the **inaugural meeting and at the** first meeting in December of each year and at the first meeting after a vacancy occurs in the office of Chair, the members shall elect one of themselves to be Chair, and the Chair shall preside at all meetings.

2.7.2 At **the inaugural meeting and at** the first meeting in December of each year the board shall also elect one of themselves to be Vice Chair and that person shall preside in the absence of the Chair.

2.8 Term of Office

The term of office for Chair and Vice Chair shall be one year however; both shall remain in office until such time as a new Chair and Vice Chair have been duly elected.

2.9 Procedure for Election of Officers

2.9.1 Election of officers shall be by open nomination and closed ballot.

- 2.9.2 In each case, nominations will be received from the floor. No seconder shall be required. The Presiding Officer shall call three times for further nominations and shall then declare nominations closed. The Presiding Officer shall then ask each candidate - from the last named to the first - if that person wishes to stand for office. If only one candidate remains, the Presiding Officer shall declare that person elected by acclamation. Otherwise a vote shall be taken.
- 2.9.3 Voting will be by secret ballot. Proxy voting shall not be allowed. The member receiving a majority of the votes cast, ignoring blanks, in each case shall be declared elected. If at the conclusion of the first ballot, no trustee has received a majority of the votes cast, the board shall proceed to a second ballot, but no vote shall be cast for the trustee who secured the lowest number of votes on the preceding ballot. This procedure shall continue until the officer has been elected.
- 2.9.4 The Presiding Officer shall announce the result of the ballot by declaring the name of the member who has received a majority of the votes cast for each office, but shall not declare the count. All ballots shall be destroyed after elections have been completed and after the results have been declared.
- 2.9.5 If any one nominee does not receive a majority of the votes cast, the Presiding Officer will report to the board the names of the candidates in order of the number of votes cast, beginning with the highest, but not the number of votes cast. The Presiding Officer will then proceed to administer the number of ballots required to elect a Chair.
- 2.9.6 In the case of an equality of votes at the election of a Chair or Vice Chair (of the board), the candidates shall draw lots to fill the position of the Chair or Vice Chair, as the case may be.
- 2.9.7 Ballots shall be prepared, in a number equal to the number of candidates tied for office, with one ballot stating the name of the position to be filled and the remainder blank. Each of the candidates tied for office shall draw a ballot, and the winner shall be the person who draws the ballot stating the designated position.

2.9.8 The Presiding Officer shall appoint two scrutineers, who are not members of the board, to distribute, collect and count the ballots. One of the two persons appointed shall be named chief scrutineers and shall be responsible for reporting the election results to the Presiding Officer.

2.10 Committee and Other Appointments

2.10.1 The Chair shall then appoint or reappoint members of those committees. The committees shall choose their Chair at their first regular meeting.

2.10.2 The Chair shall then appoint representatives to internal committees and to outside agencies, boards and committees. The appointments may be made by way of volunteers.

3. In the event that any position filled at the annual meeting becomes vacant for any reason during the year, the vacancy shall be filled in the manner prescribed above at the next regular meeting of the board after the vacancy occurs.

4. Regular Meetings Of The Board

4.1 Dates

Regular meetings of the board shall be held, at least once a month, on a schedule to be determined by the board, and in compliance with legislated requirements.

4.2 Subject Matter

Any regular meeting of the board of trustees may deal with policy and planning matters such as those listed below:

- future directions,
- board objectives,
- projects and reviews
- board structures and procedural by-laws
- formulation of and revisions to board policies
- capital needs
- the evaluation of the corporate performance of the board
- the annual budget
- staffing needs
- curriculum planning, programmes and guidelines
- student services planning, programmes and guidelines
- major staff presentations

4.3 Cancellation and Rescheduling

Regular meetings in any month may be cancelled by the board at its discretion at a preceding regular meeting or by poll of trustees. By Board motion a regular meeting may be rescheduled to another date.

4.4 Summer Adjournment

During the months of July and August all regular meetings of the board and its committees shall not be held unless deemed necessary by the Chair or the Director of Education.

4.5 Location

Regular meetings of the board shall be held in the board room at the Catholic Education Centre, unless otherwise determined by the board. Nothing in this section shall prohibit the Chair from altering the site of a board meeting, should special or emergency consideration make such change advisable.

4.6 Notification of Meetings & Provision of Materials

4.6.1 The secretary of the board will give notice of all meetings of the board to the members by notifying them personally or in writing, by email or by sending a written notice to their residences.

4.6.2 Notice of all regular meetings of the board and its standing committees, including the agenda and relevant support materials shall be made available to each member no later than 4:00 pm. on the Friday prior to the Tuesday board meeting.

4.6.3 All communications or other documents intended for consideration by the board or its committees shall be in the hands of the Director of Education not later than 4:00 pm. on the Wednesday previous to regular meeting.

4.6.4 It shall be left to the discretion of the Chair of the board and the Director of Education to present or hold over documents coming to their attention after the specified time, unless they shall have reference to some matter which may arise during said meeting.

4.7 Determination of Agenda

The agenda of all meetings of the board shall be determined by the Chair and Vice Chair of the board and the Director of Education.

4.8 Minutes of the Meetings

4.8.1 Minutes of meetings of the Kenora Catholic District School Board shall be kept in accordance with the provisions of the Education Act.

4.8.2 The secretary of the board is responsible for keeping a full and correct record of the proceedings of every meeting of the board in the minute book provided for that purpose by the board and ensuring that the minutes when confirmed are signed by the Chair or presiding member.

4.8.3 It shall be the accepted rule that the secretary is bound only to record in the minutes the decisions made at the meetings. The general requirement is that the minutes shall be precise and show what was decided - not what was said nor what were the reasons for or against any particular proposal.

4.8.4 The minutes of meetings shall be confirmed as accurate at the next regular meeting of the Kenora Catholic District School Board.

4.8.5 Attendance of trustees shall be recorded in the minutes of all regular, special meetings of the board, and committee of the whole. The attendance, absence with regrets, and the absence without notice shall be recorded in the minutes.

4.9 Attendance of Trustees

It is the responsibility of every trustee to notify the office of the Director of Education **and the board chair**, ~~during business hours~~, in advance of any meeting of which that trustee is a member, of absence from or late arrival to such meeting. **This notification should be made as soon as possible, preferably before 12:00 noon on the day of the meeting to assist in ensuring quorum for said meeting.**

4.10 Seat Vacated

If a member of a board is convicted of an indictable offence, or becomes mentally ill, or absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board, or ceases to hold the qualifications required to act as a member of the board or becomes disqualified under *Education Act subsection 220(4)*, the member thereby vacates **his or her their** seat, and provisions of the Education Act with respect to the filling of vacancies apply.

4.11 Public Access

4.11.1 To Minutes and Financial Information

Any person may, during regular office hours, at the head office of the board inspect the minute book, the audited annual financial report and the current accounts of a board, and upon the written request of any person and upon the payment to the board at the rate of 25 cents for every 100 words or such lower rate as the board may fix, the secretary shall furnish copies of them or extracts from them certified under the secretary's hand.

4.11.2 To Meetings

- The meetings of the board and, subject to *section 2.9 Public Access, paragraph 2.9.2.2*, meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.
- A meeting of a committee of the board, including a committee of the whole board, may be closed to the public when the subject matter under consideration involves,
 - a) the security of the property of the board;
 - b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or the pupil's parent or guardian;
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the board; or
 - e) litigation affecting the board
- The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.

5. Special Meetings of the Board

5.0 Calling of Special Meeting

Special meetings of the board may be called at any time by order of the Chair in consultation with the Director of Education, or upon the written request of three members of the board.

5.1 Agenda

The notice calling a special meeting of the board shall state the purpose for which the meeting is called, and no other business shall be considered, unless each member of the board has been fully informed in writing and by telephone of such added purpose or where two-thirds of the members of the board agree to deal with matters other than those on the agenda.

5.2 Notice of Special Meeting

5.2.2 In ordinary circumstances, notice of a special meeting will be for-warded to all trustees forty-eight (48) hours or more prior to the holding of the meeting, and confirmed by telephone, if deemed necessary by the Chair.

5.2.3 In emergency or unusual circumstances, as determined by the Chair, the requirement of forty-eight (48) hours notice may be waived and notice may be given by telephone or oral communication as circumstances may require. Where such action is taken as required it shall be duly confirmed as proper procedure on the agenda of the meeting concerned. An attempt must be made to reach all trustees.

5.3 Action Binding

All decisions made, and action taken, at a special board meeting shall be considered as binding as if taken at a regular meeting

6. Electronic Meetings

6.2 A member of the Kenora Catholic District School Board who participates in a meeting through electronic means in accordance with board policy and Ministry of Education regulations shall be deemed to be present at the meeting for the purpose of every Act.

6.3 Until November 15, 2022, the chair of the board or of a committee of the board or ~~his or her~~ **their** designate may participate in a meeting of the board or of a committee of the board by electronic means if,

6.3.1 The distance from the chair's or designates current residence to the meeting location is 200 kilometres or more;

6.3.2 Weather conditions do not allow the chair or designate to travel to the meeting location safely; or

- 6.3.3 The chair or designate cannot be physically present at a meeting due to health-related issues.
- 6.4 Starting on November 15, 2022, the chair or designate must be physically present for at least half of the meetings of the board for any 12-month period starting each year.

B. RULES OF ORDER

1. Quorum

1.1 Majority Needed

A majority of the members of the board or a committee shall constitute a quorum for the transaction of any or all business, and the action of a quorum in a regularly scheduled meeting shall be binding upon the whole board or committee.

1.2 Non Committee Members Not Counted

Members of the board may attend meetings of any committee or sub-committees of the board, of which they are not members and shall with the leave of the Chair have the right and privilege to speak to any issue, but, they shall not be entitled to vote on any question before the committee or count in determining the quorum of the committee.

1.3 Fifteen Minute Rule

Unless there shall be a quorum present within fifteen minutes after the time fixed for a regular or special meeting, the secretary shall record the names of the members then present and the meeting shall forthwith stand adjourned until the next regular meeting, unless a special meeting is called as provided in this by-law.

1.4 Loss of Quorum

If in the course of a meeting of the board or of a committee, the loss of a quorum should occur, the presiding officer shall forthwith adjourn the meeting and the secretary shall record the names of those present at the time of adjournment.

2. Presiding Officer

- 2.1 At the hour of the meeting, upon a quorum of the members being present, the Chair shall call the meeting to order.

2.2 Absence of Chair

2.2.1 In the absence of the Chair, or if the office of Chair is vacant, the Vice Chair shall preside, and during the period of absence or vacancy shall have all the powers of the Chair.

2.2.2 In the case of the absence of both the Chair and Vice Chair, the Director of Education shall, subject to the rules of quorum, call the meeting to order, and a Chair shall be chosen by the members, who shall preside and act during such absence.

2.3 Duties of the Chair

It shall be the duty of the Chair or other presiding officer of a meeting of the board or of a committee to maintain order, to decide all questions of order and procedure, to submit motions or other proposals to the final decision of the meeting, to state, without argument or comment, the rule applicable to any point, practice or order if called upon to do so, and to adjourn the meeting when the business of the meeting is concluded.

2.4 Vacating the Chair

Should it be necessary for the Chair to leave the Chair to take part in any debate or discussion or for any other reason, the latter shall call upon the Vice Chair, or, in the Vice Chair's absence, one of the members to fill the Chair's place until the Chair resumes it. The Vice Chair or any member temporarily occupying the Chair shall discharge all the duties and enjoy all the rights of the Chair.

3. Order of Business - Regular Board Meetings

- 3.1 The business at regular board meetings shall be as follows:
- a) Call to Order and Opening Prayer
 - b) Roll Call
 - c) Committee of the Whole
 - d) Declaration of Pecuniary Interest
 - e) Consideration and Approval of Agenda
 - f) Confirmation of Minutes of Regular and Special Board Meetings
 - g) Business Arising from the Minutes
 - h) Financial Report
 - i) Delegations and Staff Presentations
 - j) Unfinished Business
 - k) Report of the Committee of the Whole
 - l) New Business
 - m) Information
 - n) Future Meetings
 - o) Adjournment

3.2 Approval of the Agenda

At the commencement of the board meeting the agenda shall be confirmed and approved by a majority vote of trustees present. The inclusion on the agenda of additional items of new business shall require the approval of the board in the form of an amendment requiring a two-third's majority vote of the trustees present.

3.3 Pecuniary Interest

3.3.1 Where a trustee has any pecuniary interest, direct or indirect with respect to any item(s) on the agenda, that person shall, prior to the consideration of the item(s), disclose personal interest and the general nature thereof, shall refrain from participation in any discussion thereon, shall not vote on any question in respect of the matter(s), and shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any such question.

3.3.2 Where the meeting referred to in paragraph 3.3.1 is not open to the public, in addition to complying with the requirements of that subsection, the member shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.

3.3.3 Where the interest of a member has not been disclosed as required by subsection 3.3.1 by reason of that person's absence from the meeting referred to therein, the member shall disclose the interest and otherwise comply with subsection 3.3.1 at the first meeting of the board or committee, as the case may be, attended by that member after the meeting referred to in subsection 3.3.1.

3.4 Confirmation of Minutes

Minutes of previous meetings shall be considered by trustees only with reference to the accuracy of the minutes as recorded. Minutes of discussion other than with regard to the accuracy of the minutes shall be ruled out of order by the Chair.

3.5 Delegations to Board or Committee meetings

3.5.1 A request for a delegation to make a presentation at a regular board meeting or committee meeting shall be made in writing to the Director of Education at least seven (7) calendar days prior to the date of the meeting. The written request shall contain the following information:

- a) the intent and nature of the presentation;
- b) the organization or interested parties represented;
- c) the names of the members of the delegation;
- d) the name and authority of the spokesperson.

3.5.2 Late Request

The Chair of the board will consider the request and if, in **his/her their** opinion, the subject to be discussed is emergent in nature, the Chair may waive the requirements of one week's notice providing there is sufficient time for the Director of Education to advise members of the board concerning the delegation's purpose prior to the meeting at which the delegation is to appear.

3.5.3 Referral to a Committee

If, in the opinion of the Chair of the board, the delegation may be adequately received by a committee of the board, or if the nature of the topic to be discussed is such that it should be dealt with by a committee of the whole, the Chair may direct the delegation to appear before a committee or a committee of the whole.

3.5.4 Impromptu Delegations

Impromptu delegations will not be heard and informed of the board's policy regarding delegations.

3.5.5 Position on the Agenda

Delegations will be received at the beginning of the regular board meeting.

3.6 Notice of Motion

3.6.1 Any member can introduce a notice of motion to be dealt with at the next regular meeting of the board.

3.6.2 Any member who has given notice of motion may withdraw the same only by consent of the majority of the members present.

3.6.3 Notice to Amend

If it is the intention of a trustees to amend an adopted motion, or policy a notice of motion with respect to such intention must be presented to the board at a meeting of the board previous to the meeting at which the motion is to be considered.

3.7 Recess

With the majority consent of those members present, the presiding officer may call a recess of at least fifteen (15) minutes at a point deemed appropriate.

4. Order of Business - Committees

4.1 The general order of business for committee meetings shall be as follows:

- a) Call to Order and Opening Prayer
- b) Approval of Agenda
- c) Declaration of Pecuniary Interest
- d) Delegations and Staff Presentations
- e) Items for Committee Consideration
- f) Items of Information
- g) Committee of the Whole
- h) Report of the Committee of the Whole
- i) Adjournment

4.2 Cancellation of a Committee Meeting

If, in the opinion of the Chair of the committee and the Director of Education, there is insufficient material to warrant the holding of a scheduled meeting of such committee, the meeting may be cancelled and the members advised thereof.

4.3 Adherence of Committee of the Whole to Rules of Order

Committee of the whole shall be governed by the rules and procedures set out in this policy.

5. Participation of Trustees at Board and Committee Meeting

5.1 To Obtain the Floor

Any member desiring to speak may so signify by addressing the Chair. The Chair, on being thus addressed, shall call the member by name and such member may then, but not before, proceed to address the board.

5.2 Addressing the Chair

A trustee, in speaking to any question or motion, shall address the Chair, confining him/herself to the question in debate and avoiding all personalities and discourteous language.

5.3 Two Speakers

When two or more members signify their desire to speak at the same time, the Chair shall identify the order in which the members shall speak.

5.4 Interruption Only on Point of Order

No trustee while speaking shall be interrupted unless that trustee permits it, except on a point of order or privilege, in which case the trustee shall desist from speaking. The member so interrupting shall state the point of order, (that is, the deviation or departure from the rules of ordinary procedure) and both members shall await the decision of the Chair on the point of order or privilege raised.

5.5 Deciding a Point of Order

When the Chair is called upon to point of order or practice the Chair shall state the rule applicable to the case without comment and render a decision. The ruling of the Chair shall be final subject only to an appeal to the board without debate.

5.6 Appeals

If any member challenges the ruling of the Chair that member shall indicate such challenge to the Chair who shall thereupon put the question to the members present in the following form: "Shall the ruling of the Chair be sustained?" and such appeal shall be decided by majority vote.

5.7 Question of Privilege

A question of privilege may be raised if a member considers that the member's own dignity, honour or reputation or safety, or that the board has been impugned. Procedure is the same for a point of order.

5.8 Limits of Debate

A trustee may speak more than once on any subject before the meeting, but the Chair may rule that members may speak only once and not longer than five (5) minutes on a particular matter before the meeting. However, a trustee proposing a question or motion shall be allowed five minutes to reply.

5.9 Reading of the Motion

Any member of the board may require the motion under discussion to be read but not so as to interrupt the speaker.

6.0 Adjournment

No meeting of the board or of a committee of the board shall remain in session later than 11:00 p.m. unless otherwise determined in each instance by a vote of a majority of those members present.

C. MOTIONS

1. Process for Placing and Passing a Motion

1.1 Purpose

The purpose of a motion is to place before the meeting a defined subject for orderly consideration and the collective decision of the board.

1.2 Main Motion (Debateable)

Except where otherwise specified, a motion must be moved by one member and seconded by another. It then may be adopted, amended, defeated or withdrawn.

1.3 Disposal of Motions

After a motion has been duly moved, seconded and read from the Chair, it shall be deemed to be in the possession of the meeting, shall be open to debate and shall be disposed of by vote, but it may be withdrawn at any time before the vote is taken only on consent of the mover and provided no one objects.

1.4 Motion Contrary to Policy

Whenever the Chair is of the opinion that a motion presented is contrary to the policies and privileges of the board, the Chair shall refuse to accept the motion and shall so apprise the members, stating the authority applicable to the case, without comment.

1.5 Motion to Put the Question (Not debatable)

1.5.1 A motion by a member for the previous question (i.e. that the question be now put) is designed to close debate, or force a direct vote on the main question and to prevent the proposing of amendments or further amendments. Its effect is confined to the immediately pending motion unless otherwise specified. A two thirds majority of the votes cast is required.

1.5.2 If the motion for the previous question is adopted the Chair shall put the main question, subsidiary motion or amendment as the case may be, but if negated further debate may occur.

1.6 Debate Terminated by Vote

After the Chair has put any question to a vote there shall be no further debate.

2. Changing or Amending Motions

2.1 Dividing the Motion

When the motion or question under consideration contains two or more distinct propositions, upon the request of any member, motion will be divided and a particular proposition, or all propositions, according to the request, will be considered and voted upon separately.

2.2 Amending the Motion

2.2.1 Once a motion has been moved and seconded, a motion to amend may be made, but such an amendment must be relevant to the subject matter of the main motion.

2.2.2 An amendment shall not change the basic nature of the main motion but may alter the latter in only one of the three ways:

- a) by deletion of certain words;
- b) by addition of certain words;
- c) by deletion of certain words and replacement by others.

2.2.3 While there is no limit to the number of amendments, not more than one amendment may be before the board at any one time, and no further amendments will be permitted until a decision is made on the amendment before the board.

2.3 Amendments to Amendments (Debateable)

2.3.1 The purpose of an amendment to an amendment is to modify the primary amendment by adding, deleting or substituting words, phrases or figures. An amendment to an amendment shall not change the nature of the main motion.

2.3.2 Only one amendment to an amendment is permitted.

2.4 Order of Consideration

All amendments to a motion shall be put before the motion in the reverse order in which they were moved:

- firstly: on the amendment to the amendment;
- secondly: on the amendment, as amended, or on the primary amendment;
- thirdly: on the amended motion, or the original motion.

3. Postponement, Tabling and Referral Motions

3.1 To Defer or Postpone (Not debatable except as to time)

3.1.1 A motion to postpone is a motion to postpone consideration of a question temporarily and to a specified time. A motion to postpone removes that subject together with all its appendages and incidents from before the board.

3.1.2 The motion may be amended in respect to time, is open to the previous question and is debatable in respect of the advisability of the proposed postponement. A matter postponed may be taken up prior to the specified time by a two thirds vote of all the members.

3.1 To Refer (Debateable)

3.1.1 A motion to refer is a motion to commit, generally, to a standing or special committee for consideration in more detail than is possible in the whole body.

3.1.2 A motion to refer is amendable, e.g. by the substitution of a standing committee for a special committee; by increasing the number of members on the special committee, or by instructions to the committee.

3.1.3 Debate on a motion to refer must be relevant to the advisability of referring the question and to such particulars as may be introduced by way of amendment.

3.2 To Extend or Limit Debate (Not debatable except as to time)

The intent of a motion to extend or limit debate is to limit or extend the number and lengths of speeches or to close debate at a specified time. A two-thirds majority of the votes cast is required for passage.

4. Reconsidering, and Rescinding Motions

4.1 To Reconsider (Debateable)

4.1.1 Following the passage of a motion, except a motion to adjourn, to suspend the rules or order of business, or to lay on or take from the table, such a motion can be reconsidered during the same meeting or at the next subsequent meeting of the board.

4.1.2 A motion to reconsider must be moved by one who voted with the prevailing side, is debatable only if the motion to which it applies is debatable, and requires only a majority of the votes cast.

4.1.3 A motion to reconsider cannot apply to a decision or action which cannot be reversed, nor to a vote that has been partially executed, and no question can be twice reconsidered.

4.2 To Rescind (Debateable)

4.2.1 A motion to rescind is a motion to strike out a previous decision motion, policy or regulation and to make it null and void motion to rescind effectively returns matters to the status prior to the original motion.

4.2.2 A motion to rescind or repeal a previous decision or action of the board cannot apply to an action that cannot be reversed.

- 4.2.3 A motion may be rescinded:
- a) without notice by a two-thirds vote of members present, or by a majority vote of the entire membership of the board or
 - b) with a notice of this particular motion having been given at the previous meeting or in the call of this meeting, by a majority vote of the members present.

5. Suspending Rules, and Withdrawing Motions

5.1 To Suspend Rules (Not debateable)

5.1.1 A motion to suspend the rules can be exercised when it is to the board that justice and equity will not be served by enforcement of the rules. In such exceptional circumstances the board can suspend the rules that interfere with the proposed action, but the motion must specify, and is limited to, the purpose for the suspension.

5.1.2 Nothing that requires previous motion or two-thirds of the votes cast for its amendment can be suspended by less than two-thirds of the votes cast.

5.2 To Withdraw (Not debateable)

5.2.1 A main motion may be withdrawn by the mover at any time before voting on the question has commenced, even though the motion has been amended, and without the consent of anyone, provided no one objects.

5.2.2 If objection is made, leave to withdraw may be granted by a motion to that effect moved by another member.

6. Recess and Adjournment

6.1 Recess (Not debateable)

A motion requesting a recess may be moved by the Chair or any member in order to permit a short intermission (no more than fifteen minutes). This does not bring the meeting to an end. After the recess the meeting will be resumed at exactly the point where it was interrupted. The motion to recess is not debatable.

6.2 Adjourn

6.2.1 A motion to adjourn shall be in order, except when a member is speaking or a vote is being taken, or when a previous question has been called.

6.2.2 A simple motion to adjourn shall not be open to amendment or debate; but a motion to adjourn to a certain time may be amended and debated only as to the time.

6.2.3 After a motion to adjourn has been negated a second motion to the same effect cannot be made until after some intermediate business has been transacted.

7. Managing Motions

7.1 Secunder Not Required

The following motions do not require a seconder:

- a) questions of privilege;
- b) points of order;
- c) division of the question;
- d) nominations;
- e) leave to withdraw a motion.

7.2 Precedence of Motion

7.2.1 The following order of precedence of motions, from the highest rank at the top of list to the lowest at the bottom, shall prevail during meetings of the board and its Committees:

1. To fix time of next meeting (when required) **
2. To adjourn or to recess (when required) **
3. To raise a question of privilege
4. To rise to a point of order
5. To appeal
6. To suspend the rules *2/3 of the votes cast*
7. To withdraw a motion
8. To divide a motion
9. To lay on/take from the table
10. To close debate (previous questions) *2/3 of the votes cast*
11. To limit or extend debate *2/3 of the votes cast*
12. To postpone to a certain time **
13. To refer to commit **
14. To amend **
15. To postpone indefinitely
16. Main motion **
17. To reconsider

18. To rescind 2/3 vote of the members present without notice

*** signifies that the motion can be amended*

7.2.2 When any motion listed in 7.2.1 is immediately pending, the motions above it are in order, while those below it are out of order.

7.3 Limiting Motions

Those motions that take away rights or limit freedom of action require more than the usual majority vote for adoption, namely two-thirds vote.

D. VOTING PROCEDURES

1. Right to Vote

1.1 Member

Every member present when a question is put is entitled to vote thereon, unless that person is personally interested in the question. A member shall not vote on any question where it is forbidden to do so by the statutes.

1.2 Non-Committee Members

Members of the board attending meetings of any committee or sub-committees of the board, of which they are not members shall not be entitled to vote on any question before the committee.

1.3 Chair

On every question, the Chair of a meeting who is at the same time a member in full standing may vote on any question.

2. Types of Voting Procedures

2.1 Show of Hands

The procedure for taking the vote shall be by show of hands. Members present and voting shall indicate their vote upon the question by raising their hand at the appropriate time in response to the Chair's call for votes in favour of, in opposition to, or abstaining from the question, and the Chair shall announce the results thereof.

2.2 Secret Ballot

A vote by secret ballot may be ordered by a motion to that effect where such is not already required by board policy.

2.3 Recorded Vote

2.3.1 Each member's vote shall not be recorded upon any motion unless requested by a member before the Chair calls upon the members to vote upon the question.

2.3.2 Provided a request is made in the manner hereinbefore mentioned, the names of those who vote in favour of the question, those who vote in opposition and those who abstain, shall be entered upon the minutes.

2.4 Abstaining

A member may abstain from voting. If this action reduces the number voting to less than a quorum, the subject will be referred to the next meeting.

3.0 Voting

3.1 Putting the Question

No member shall speak to the question after it is finally put by the Chair, nor shall any other motion be made until after the result is declared; and the decision of the Chair as to whether the question has been finally put shall be conclusive.

3.2 Equality of Votes

Any question on which there is an equality of votes shall be deemed to be lost.

3.3 Majority

3.3.1 Where a simple majority vote is required for the passage of a motion, such shall mean any number greater than one-half of the votes cast where a quorum is present.

3.3.2 A majority vote of the members shall require any number of votes greater than one-half of the total membership of the board (both present and absent) for a motion to be carried.

3.3.3 A two-thirds majority vote means two-thirds of the votes cast where a quorum is present.

E. BOARD-COMMUNITY RELATIONS

1. General Communication

1.1 Recognized Value

The board recognizes its duty to keep parents and ratepayers informed, appreciates the value of good public relations and commits itself to regular planned communications with these groups.

1.2 Avenues of Communication

On behalf of the board the Director of Education will ensure that:

- a) the time and place of each public meeting of the board is announced publicly through the local news media;
- b) board meeting highlights are distributed to staff;
- c) system activities of a newsworthy nature are reported on, through the media;
- d) the board's mission and major annual goals/objectives are published in a timely fashion at least once a year.

1.3 Trustee Process For Managing Information Requests and Concerns

1.3.1 Trustees are encouraged to contact the Director of Education when they have any inquiries or concerns regarding school or for information on departmental operations. In most circumstances, these matters should be dealt with in a direct and routine fashion outside of board meetings.

1.3.2 When a complaint is made to a trustee concerning dissatisfaction with or criticism of the actions or methods of an employee of the school system, or with policies, procedures or programmes of a school or of the school system, the trustee shall deal with the complaint in accordance with the provisions and procedures of this policy and in the spirit of the administrative procedures concerning disposition of complaints.

1.3.3 Except by explicit direction of the board, individual board members or groups of members shall not undertake any action, investigation or negotiation that may be construed as acting on behalf of the board.

1.3.4 If a trustee receives a complaint, that trustee shall direct the complainant to communicate the concern directly to the following persons: first to the teacher or employee about whom the complaint is made but where the problem or difficulty is not resolved or where particular circumstances warrant, to the

school principal followed by the Superintendent of Instructional Services and if necessary to the Director of Education.

- 1.3.5 For matters considered by a trustee as warranting an inquiry or investigation, the trustee shall discuss the matter thoroughly with the Director of Education before the issue is placed before the board.

F. STUDENT REPRESENTATION ON THE BOARD

It is the policy of the Kenora Catholic District School Board that pupil representation on the Board is an essential component of Catholic trusteeship. Pupil representation enables the interests of the student population to be clearly reflected in the decision making of the Board. The pupil representatives shall be called “student trustees”.

Guidelines:

1. The Kenora Catholic District School Board may have three student trustees, if a third is elected they shall be an Indigenous student trustee. The student trustees’ term will be staggered so every year one new student trustee will be appointed for a two-year term.
2. A student trustee shall have the following qualifications; that is,
 - a) be a Catholic in Union with the See of Rome
 - b) be a Canadian citizen
 - c) be a resident student of the Board
 - d) be enrolled full-time (i.e., in at least three credits per semester) at St. Thomas Aquinas High School and be in the senior division (Grade 11 or 12) at the time of his/her their term as a student trustee.
3. The student trustee will be elected at St. Thomas Aquinas High School every year for a two-year term.
 - a) The principal will be responsible for working with the student council to fill the vacancy for student trustees.
 - b) The vacancy for student trustees shall be filled by an election held by the student body of St. Thomas Aquinas High School.
 - c) The election process will be determined and conducted by the principal of St. Thomas Aquinas High School at the end of February each year.
 - d) Prior to May 1st, the principal shall notify the Director of Education of the name of the student trustee.
 - e) At the first board meeting in June the board shall appoint the student trustee.

4. The Indigenous student trustee will be elected by Gr. 10, 11 and 12 Indigenous students, from among students who self-identify as Indigenous. No student shall be appointed for more than two, one-year consecutive terms.
5. If for some reason the elected student trustee cannot complete the term of office, the principal of St. Thomas Aquinas High School working with the Student Council shall determine if the seat should be filled by another election or by appointment. The new student trustee's name shall be determined and forwarded to the Director of Education within 15 days of the vacancy occurring.
6. The term of office for the incoming student trustee shall be August 1st of each year to July 31st of their second year.
7. A student trustee shall be paid an annual honorarium of \$2,500 for each complete year that the student holds office. The honorarium will be prorated for the number of months served for a student trustee who does not serve a full-term.
8. The board shall notify the Ministry with the names of the student trustees elected, not later than 30 days after the date of the election or by-election.
9. Student trustees will represent the interest of pupils by fulfilling the roles and responsibilities of student trustees as outlined in Appendix "A" of this policy. Student trustees have a non-binding vote.
10. Student trustees shall attend all regularly scheduled Board meetings and committees on which student trustees serve and be present and participate in meetings of the Board that are closed to the public except where a meeting is closed under clause 207 (2) (b) of the *Education Act* or where the subject matter under consideration puts them in a conflict of interest. The Municipal Conflict of Interest Act provisions that apply to members of the Board of Trustees apply to Student Trustees.
11. Student trustees shall receive out-of-pocket expenses and travel expenses reasonably incurred in connection with carrying out the responsibilities of student trustees. Reimbursement shall be in accordance with the board policy for trustees.
12. The Chair of the Board shall appoint a trustee to act as a mentor for each student trustee.
13. The Director of Education or designate shall be the staff contact for the student trustees.

14. Student trustees shall receive board communications and other relevant materials.
15. A student trustee who ceases to be qualified as a student trustee must resign as a student trustee. Student trustees may be disqualified from office for the following reasons:
- a) as per trustee disqualification criteria outlined in the Education Act and Regulations
 - b) the student trustee ceases to be enrolled as a full time student in one of the Board's Catholic Secondary Schools
 - c) the student trustee commits a serious breach of **his/her their** school's code of conduct
 - d) the student trustee's behaviour is deemed to be incompatible with the roles and responsibilities of the position.
 - e) a student who is serving a sentence of imprisonment in a penal or correctional institution is not qualified to be elected or to act as a student trustee.
 - f) a decision of a majority of the board of trustees.
 - g) Absence from three (3) consecutive board meetings will result in disqualification of the pupil representative.

G. TRUSTEE VACANCY

1. Filling a Vacancy on the Board

- 1.1 This policy establishes the process by which the Kenora Catholic District School Board shall fill a vacancy on the board when a board member (trustee) resigns, becomes ineligible or otherwise creates a vacancy on the board during the term of the board.
- 1.2 The *Education Act* in S. 221 allows a board to fill a trustee vacancy in one of two ways:
- a) require the municipality to hold a by-election; or
 - b) appoint a qualified person to the position.
- The *Education Act* does not specify the method of appointment of a trustee
- 1.3 A by-election may not be held after March 31 in a municipal election year, that is, within the last eight months of a board's four-year mandate. All costs of a by-election are borne by the board, in accordance with the *Municipal Elections Act* S. 7(3).

2. Board Decisions

2.1 By-election

If the board chooses to fill a trustee vacancy through a by-election in the vacated electoral zone, the process becomes the responsibility of the local municipality and takes approximately ten weeks. The municipality will provide to the board information regarding the implications of holding a by-election, including previous election results and estimated costs.

2.2 Appointment Process

2.2.1 If the board chooses to appoint a replacement, the *Education Act* requires that the vacancy be filled within 60 days after the office becomes vacant.

2.2.2 The *Education Act* S. 219 (1) specifies the qualifications necessary to be elected as a member of a board, and, therefore, to be appointed to a board:

- a) qualified to vote for members of the board;
- b) a resident in the area of jurisdiction of the board; and
- c) not disqualified as outlined in S. 219(4), (5) and (7).

2.2.3 The board may choose to appoint one of the unsuccessful trustee candidates from the last municipal election, providing that the candidate remains a qualified person and is willing to serve.

2.2.4 If the board chooses to offer the position to a broader range of electors, the following actions will occur:

- a) the vacancy shall be advertised in the local media;
- b) persons interested in the position shall be required to submit an application in writing to the secretary of the board;
- c) persons interested in the position shall also be required to submit a résumé or summary including past accomplishments and experience;
- d) persons shall also submit a letter of intent outlining the reasons for wishing to serve on the board and ways in which the individual can contribute to its overall effectiveness;
- e) applicants will be informed that they should be prepared to make a short verbal presentation to a selection committee. The time for the presentation should not exceed five minutes;

- f) applicants must sign consent forms and declaration of qualifications forms;
- g) information packages including facts about the Kenora Catholic District School Board, a copy of *Policy 5 Trustee Code of Ethics*, and a schedule of board and committee meetings will be made available to the applicants;
- h) applicants may request a public forum to review the role of a trustee;
- i) the applications will be available for review by the public if requested.

2.3 Interview Process

- 2.3.1 Only candidates who have submitted written applications by the deadline date shall be interviewed.
- 2.3.2 Interviews shall be conducted on board premises, which may include a school or the Catholic Education Centre.
- 2.3.3 The secretary of the board shall ask trustees to indicate their intention about their attendance and participation in the interviews.
- 2.3.4 Trustees participating shall constitute an *ad hoc* selection committee. Committee membership shall be a minimum of three trustees. The selection committee shall select its Chair from among its members. Only trustees who have participated in all interviews shall vote on the committee recommendation. The selection committee shall make its recommendation to the board at the next meeting of the board.
- 2.3.5 The secretary of the board shall be the administrative liaison to the selection committee.
- 2.3.6 The selection committee shall establish its operating practices. These practices shall include a common set of questions for all applicants.
- 2.3.7 The appointed candidate shall be advised promptly of the board's decision and shall be sworn in at the next opportunity following the appointment.

H. TRUSTEE HONORARIA AND EXPENSES

Honoraria

1. Honoraria

The Kenora Catholic District School Board will pay an honorarium to its trustees in accordance with the provisions of section 191 of the Education Act as calculated as per Ontario Regulation 357/06 (Honoraria for Board Members).

- 1.1 The honorarium each trustee of the Kenora Catholic District School Board will receive for the period beginning December 1, 2014 to November 30, 2018 shall be (\$5,900 plus 100% of the annual enrolment amount as calculated according to the regulation) per year. The trustee honorarium amount may be increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada as allowed by legislation. This honorarium is composed of the base amount and 100% of the enrollment amount as calculated according to the regulation;
- 1.2 Annually, the base amount and the enrolment amount may be adjusted according to the formula outlined in the Regulation;
- 1.3 In addition to the honorarium payable to a trustee, the Chair of the Board shall receive an additional honorarium of \$5,000 per year, plus the enrolment amount in the Regulation 375/06, 6(3).
- 1.4 In addition to the honorarium payable to a trustee, the Vice Chair of the Board shall receive an additional honorarium of \$2,500 per year, plus the enrolment amount payable in the Regulation 375/06, 6(4).
- 1.5 The trustee allocation for statutory committees will be payable beginning December 2014.
- 1.6 The Board of Trustees may, at any time, as outlined through section 4(2) of the Regulation, change its policy such that a component is not paid for a year, the amount of a component to be paid is lowered for a year, or the percentage of the enrolment amount limit to be paid is lowered for a year.

- 1.7 If the board changes its policy under subsection 4(2) of the Regulation, it may restore the original policy at any time.

2. Reimbursement of a Board Member's Expenses

The board shall reimburse a member of the board for expenses incurred for:

- a) travel to and from (round trip) his/her their residence to attend a meeting of the board, or a committee of the board, which is held within the jurisdiction of the board if travel is in excess of 160 km;
- b) travel and related costs of "designated" business of the board. "Designated" business shall include:
 - meetings of the Ministry of Education where the member's attendance is requested by the Ministry or the board;
 - meetings of trustee associations or other organizations where the member is directed to attend by the board;
 - school graduations and other school functions where the member is invited by the principal or Director of Education to attend as a representative of the board;
 - meetings of a School Council;
 - meetings called by the Director of Education or designate where the member is requested to attend;
 - conventions and conferences where the member is requested to attend by the board;
 - subject to the budget allotment, conventions and conferences of an educational nature;
 - non-electoral meetings of municipal councils, other ratepayer associations, and other organized groups where the member is requested to attend as a representative of the board;
 - other meetings or functions where a trustee participates as a representative of the board.
- c) The Board Chair may approve extraordinary travel expenses from time to time in exceptional circumstance (e.g. When a trustee does not drive and needs to pay for a taxi to and from a board meeting)
- d) For expenditures to be approved the following signatures are required:
 - for expenses of the Chair, signature are required by the Vice Chair and the Director of Education or Superintendent of Administrative Services

- for expenses of the Vice Chair, signatures are required by the Chair and the Director of Education or the Superintendent of Administrative Services
 - for expenses of the Trustees, signatures are required by the Chair and the Director of Education or the Superintendent of Administrative Services
 - for expenses of the Director of Education, signatures are required by the Chair or Vice Chair and the Superintendent of Administrative Services
- e) Trustees are encouraged to use the Board-issued credit card for all travel related expenses.

3. Conferences and Out-of-Jurisdiction Travel

- 3.1 Out-of-Jurisdiction Travel will be scheduled to occur, where possible, during regular business hours.
- 3.2 Each trustee will be allocated a sum of money annually for the purpose of attending approved conferences. This allocation will be used to cover travel, accommodation, fees and meal allowances. Any other allowable expenses will be over and above the allocation.
- 3.3 **Approved Conferences**
- 3.4.1 A Trustee may attend any conference on the board's approved list and may request approval for attendance at others at any regular meeting of the board.
- 3.4.3 All arrangements for attendance at a conference will be made through the office of the Director of Education.
- 3.4.5 The list of approved conferences for Trustees (subject to budget allocations) is:
- 3.4.5.1 OCSTA Annual Conference
 - 3.4.5.2 Thunder Bay Diocesan Conference
 - 3.4.5.3 The Canadian Catholic School Trustees Association Annual Conference
 - 3.4.5.4 Chair/Vice Chair Conference
 - 3.4.5.5 OCSTA January Trustee Professional Development
- 3.4 **Travel**
- the lowest cost alternative is used, while trying to minimize time away from the trustees home and place of employment.

3.5 Lodging

- Trustees must retain the original lodging receipt to support their expense claim.
- Trustees are to claim only allowable items from the lodging bill.
(Do not claim bills with alcoholic beverages, movies or other personal expenses).
- If trustees make personal arrangements for private accommodation they may claim \$30.00 per night.

3.6 Meals

- Meals will be based on the actual receipted costs up to a maximum of:

| | |
|-----------|---------|
| Breakfast | \$20.00 |
| Lunch | \$20.00 |
| Dinner | \$40.00 |

- Meal allowance is not provided for meals that are part of the conference or meeting
- Where a claimant is eligible to claim for more than one meal for any day, the maximum amounts for each meal may be combined. For example, the claimant could claim over the maximum amount on one meal, and less than the maximum amount on another meal, so long as the total claimed does not exceed the combined maximum. Alternatively, the meal limits for two or more meals may be combined to form a maximum amount for a single meal. (Example: breakfast and lunch may be combined to be claimed as “brunch”.) Note that the claimant must not combine maximum amounts for ineligible meals, such as when a meal is provided at no cost to the claimant as part of a conference or meeting.
- An original itemized receipt is required
- Alcohol will not be reimbursed
- Meals purchased at a grocery store may be reimbursed if the items purchased are reasonable for personal consumption for the meal replacing a restaurant meal

3.7 Tips and Gratuities

Tips and gratuities will be reimbursed:

- on restaurant meals: 10% to 15%
- on taxi's: 10%
- \$2 - \$5 for housekeeping for up to two nights in a hotel, up to \$10 for a longer stay
- \$2-\$5 per bag for a porter

3.8 Alcohol

- Alcohol will not be reimbursed for business travel
- Alcohol purchased for special events must be purchased by the Director or the Chair.

3.9 Incidental Expense Allowance

- a trustee who is required to travel on board business overnight may be paid an incidental allowance that covers a number of miscellaneous expenses not otherwise provided for in this policy.
- the daily incidental expense allowance is \$20
- a trustee must submit a Request For Funds form for the incidental expense allowance

3.10 Additional Expenses of the Chair

The Chair of the board or **his/her their** designate will be reimbursed for any reasonable additional conference expenditures related to the duties of **his/her their** office.

I. TRAVEL

1. Rate of Reimbursement

Approved out-of-jurisdiction travel by automobile will be reimbursed at a rate set on September 1 of each year and calculated as the maximum allowable reasonable rate by Canada Revenue Agency on that date. Where more than one Trustee or members of the Administration are

travelling, every effort will be made to car pool, or use a car rental or board vehicle to minimize costs to the Board.

2. Conferences Attended by Administrative Officials

Conferences attended by administrative officials will be approved in the annual budget, or where circumstances require, by the Chair of the Board in consultation with the Director of Education.

J. APPROVALS: FINANCE AND CONSULTING

1. Finance

- 1.1 The board shall by resolution authorize the Treasurer to borrow from time to time from chartered banks in accordance with the provisions of the Education Act.
- 1.2 The Treasurer with the approval of the board, may invest surplus monies with chartered banks on a temporary basis at the best available interest rates and shall report same to the board.

2. Consulting

- 2.1 All new matters requiring the services of a professional consultant or consulting firm must receive board approval prior to an appointment being made in accordance to Administrative Procedure #512 - Purchasing.
- 2.2 The appointment of a consultant or consulting firm must receive board approval prior to an appointment being made.

K. BOARD REVIEW/SELF-EVALUATION

On an annual basis the board will review their successes, areas of concern, communication strategies, motions from board meetings and yearly plans.

1. The focus of the review will be the improvement of the overall performance of the board for the following year.

Legal References

Education Act S. 55 Pupils on boards; S. 176 Trustee benefits; S. 191 Trustee honoraria and expenses; S. 207 Closed session; S. 208 First meeting; S. 209 Trustee declaration; S. 221 Trustee vacancy
Ontario Regulation 461/97–Pupil Representation on Boards
Ontario Regulation 463/97–Electronic Meetings
Municipal Freedom of Information: Protection of Privacy Act
Robert’s Rules of Order

Education Act Regulation 07/07 - Student Trustees, Bill 78: Education Statute Law Amendment Act (Student Performance) June 1, 2007

Education Act Regulation 357/06 - Honoraria for Board Members.

Approval Date: June 2006
Date of Latest Review: October 2014, January 2015, December 2017, September 17, 2019, November 2019, May 2021
Date of Latest Revision: October 2018, September 17, 2019, May 2021

APPENDIX “A”

Role and Responsibility of Student Trustee

Board of Trustees Role and Responsibility

1. Attend all regularly scheduled public Board meetings and committees on which the student trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the Director of Education or designate prior to the start of the meeting. Transportation to and from Board and committee meetings may be via family member, public taxi or the student’s vehicle (if of legal age).
2. Represent their own views and those of students within the board on any matter before the Board of Trustees including but not limited to government legislation and policies or operational practices enacted by the Ministry of Education, the Board or individual schools.
3. Represent the Board’s students at public/official functions and on Board committees as assigned.
4. Report regularly to the Board of Trustees on their activities with the School Council and Ontario Student Trustee’s Association.
5. The student trustee shall act on behalf of the Board only where authority has been specifically delegated by the Chair.

School and Student Representative Role and Responsibility

1. The student trustee must make a reasonable effort to represent the interests of students across the board.
2. Provide leadership within the school to promote the distinctiveness of a Catholic Education within the Kenora Catholic District School Board.
3. Participate as a member of his/her their student council as an ex-officio member. The degree of participation beyond attendance at regular Student Council meetings is at the discretion of the student trustee.
4. Report regularly to the Student Council on the activities of the Board of Trustees and the Ontario Student Trustee’s Association.

Leadership Role and Responsibility

1. Participate in student leadership development activities associated with their school, or board roles. All participation is subject to the board's excursion policy where appropriate supervision must be available. If the excursion is outside of Board jurisdiction, supervision is to be provided by the student trustee parents. All excursions are subject to the availability of funds.

Confidentiality

1. **The student trustees must treat issues within limits of confidentiality and with discretion.**
2. The Student Trustees shall follow the normal process of dealing with complaints, questions or suggestions regarding a school or service by advising the principal, Superintendent of Instructional Services or the Director of Education.



KENORA CATHOLIC DISTRICT SCHOOL BOARD

Policy 11: Board Representatives

In response to requests from external organizations or agencies, the board will give consideration to naming representatives to external boards or committees. Such representation is established at the discretion of the board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the board and other organizations.

Co-operative committees shall function within the terms of reference determined by the committee and approved by both parties.

1. Board Membership in Trustee Organizations

- 1.1 The board shall annually take membership in the following organizations:
 - a) Ontario Catholic School Trustees' Association,
 - b) Thunder Bay Diocesan Catholic School Trustees' Association/Diocesan Office of Catholic Education,
 - c) Canadian Catholic School Trustees Association.
- 1.2 Membership in all other organizations shall be decided annually on an individual basis.

Legal Reference:

Approval Date: June 2006
Date of Latest Review: October 19, 2010, October 2011, May 2013, June 2015, May 2017, May 2019, **May 2021**
Date of Latest Revision: October 19, 2010



KENORA CATHOLIC DISTRICT SCHOOL BOARD

Policy 14: Hearings Regarding Teacher Termination

The Kenora Catholic District School Board recognizes that it is critical to have a well-prepared, qualified and diverse teacher workforce with the knowledge, skills, and attributes needed to ensure that all students reach their full potential.

The Kenora Catholic District School Board acknowledges the need to play a key legislated role in teacher termination should it be necessary. This authority is granted under the Ontario Education Act, the main piece of legislation governing public education in Ontario and sets in law the powers and responsibilities of trustees and other groups.

1. Recommendation of Termination

1.1 Related to Teaching Competence

1.1.1 Where a comprehensive performance appraisal conducted under Part X.2 of the *Education Act* results in an unsatisfactory rating after the teacher has been placed on review status as set out in Sections 277.36 and 277.37 of the *Act*, the principal, in consultation with the Director of Education or designate, shall promptly transmit a recommendation in writing to the board that the teacher's employment with the board should be terminated.

1.1.2 If at any time during the teacher performance appraisal review process the principal and the Director of Education or designate jointly determine that the delay necessitated by conducting the additional mandated performance appraisal during the review process is inconsistent with the protection of the best interests of students, they shall refrain from conducting the appraisal and shall promptly transmit a joint recommendation in writing to the board that the teacher's employment with the board should be terminated.

1.2 Related to Just Cause

The Director of Education may bring a recommendation to the board for teacher termination, if he/she believes that the evidence gathered warrants dismissal of the teacher for just cause.

2. Provision of Information

- 2.1 The recommendation for termination shall be accompanied by the following:
- a) written reasons for the recommendation; and
 - b) a copy of the performance appraisal document and copies of all documents relied on in conducting the performance appraisal referred to in subsection 277.36 (1) and any performance appraisals conducted under subsection 277.36 (3) and subsection (3) of this section.

3. Procedure at Hearings

- 3.1 Notes of the proceedings will be recorded for the purposes of the board's records.
- 3.2 The Director of Education or designate and the teacher or designate shall be given an opportunity to make introductory and closing statements.
- 3.3 If the Director of Education considers it necessary to have witnesses appear on behalf of the recommendation, they shall be called to appear prior to the teacher making any representations.
- 3.4 Trustees shall ask questions of a witness only after the party calling the witness has completed its presentation.
- 3.5 The presentation of the teacher's case shall commence after the Director of Education or designate has presented **his/her their** evidence.
- 3.6 After the teacher's closing statement, the Director of Education or designate shall have an opportunity to respond to information presented by the teacher or designate.
- 3.7 Board members will have the opportunity to ask questions of clarification from both parties.
- 3.8 No cross-examination of witnesses shall be allowed, unless the board chair deems it advisable.
- 3.9 The board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The board may have legal counsel in attendance.

3.10 If the board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.

4. Board Decision

- 4.1 The board, upon receiving a recommendation to terminate a teacher's employment under Part X.2 of the *Education Act* shall determine, based on the competencies provided for in the *Education Act*, whether or not the teacher is performing satisfactorily in the position to which he or she was assigned immediately before any action of the Director of Education to suspend or reassign the teacher, pending the board's decision.
- 4.2 The board upon receiving a recommendation to terminate a teacher's employment for just cause shall determine, based on the evidence presented, whether or not the teacher demonstrated behavior warranting removal from the position to which he or she was assigned immediately before any action of the Director of Education to suspend or reassign the teacher, pending the board's decision.
- 4.3 The determination of the board shall be by majority vote of the members of the board present at a meeting of the board at which there is a quorum. In the case of a teacher performance appraisal hearing, the determination must be within 60 days of receiving the recommendation.
- 4.4 When the board determines that the teacher is not performing satisfactorily in the position to which he or she was assigned immediately before any action of the Director of Education, or determines the need to terminate for other reasons, the board shall terminate the teacher's employment with the board.
- 4.5 Where the board does not make the determination described above, the suspension or reassignment, as the case may be, shall cease and except where the teacher and the board agree otherwise, the teacher shall resume ~~his or her~~ **their** former position.

5. Communication of Decision

- 5.1 The board decision will be communicated to the teacher by telephone and confirmed in writing via a registered letter following the hearing.
- 5.2 When the board terminates a teacher's employment under section 277.39, the secretary of the board shall promptly file a complaint under section 26 of the Ontario College of Teachers Act, 1996, regarding the reasons for the termination.
- 5.3 Where a teacher employed by the board resigns while he or she is on review status, the secretary of the board shall promptly file a complaint under section 26 of the Ontario College of Teachers Act, 1996, regarding the reasons for the teacher having been placed on review status.
- 5.4 The board shall promptly provide to any other board requesting teacher performance appraisal documents all documents relating to termination of the employment of a teacher.

Legal References:

Education Act S. 277.15 (5) Termination for Other Reasons; Part X.2 S. 277.14 - S. 277.45 Teacher Performance Appraisal
Ontario Regulation 298—Operation of Schools S. 11(3) j Principal's Recommendation
Ontario College of Teachers Act, S. 26

Approval Date: June 2006
 Date of Latest Review: May 2011, May 2012, March 2014, March 2016, February 2018, February 2020, **May 2021**
 Date of Latest Revision: October 2009, February 14, 2012, February 2018 **May 2021**



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and the Church.

| | |
|----------------------|--|
| SUBJECT: | Health and Safety Report |
| DATE: | May 18, 2021 |
| PREPARED FOR: | Regular Board Meeting |
| AGENDA AREA: | Public Session |
| PREPARED BY: | Satyanarayana Gurram, Operations Officer |

Background/History:

In March 2019, the Ministry of Labour issued notice that the board needed to change the structure of the committees. The change was from a Multisite Joint Health and Safety Committee to location based Joint Health and Safety Committees. This was in effect as of April 2019. The JHSC members at each location is based on the number of full-time employees at the respective location. The committee structure at each location is as follow;

- St. Thomas Aquinas High School - Five (5) committee members comprising of three (3) employee representatives and two (2) management representatives.
- Pope John Paul II school - Five (5) committee members comprising of three (3) employee representatives and two (2) management representatives.
- Ecole Ste. Marguerite Bourgeoys School - Three (3) committee members comprising of two (2) employee representatives and one (1) management representative.
- St. Louis School - Two (2) committee members comprising of one (1) employee representatives and one (1) management representative.
- St. John School - Two (2) committee members comprising of one (1) employee representatives and one (1) management representative.
- Catholic Education Centre - Two (2) committee members comprising of one (1) employee representatives and one (1) management representative.

Current Situation:

Since the beginning of the pandemic, the Health and Safety department in conjunction with the school administration has been eminently proactive in ensuring the health and safety of students and staff. To reduce the spread of airborne viral particles and to increase ventilation in the school buildings, the following measure were taken.

- Increased the frequency of filter change for the HVAC units.
- Increased the frequency and volume of fresh air intake.
- Temporarily halted the recirculation of air in the HVAC system. So, there is continuous of supply of fresh air in the building.
- Supplied schools with portable air purifier units to be used in high contact areas such as isolation rooms, learning commons, and gymnasiums.

In addition to the above measures, all of our facilities were supplied with hand sanitizing stations, and adequate supplies of personal protective equipment including facemasks, safety goggles, face shields, isolation gowns, gloves, hand sanitizer etc. There are floor decals and entry/ exit signs posted all over the schools to help remind students and staff to follow the required safety protocols. To further aid the existing COVID measures, we have embarked on installing handsfree electronic hand towel dispensers and automatic water bottle filling stations in every location. These installations will be done during the summer.



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BRIEFING PAPER

The location based Joint Health and Safety Committee is scheduled to meet four (4) times in a school year. The Operations Officer attends each meeting to provide guidance on the health and safety matters and act as a resource person. As of May 2021, St. Louis School had four (4) meetings, Ecole Ste. Marguerite Bourgeoys School, St. Thomas Aquinas High School and Pope John Paul II school had three (3) meetings each, and Catholic Education Centre and St. John School had two (2) meetings each. The employee representative(s) at each location completes a monthly workplace inspection of the respective facility and rate the identified hazard/risk level as Low, Medium and High based on a Risk Assessment Chart. In the meetings, the committee discusses the identified safety implications and make necessary recommendations to management and employees to help resolve the health and safety issues. The high-risk implications were immediately escalated to the school administration and a maintenance work order is put in to swiftly address the safety implications.

Budgetary/Financial Consideration:

The health and safety fund is assigned through the annual Operations grant. The department utilizes the available funds towards the employee training, personal protective equipment and health and safety tools and initiatives.

Communications Plan:

The Administration is to provide an annual health and safety report to the Board of Trustees. This information will be shared with all stakeholders through the May 18, 2021 Board meeting agenda and minutes which will be posted once approved by the Board.

Recommendations:

That the Board of Trustees receive the information presented by Administration on the board level Health and Safety currently operating or planned throughout our organization.

Ministry of Education

438 University Avenue, 5th Floor
Toronto ON M7A 2A5

Ministère de l'Éducation

438, avenue University, 5^e étage
Toronto (Ontario) M7A 2A5

2021 : B07

Date: May 4, 2021

Memorandum to: Chairs of District School Boards
Directors of Education
Secretary/Treasurers of School Authorities

From: Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

Subject: Planning for the 2021-22 School Year

Over the past two school years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario. School boards, educators, students and their families have demonstrated resiliency and flexibility in responding to changes in their learning environments and we have come a long way in embracing new ways of teaching, learning and connecting. These efforts have helped schools remain healthy and safe places to learn and work and have supported the continuity of learning for students during this difficult time.

In the year ahead, we remain committed to the health, well-being and safety of students, educators, school staff and the broader community. We recognize that disruptions as a result of the pandemic have impacted student learning, well-being and engagement, with a disproportionate impact on under-served groups. We also acknowledge that the uncertainty of the public health landscape for the upcoming school year will present ongoing challenges for the education sector.

To respond to these challenges for the 2021-22 school year, the Ontario government will place renewed focus and supports on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations. To support

planning and implementation we are providing initial guidance for the next school year and will remain responsive to any changes that may be required due to the evolving public health environment.

Included in this memo are funding allocations, initial school board guidance and new initiatives to support the safe operation of schools in 2021-22. The Ministry of Education (the ministry) will continue to work closely with the Ministry of Health and the Chief Medical Officer of Health, and in Summer 2021 will confirm further details of the health and safety strategies required for the upcoming school year. This will include guidance on requirements such as masking, hand hygiene and screening, as well as the designation of school boards that will continue with an adapted secondary school delivery model in September.

Planning for the 2021-22 School Year

Continued COVID-19 Funding Supports

Since the start of the pandemic, the Ontario government has made over \$1.6 billion in resources available to support the safe reopening and operation of schools across Ontario, including \$763 million in funding through the federal Safe Return to Class Fund.

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports, with more than \$1.6 billion in resources available to school boards throughout the year. The ministry will continue to work with the Ministry of Health and the Chief Medical Officer of Health to determine when public health measures in schools can be eased or lifted.

Investments through Priorities and Partnerships Funding (PPF) totalling \$487.9 million, include:

- \$304.0 million to help support school boards in having staffing in place to navigate a safe school year. School boards may use this funding to support teachers, early childhood educators, educational assistants, custodians, school-based administrative support, principals and vice-principals to facilitate smaller cohorts, physical distancing, enhanced cleaning and the delivery of remote learning. Funding will be allocated to school boards reflecting a base funding amount of \$600,000 per district school board and \$150,000 per isolate school board, as well as projected total 2021-22 Average Daily Enrolment (ADE). This funding may be re-directed towards COVID-19 related special education, mental health and well-being related expenses;
- \$65.5 million for enhanced cleaning protocols and other health and safety measures in student transportation;
- \$49.0 million for special education, mental health and well-being and equity initiatives;
- \$29.4 million for increased costs related to school operations in recognition of the need to operate ventilation systems longer and replace filters more frequently. This funding

will be allocated to provide for a 2% increase to the non-staff school operations benchmark, in recognition of additional costs for non-staff operations related to COVID-19. A further 1.25% will be provided to support costs related to enhanced filtration;

- \$20.0 million for re-engaging students and reading assessment supports, further detailed below. Funding will be allocated to school boards reflecting a base funding amount of \$20,000 per school board as well as a per pupil allocation, and school authorities, the Provincial and Demonstration School Branch and the Centre Jules-Léger Consortium will each be allocated \$20,000;
- \$20.0 million in connectivity supports for remote learning technology (as part of a two-year remote learning technology investment totaling \$40.0 million), such as improvements to connectivity within school buildings (an application-based funding process will be communicated in the future); and

See Appendix A for more information and funding amounts by school board, as applicable, on items above. Any remaining elements may be communicated before the start of the school year.

As part of the accountability requirements for the aforementioned PPF COVID-19 investments, school boards will be required to report to the ministry, on a monthly basis, information on spending and staffing activities (to date and projected). More information on this requirement will be provided in the coming weeks.

The ministry will also provide the following COVID-19 supports through the Grants for Student Needs (GSN), subject to Lieutenant Governor in Council approval, totalling \$104.6 million:

- \$79.6 million in time-limited supports through the Language Grant, to help school boards continue to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) and the Programme d'appui aux nouveaux arrivants (PANA) programs;
- \$14.9 million in continued funding to support technology-related costs, to help replace some devices that may be out-of-date and the procurement of additional student devices; and
- \$10.1 million to support mental health to foster the continued learning and well-being of students. This may include employing mental health professionals, professional learning and training, release time for professional development, collaborating with community mental health providers, student engagement opportunities, and the collection, analysis and reporting of student mental health related information.

More information on the above GSN investments can be found in 2021:B08 2021–22 Grants for Student Needs Funding.

Finally, subject to Lieutenant Governor in Council approval, school boards will continue to be allowed to unlock their reserves by accessing up to two per cent of their operating budget from

their reserve funds to support the safe operation of schools. Where school boards access more than a total of two per cent of their operating allocation from their reserves for the safe operation of schools over the 2020-21 and 2021-22 school years, the ministry would provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Through the combination of ministry funding and reserves access, it is anticipated that up to \$507.9 million will be available for this purpose, detailed in Appendix A. Additional information can be found in 2021:SB08 2021-22 Estimates (District School Boards).

At this time, school boards are expected to budget for approximately half of the above resources to support the first half of the school year, including access to one per cent from their reserves. This excludes resources related to the GSN investments of \$104.6 million as well as PPF investments to improve connectivity for remote learning technology of \$20 million, and for learning recovery and renewal of \$20 million, which are being allocated in their entirety. The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice.

The ministry intends to provide school boards with a Transfer Payment Agreement for the total 2021-22 COVID-19 Priorities and Partnerships Fund investments reflecting the funding allocations above as well as the remaining resources, if applicable, in the Fall.

In addition to the funding noted above that will be reflected in the Transfer Payment Agreements and GSN allocations, additional investments for the following COVID-19 supports are being administered centrally.

As the safety of students and staff continues to be a key priority in the reopening of Ontario schools, the government will continue to provide required personal protective equipment (PPE) and critical supplies and equipment, e.g. cleaning supplies, through the Ministry of Government and Consumer Services and the pandemic stockpile. It is estimated that for the 2021-22 school year, these products will value up to \$450.0 million.

The government is also investing \$86.0 million to support school-focused nurses in public health units and testing in schools.

Remote Learning Offerings and Virtual Learning Resources

For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. While we recognize that some school boards have begun the process of seeking parental decisions on whether students will be learning in-person or remotely in September, we ask that boards delay any deadlines for parents to respond until June 1, 2021 at the earliest.

The ministry provides all school boards access at no cost to Ontario's Virtual Learning Environment for use by educators and students, powered by D2L's Brightspace for use by educators and students. This provides a secure online Learning Management System to host and deliver online, remote and blended learning. School boards should ensure that all

educators and educational support staff have an account to access their board's Learning Management System.

[Policy/Program Memorandum: 164 Requirements for Remote Learning](#) outlines remote learning requirements for school boards, including requirements respecting access to remote learning devices by students and synchronous learning requirements for school boards.

New for the 2021-22 school year and in response to educators' requests for additional elementary digital learning content, TVO and TFO are currently developing English-language and French-language elementary digital learning course packs, aligned with curriculum expectations for each subject in Grades 1-8 and Kindergarten. These supplemental resources will become available through the Summer for educators should they wish to incorporate them for in-person or remote learning with the start of the next school year. They may also support students to continue their learning: for example, students could review content online at home to help with homework or to support learning retention through the summer months.

Ensuring Health and Safety

Cohorting and Timetabling for In-Class Instruction

As in 2020/21, school boards should plan to operate elementary schools full time in-person. Elementary students should continue to be cohorted with their classmates and their homeroom teacher. Specialized teachers, for classes such as French as a second language/English (in French-language school boards), the arts, and health and physical education, are still able to go into classrooms to provide the full breadth of programming for students. Students may be pulled into smaller groups for supports (e.g., ESL, ALF and PANA) with students from other cohorts based on local health advice.

In secondary schools, school boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible and to limit the number of student-to-student contacts. School boards will be required to limit schedules to two in-person classes (such as quadmestering) with exceptions for schools where contacts can be limited by cohorting grades or if the overall size of the school is small, making contact tracing manageable. Boards that are considering an alternative to the quadmester approach should contact Yael Ginsler, Assistant Deputy Minister of the Student Achievement Division at yael.ginsler@ontario.ca.

The intention is to plan for full time in-person learning for secondary schools. However, school boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses:

- Adapted timetables and a study hall where instruction is split between in-person instruction and remote to allow for tighter cohorting; and
- Full remote delivery.

Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars and screening, as well as the designation of school boards that would need to open with an adapted secondary school delivery model in September.

Supporting Student Success and Achievement

Learning Recovery and Renewal

We know educators across Ontario have implemented measures to help mitigate learning disruption as much as possible. These include maintaining high calibre in-person learning with key health and safety measures, providing remote learning when in-person learning could not take place, and expanding summer school programs for two consecutive years.

Ontario students, like in many jurisdictions around the world, have experienced disruption to learning. Some students may have gaps in learning, with some having disengaged. Learning disruption is not easy to measure and impacts students differently.

Ontario's learning recovery and renewal approach will include a focus on student mental health and well-being, early reading and math, re-engaging students, special education, targeted French language supports, and educator readiness including professional learning communities and opportunities to share effective practices. More information will be communicated to support these priorities.

Community Involvement Graduation Requirement

Typically, secondary school students are required to earn 40 hours of community involvement activities as part of the requirements for earning an Ontario Secondary School Diploma (OSSD).

In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-21 school year.

The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

At the principal's discretion, the following activities will be deemed eligible for all secondary students for their community involvement activities in the 2021-22 school year:

- Activities that take place during the time allotted for the instructional program on a school day (e.g., walking a younger neighbour or sibling to and from school, helping younger siblings with their homework)
- Activities that include up to 10 hours of paid work, with the requirement to complete a reflection exercise indicating how their work contributed to service for others (e.g., grocery work during the pandemic)
- Activities that consist of duties normally performed in the home (e.g., students could help an elderly relative with errands, provide after-school care for a sibling)

School boards are permitted to develop their own electronic processes for collecting, recording and validating community involvement hours, including allowing electronic signatures that validate students' hours.

With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

Online Learning Graduation Requirement

As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

Further information will be provided regarding the opt-out process as well as the extent to which credits earned during remote learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement.

To this end, secondary schools should continue to keep track of student enrolment in full-time and adapted model remote learning.

Ontario Secondary School Literacy Test (OSSLT)

Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement,

through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC).

While Grades 10 and 11 and non-graduating students are encouraged to take the OSSLT, to provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students who may not be able to enter a school building, they can be enrolled in the OSSLC or be provided with an adjudication without having an unsuccessful attempt at the OSSLT.

EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.

EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. Field tests were provided for the new online Grade 9 math assessment and the online OSSLT.

In 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.
- Where applicable, students will continue to receive individual reports.

For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

Specialist High Skills Major (SHSM) OSSD

In the 2020-21 school year, the ministry provided guidance to school boards regarding a formalized substitution process for students to earn the SHSM/OSSD. The same substitution parameters will be extended to students graduating in the 2021-22 school year. Further information will be shared with SHSM Board Leads in future webinars.

Cooperative Education

The requirements for offering cooperative education courses, as outlined in the Cooperative Education curriculum, including the classroom and community placement components, remain

in effect. Cooperative education placements should be offered virtually, where feasible. In-person community placements can be arranged in alignment with the direction and recommendations of local health units, the direction of the local school board, and within the safety and curriculum requirements of the Cooperative Education curriculum.

For students who are enrolled in cooperative education courses, if the in-person or virtual community placement needs to be suspended after the student has already begun their placement component (and no alternative or virtual placement is possible), students can work with their co-op teacher to modify their co-op Learning Plans so that they can still work to achieve the curriculum expectations and earn their credit(s). Where feasible, these learners should be provided with opportunities to connect virtually with industry partners on career exploration activities and experiential learning opportunities.

The Ministry of Education's policy regarding WSIB coverage remains unchanged. Please note that PPM76a, *Workplace Safety and Insurance Coverage for Students in Work Education Programs*, applies to in-person and virtual placements, as do the requirements for ensuring health, safety and well-being outlined in the [Cooperative Education curriculum](#).

Assessment, Evaluation and Reporting

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.

Boards may allow for electronic signatures to be used by school principals (or their delegate) on the Communication of Learning and report cards, in accordance with their own policies and advice from their legal counsel. School boards should determine the appropriate means for sending the report card to students and families, either in paper or electronic copy, giving consideration to issues such as privacy, security, and safety. Paper copies should be provided at the parent's request. Schools continue to be required to file a signed copy of all report cards in the student's Ontario Student Record.

Early Development Instrument

Information on children's developmental health and well-being prior to Grade 1 is collected throughout the province using the Early Development Instrument (EDI). The EDI is a questionnaire that teachers complete about the skills and abilities of each of their Year 2

(senior) kindergarten students. It measures developmental health and wellbeing across five domains:

- physical health and well-being
- social competence
- emotional maturity
- language and cognitive development
- communication skills and general knowledge

Since 2004, the EDI has been collected across the province in three-year cycles: over a three-year period for Cycle 1 (2004-06), Cycle 2 (2007-09), and Cycle 3 (2010-12), and in a single year, every three years, for Cycle 4 (2015) and Cycle 5 (2018).

In the previous school year, the sixth edition of the EDI was postponed. In 2021-22, the EDI will be implemented in the winter of 2022 in all Kindergarten classes across the province.

Free one-on-one online support

TVO's Mathify will continue to offer free, one-on-one online support provided by Ontario certified teachers, to help students improve their math skills, build math understanding and confidence with the help of a math tutor.

Eurêka! is a French-language free online learning support program provided by Centre franco where qualified and certified Ontario teachers offer their help to students in French-language schools with their schoolwork and improve their learning in all subject areas.

Providing Flexibility in School Board Operations

School Board Electronic Meetings

In 2020, the Ministry of Education brought forward amendments to [Ontario Regulation 463/97](#) (Electronic Meetings and Meeting Attendance) under the *Education Act* to most recently waive the requirement for school board trustees to attend meetings in person until November 30, 2021.

To continue to support the ongoing operation of school boards in the upcoming school year, the ministry will recommend regulatory amendments that, if approved, would extend the ability for trustees to continue meeting by entirely electronic means until November 14, 2022 (the end of the next trustee period).

School Year Calendars

[Regulation 304](#) (School Year Calendar, Professional Activity Days) under the *Education Act* sets out requirements for school year calendars, including deadlines for boards to submit their school year calendars to the ministry.

The ministry will recommend regulatory amendments to Regulation 304 that, if approved, would establish:

- March 1 as the annual submission deadline for all calendars (regular and modified)
- May 1 as the annual submission deadline for a regular calendar, if modified calendars are not approved by April 15
- August 15 as the annual submission deadline for general outlines of the Professional Activity (PA) day activities

These proposed changes would not impact the upcoming submission dates for the 2021-22 school year calendars, which have already been named by the Minister. They would apply to the submission of calendars in the spring of 2022 for the 2022-23 school year and for subsequent school years.

Amendments are also being proposed that, if approved, would expedite communication of calendar submission deadlines as required in an emergency.

Please note that the proposed regulatory amendments set out above for both school board electronic meetings and school year calendars are subject to approval by the Lieutenant Governor in Council and are subject to change. We will continue to keep you informed.

Professional Activity (PA) Days

Policy/Program Memorandum (PPM) No. 151: Professional Activity Days Devoted to Provincial Education Priorities will be revised and issued to school boards reflecting the ministry's directions on PA days for the 2021-22 school year. Topics for the three mandatory PA days will include:

- health and safety protocols, mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- instructional approaches to online/remote learning
- anti-sex trafficking and anti-bullying, including cyber-bullying

The mandatory PA day topics can be integrated. Consideration to supporting students with special education needs, as well as anti-racism, anti-discrimination and inclusion of all students, should be integrated across all professional learning topics. Ontario Regulation 304 provides for

each school board to determine the timing of its PA days. This should be done with adherence to any provisions in local Collective Agreements.

To ensure readiness for the 2021-22 school year, the ministry encourages school boards to address the following topics prior to the start of student instruction:

- health and safety protocols, mental health and well-being; and
- learning recovery and intervention strategies.

The ministry will provide resources to support boards in the implementation of the PA days. Materials will be available in August through the Virtual Learning Environment and throughout the 2021-22 school year.

Engagement with First Nations and Indigenous Education Partners

First Nation, Métis and Inuit students have been significantly impacted by the COVID-19 pandemic. In order to improve access to equitable, culturally appropriate and safe education for all Indigenous students, we encourage school boards to engage with their local Indigenous education partners in planning discussions for the 2021-22 school year, including the implementation of the Grade 9 de-streamed math course, to ensure that First Nation, Métis and Inuit perspectives are incorporated.

We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We look forward to sharing more details on health and safety requirements for 2021-22 later in the Summer.

Thank you for your ongoing partnership.

Sincerely,

Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association des gestionnaire de l'éducation franco-ontarienne (AGÉFO)
President, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Council of Ontario Directors of Education (CODE)
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
President, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
President, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)

Appendix A: Projected Funding Allocations for Applicable COVID-19 Supports

| DSB or Isolate Board Number | DSB or Isolate Board Name | Additional Staffing Support (\$) | Additional School Operations Support (\$) | Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$) | Transportation (\$) | Special Education Supports (\$) | Mental Health Supports (\$) | Re-engaging Students and Reading Assessment Supports (\$) |
|-----------------------------|---------------------------|----------------------------------|---|--|---------------------|---------------------------------|-----------------------------|---|
| 1 | DSB Ontario North East | 1,422,580 | 161,908 | 2,378,240 | 517,400 | 135,985 | 256,744 | 78,326 |
| 2 | Algoma DSB | 1,804,780 | 178,138 | 2,966,911 | 576,800 | 148,059 | 269,171 | 105,427 |
| 3 | Rainbow DSB | 2,231,298 | 208,436 | 3,817,409 | 883,900 | 161,533 | 283,038 | 135,669 |
| 4 | Near North DSB | 1,809,234 | 172,157 | 2,895,849 | 751,900 | 148,200 | 269,315 | 105,742 |
| 5.1 | Keewatin-Patricia DSB | 1,148,558 | 101,339 | 1,673,219 | 334,200 | 127,329 | 247,835 | 58,896 |
| 5.2 | Rainy River DSB | 860,137 | 51,128 | 866,676 | 202,200 | 118,218 | 238,458 | 38,445 |
| 6.1 | Lakehead DSB | 1,652,250 | 122,324 | 2,376,566 | 420,600 | 143,241 | 264,211 | 94,611 |
| 6.2 | Superior-Greenstone DSB | 758,748 | 62,121 | 717,510 | 104,200 | 115,015 | 235,161 | 31,256 |
| 7 | Bluewater DSB | 2,727,387 | 264,305 | 4,258,280 | 923,000 | 177,205 | 299,167 | 170,845 |
| 8 | Avon Maitland DSB | 2,486,473 | 256,236 | 3,854,403 | 801,500 | 169,594 | 291,334 | 153,763 |
| 9 | Greater Essex County DSB | 5,199,270 | 483,008 | 8,755,349 | 874,100 | 255,292 | 379,534 | 346,117 |
| 10 | Lambton Kent DSB | 3,333,239 | 321,547 | 5,336,787 | 857,200 | 196,344 | 318,865 | 213,804 |
| 11 | Thames Valley DSB | 11,183,958 | 1,146,633 | 19,563,063 | 3,122,200 | 444,350 | 574,112 | 770,470 |
| 12 | Toronto DSB | 31,499,030 | 3,721,149 | 60,746,276 | 3,950,600 | 1,086,108 | 1,234,608 | 2,210,937 |
| 13 | Durham DSB | 9,949,682 | 999,955 | 16,521,810 | 1,476,200 | 405,359 | 533,982 | 682,952 |
| 14 | Kawartha Pine Ridge DSB | 4,979,506 | 479,017 | 8,338,797 | 1,419,400 | 248,350 | 372,389 | 330,535 |
| 15 | Trillium Lakelands DSB | 2,598,878 | 267,472 | 4,141,855 | 967,100 | 173,145 | 294,989 | 161,733 |
| 16 | York Region DSB | 16,632,844 | 1,696,047 | 29,245,072 | 2,679,700 | 616,482 | 751,269 | 1,156,830 |
| 17 | Simcoe County DSB | 7,495,027 | 718,543 | 12,503,254 | 1,366,100 | 327,816 | 454,175 | 508,901 |
| 18 | Upper Grand DSB | 5,129,755 | 485,608 | 8,406,464 | 1,282,600 | 253,096 | 377,274 | 341,188 |
| 19 | Peel DSB | 20,492,512 | 2,033,872 | 36,377,501 | 3,021,300 | 738,410 | 876,757 | 1,430,505 |
| 20 | Halton DSB | 9,057,528 | 884,175 | 14,864,693 | 1,115,600 | 377,175 | 504,976 | 619,692 |
| 21 | Hamilton-Wentworth DSB | 7,095,159 | 673,025 | 12,137,493 | 1,051,000 | 315,184 | 441,174 | 480,548 |
| 22 | DSB of Niagara | 5,637,846 | 538,014 | 9,361,766 | 1,321,600 | 269,147 | 393,793 | 377,215 |
| 23 | Grand Erie DSB | 3,897,814 | 367,275 | 6,271,762 | 861,600 | 214,179 | 337,220 | 253,836 |
| 24 | Waterloo Region DSB | 8,922,865 | 863,236 | 14,700,194 | 1,159,900 | 372,921 | 500,598 | 610,144 |

| DSB or Isolate Board Number | DSB or Isolate Board Name | Additional Staffing Support (\$) | Additional School Operations Support (\$) | Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$) | Transportation (\$) | Special Education Supports (\$) | Mental Health Supports (\$) | Re-engaging Students and Reading Assessment Supports (\$) |
|-----------------------------|---------------------------------------|----------------------------------|---|--|---------------------|---------------------------------|-----------------------------|---|
| 25 | Ottawa-Carleton DSB | 9,982,835 | 1,073,366 | 18,063,570 | 2,684,000 | 406,406 | 535,060 | 685,303 |
| 26 | Upper Canada DSB | 3,888,155 | 438,959 | 7,074,677 | 2,033,000 | 213,874 | 336,906 | 253,151 |
| 27 | Limestone DSB | 3,101,025 | 313,965 | 5,134,243 | 1,037,400 | 189,008 | 311,315 | 197,339 |
| 28 | Renfrew County DSB | 1,751,537 | 172,559 | 2,602,335 | 560,500 | 146,377 | 267,439 | 101,651 |
| 29 | Hastings and Prince Edward DSB | 2,501,305 | 250,077 | 3,993,261 | 954,900 | 170,063 | 291,816 | 154,815 |
| 30.1 | Northeastern Catholic DSB | 883,609 | 42,093 | 819,949 | 208,300 | 118,959 | 239,221 | 40,110 |
| 30.2 | Nipissing-Parry Sound Catholic DSB | 942,550 | 51,728 | 931,215 | 228,100 | 120,821 | 241,137 | 44,289 |
| 31 | Huron-Superior Catholic DSB | 1,114,469 | 67,410 | 1,348,132 | 234,300 | 126,252 | 246,727 | 56,479 |
| 32 | Sudbury Catholic DSB | 1,397,821 | 93,118 | 1,814,889 | 395,700 | 135,203 | 255,939 | 76,571 |
| 33.1 | Northwest Catholic DSB | 759,538 | 20,789 | 499,351 | 87,500 | 115,040 | 235,187 | 31,312 |
| 33.2 | Kenora Catholic DSB | 754,895 | 16,799 | 493,680 | 72,200 | 114,893 | 235,036 | 30,983 |
| 34.1 | Thunder Bay Catholic DSB | 1,501,283 | 96,697 | 2,104,353 | 351,800 | 138,472 | 259,303 | 83,907 |
| 34.2 | Superior North Catholic DSB | 677,770 | 25,886 | 361,558 | 34,600 | 112,457 | 232,529 | 25,514 |
| 35 | Bruce-Grey Catholic DSB | 1,195,335 | 67,335 | 1,269,343 | 288,500 | 128,807 | 249,356 | 62,213 |
| 36 | Huron Perth Catholic DSB | 1,199,023 | 66,229 | 1,317,757 | 356,400 | 128,923 | 249,476 | 62,475 |
| 37 | Windsor-Essex Catholic DSB | 3,191,047 | 283,090 | 4,968,430 | 585,800 | 191,852 | 314,242 | 203,722 |
| 38 | London District Catholic School Board | 3,358,825 | 303,142 | 5,270,513 | 1,063,400 | 197,152 | 319,697 | 215,618 |
| 39 | St. Clair Catholic DSB | 1,731,020 | 125,966 | 2,252,219 | 455,600 | 145,729 | 266,772 | 100,196 |
| 40 | Toronto Catholic DSB | 11,987,735 | 1,221,920 | 22,195,225 | 2,063,900 | 469,741 | 600,245 | 827,463 |
| 41 | Peterborough V N C Catholic DSB | 2,526,713 | 211,308 | 3,711,079 | 764,300 | 170,865 | 292,642 | 156,616 |
| 42 | York Catholic DSB | 7,177,563 | 697,289 | 11,970,140 | 1,172,400 | 317,787 | 443,854 | 486,391 |
| 43 | Dufferin-Peel Catholic DSB | 10,405,774 | 1,034,393 | 18,090,185 | 1,322,500 | 419,767 | 548,811 | 715,292 |
| 44 | Simcoe Muskoka Catholic DSB | 3,467,546 | 311,761 | 5,347,941 | 826,700 | 200,587 | 323,231 | 223,327 |
| 45 | Durham Catholic DSB | 3,330,982 | 295,396 | 4,999,757 | 552,800 | 196,272 | 318,791 | 213,644 |
| 46 | Halton Catholic DSB | 5,396,529 | 503,317 | 8,248,000 | 592,200 | 261,524 | 385,948 | 360,104 |
| 47 | Hamilton-Wentworth Catholic DSB | 4,458,241 | 418,581 | 7,129,837 | 501,000 | 231,883 | 355,441 | 293,574 |
| 48 | Wellington Catholic DSB | 1,648,413 | 108,067 | 2,059,320 | 285,100 | 143,120 | 264,087 | 94,339 |
| 49 | Waterloo Catholic DSB | 3,825,953 | 344,326 | 5,787,582 | 472,100 | 211,909 | 334,884 | 248,741 |

| DSB or Isolate Board Number | DSB or Isolate Board Name | Additional Staffing Support (\$) | Additional School Operations Support (\$) | Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$) | Transportation (\$) | Special Education Supports (\$) | Mental Health Supports (\$) | Re-engaging Students and Reading Assessment Supports (\$) |
|-----------------------------|---|----------------------------------|---|--|---------------------|---------------------------------|-----------------------------|---|
| 50 | Niagara Catholic DSB | 3,186,533 | 275,261 | 4,905,045 | 677,100 | 191,709 | 314,095 | 203,402 |
| 51 | Brant Haldimand Norfolk Catholic DSB | 2,001,809 | 153,358 | 2,651,411 | 363,300 | 154,283 | 275,576 | 119,397 |
| 52 | Catholic DSB of Eastern Ontario | 2,322,524 | 192,184 | 3,762,369 | 1,203,500 | 164,415 | 286,004 | 142,138 |
| 53 | Ottawa Catholic DSB | 6,450,041 | 647,137 | 11,260,345 | 1,646,000 | 294,804 | 420,200 | 434,805 |
| 54 | Renfrew County Catholic DSB | 1,215,583 | 75,459 | 1,443,339 | 329,200 | 129,446 | 250,014 | 63,649 |
| 55 | Algonquin and Lakeshore Catholic DSB | 2,073,871 | 166,326 | 3,064,562 | 723,200 | 156,560 | 277,919 | 124,507 |
| 56 | CSD du Nord-Est de l'Ontario | 887,608 | 52,442 | 1,059,534 | 141,000 | 119,086 | 239,351 | 40,393 |
| 57 | CSP du Grand Nord de l'Ontario | 936,565 | 77,236 | 1,316,638 | 205,100 | 120,632 | 240,943 | 43,865 |
| 58 | CS Viamonde | 2,347,313 | 230,527 | 4,537,922 | 1,311,200 | 165,198 | 286,810 | 143,896 |
| 59 | CÉP de l'Est de l'Ontario | 2,782,077 | 266,663 | 5,257,178 | 1,007,000 | 178,932 | 300,945 | 174,723 |
| 60.1 | CSD catholique des Grandes Rivières | 1,301,479 | 124,091 | 2,187,699 | 432,800 | 132,160 | 252,807 | 69,739 |
| 60.2 | CSD catholique Franco-Nord | 940,033 | 63,604 | 1,135,734 | 241,900 | 120,742 | 241,055 | 44,111 |
| 61 | CSD catholique du Nouvel-Ontario | 1,419,488 | 119,952 | 2,351,835 | 434,500 | 135,888 | 256,644 | 78,107 |
| 62 | CSD catholique des Aurores boréales | 712,850 | 23,341 | 530,216 | 62,300 | 113,565 | 233,669 | 28,002 |
| 63 | CS catholique Providence | 1,843,703 | 161,917 | 3,109,187 | 648,800 | 149,289 | 270,436 | 108,186 |
| 64 | CS catholique MonAvenir | 2,803,207 | 264,136 | 5,483,110 | 1,803,400 | 179,600 | 301,632 | 176,221 |
| 65 | CSD catholique de l'Est ontarien | 1,928,927 | 197,732 | 3,358,991 | 729,600 | 151,981 | 273,207 | 114,229 |
| 66 | CSD catholique du Centre-Est de l'Ontario | 3,943,891 | 365,240 | 7,539,111 | 1,283,200 | 215,634 | 338,719 | 257,103 |
| | DSB Total | 303,261,355 | 29,368,836 | 507,889,967 | 65,470,000 | 16,135,404 | 25,015,270 | 19,880,000 |
| 15148 | James Bay Lowlands Secondary School Board | 173,860 | 13,567 | Note 1 | 7,500 | 28,237 | 58,259 | 20,000 |
| 15199 | Moose Factory Island District School Area Board | 186,370 | 9,242 | Note 1 | 7,500 | 28,722 | 58,758 | 20,000 |
| 15202 | Moosonee District School Area Board | 183,533 | 4,511 | Note 1 | 7,500 | 28,612 | 58,645 | 20,000 |

| DSB or Isolate Board Number | DSB or Isolate Board Name | Additional Staffing Support (\$) | Additional School Operations Support (\$) | Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$) | Transportation (\$) | Special Education Supports (\$) | Mental Health Supports (\$) | Re-engaging Students and Reading Assessment Supports (\$) |
|-----------------------------|--|----------------------------------|---|--|---------------------|---------------------------------|-----------------------------|---|
| 79910 | Penetanguishene Protestant Separate School Board | 194,882 | 3,844 | Note 1 | 7,500 | 29,024 | 59,068 | 20,000 |
| | Centre Jules-Léger Consortium | N/A | N/A | N/A | | | | 20,000 |
| | Provincial and Demonstration Schools | N/A | N/A | N/A | | | | 20,000 |
| | Total | 304,000,000 | 29,400,000 | 507,889,967 | 65,500,000 | 16,250,000 | 25,250,000 | 20,000,000 |

Note 1: Although not included in the table above, school authorities can also unlock their reserves by accessing up to two per cent of their operating budget from their reserve funds to support the safe operation of their school. Where they have accessed more than a total of two per cent of their operating allocation from their reserves for the safe operation of their school over the 2020-21 and 2021-22 school years, the ministry will provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Note 2: Numbers may not add due to rounding.

Additional Information

2021-22 Transportation Health and Safety Funding

The ministry is providing a total of \$65.5 million to support enhanced COVID-19 health and safety measures in student transportation for the 2021-22 school year. This funding is intended to support enhanced cleaning protocols (e.g., additional labour, supplies), to assist in reducing the number of students on school buses to support physical distancing, and to address other pressures school boards may face in transporting students as a result of COVID-19.

The \$65.5 million in funding will be allocated to school boards proportional to school boards' 2021-22 Transportation Grant allocation. Isolate board school authorities will each receive an amount of \$7,500. See below for board-by-board allocations.

Eligible expenses for this funding include the following:

- Potential pressures/incremental costs associated with running routes at less than full capacity to allow for physical distancing. This may include additional bus routes or runs to allow for programmatic choices (i.e., at the secondary panel) to allow for appropriate cohorting.
- Additional staffing and/or overtime related to enhanced cleaning on school purpose vehicles.
- Equipment and auxiliary supplies that would support effective enhanced cleaning protocols not supplied by MGCS and purchased by student transportation service providers or school boards.
- Additional costs associated with specific cleaning and disinfection products or PPE for use on school purpose vehicles not supplied by MGCS.

Special Education, Mental Health and Well-being and Equity Funding

The ministry is providing a total of \$49 million for enhanced COVID-19 Special Education, Mental Health and Well-being and Equity supports. This funding includes \$6.45M to support equity initiatives, focused on supports for Black, Indigenous and racialized students, underserved students from low socio-economic communities and students with disabilities. Details on the specific program initiatives being supported will be communicated at a later date. Detailed information on Special Education Supports and Mental Health Supports is listed below.

Special Education Supports (\$16.25M)

To support students with special education needs, the ministry is providing school boards and isolate school authorities with a \$16.25 million investment in PPF funding for the 2021-22 school year. This one-time funding amount is available to school boards to support students with special education learning needs by providing additional staffing resources, additional learning resources such as assistive technology, interventions that can be used to address learning gaps, and/or professional assessments based on local needs.

Mental Health Supports (\$25.25M)

The purpose of this Student Mental Health 2021-22 PPF is to support school-based mental health in order to foster the continued learning and well-being of students during this school year as recovery begins from the COVID-19 pandemic.

School boards may use this funding for the following school-based mental health related purposes:

- employ mental health professionals to directly support students;
- provide professional learning and training for educators, school board employed school-based mental health professionals, and school and system leaders;
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available;
- student engagement opportunities regarding mental health; and/or
- the collection, analysis and reporting of student mental health related information.

If you require further information on the COVID-19 funding supports, please contact:

| Subject | Contact | Email |
|--|-----------------|--|
| Connectivity supports for remote learning technology | Jasun Fox | jasun.fox@ontario.ca |
| Re-engaging students and reading assessment supports | Dianne Oliphant | dianne.oliphant@ontario.ca |
| Personal protective equipment and critical supplies and equipment | Andrea Dutton | andrea.dutton@ontario.ca |
| Reserves & Reserves Funding | Med Ahmadoun | med.ahmadoun@ontario.ca |
| Staffing Supports other than Special Education & Student Mental Health / School Operations Enhancement Funding | Paul Duffy | paul.duffy@ontario.ca |
| Special Education / Student Mental Health | Claudine Munroe | claudine.munroe@ontario.ca |
| Student Transportation | Mehul Mehta | mehul.mehta@ontario.ca |

Ministry of Education

Ministère de l'Éducation

Education Labour and Finance
 Division

Division des relations de travail et du
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2021:B08

Date: May 4, 2021

Memorandum To: Directors of Education
 Senior Business Officials
 Secretary/Treasurers of School Authorities

From: Andrew Davis
 Assistant Deputy Minister
 Education Labour and Finance Division

Subject: **2021–22 Grants for Student Needs Funding**

I am writing to provide you with information about the Ministry of Education’s Grants for Student Needs (GSN) funding for 2021–22. This information is being provided in conjunction with the release of the 2021–22 school year allocations for the Priorities and Partnerships Funding (PPF) and the ministry’s 2021-22 COVID-19 supports that provides for another year of resources totalling more than \$1.6 billion. At this time, school boards are expected to budget for approximately half of these resources where the remaining resources will be confirmed by the ministry in the Fall, if needed for the second half of the year. This continued support builds upon more than \$1.6 billion in resources made available in 2020-21 to support the safe reopening and operation of schools across Ontario. More information on the above PPF investments can be found in 2021:B07 and 2021:B10.

GSN funding for 2021–22 is projected to be \$25.6 billion, an increase of 2.2 per cent, while the average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2 per cent from 2020–21¹.

This year’s GSN includes updates to COVID-19 supports, changes to how online learning classes are funded, transfers from PPF, enhanced accountability measures, and ongoing investments to

¹ Excludes GSN stabilization funding for 2020–21.

reflect the third year of the labour agreements. This year's GSN also includes technical and other routine updates.

As noted in memorandum 2021: B04 *2021–22 School Year*, school boards should take a conservative approach in their planning for the 2021–22 school year given the uncertainty in enrolment.

A. COVID-19 SUPPORTS IN THE 2021-22 GSN

In 2020: B08 *2020–21 Grants for Student Needs Funding*, the ministry announced an investment of \$25 million to support extraordinary costs related to the COVID-19 outbreak in the 2020–21 school year. This was included in the more than \$1.6 billion in resources available in 2020-21. Starting in 2021–22, in recognition of the continuing need for additional funding for technology resources and mental health supports, the ministry is now planning for these allocations to be ongoing elements within the GSN.

Additionally, there will be other time-limited supports through the Language Grant in the GSN (outlined below) demonstrating the government's ongoing support for the health, safety and well-being of students and staff during the pandemic. For further details on COVID-19 resources for 2021-22 through both the GSN and PPF, please see the April 27, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, *Planning for the 2021-22 School Year*.

Technology Resources - Moving to the Pupil Foundation Grant (PFG) and Geographic Circumstances Grant (GCG)

The ministry will provide \$14.9 million in 2021–22 to support technology-related costs. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices.

This funding is provided through a new Student Technological Devices per-pupil amount (\$7.11) for students in Kindergarten to Grade 12 in the PFG, with a Student Technological Devices Top-Up Allocation within the GCG to ensure every school board receives a minimum amount of \$50,000.

Mental Health Supports - Moving to the Mental Health and Well-Being Grant

The ministry will provide \$10.1 million in 2021–22 to support student mental health to foster the continued learning and well-being of students. This is in addition to \$49.0 million through PPF for special education, mental health and well-being and equity initiatives for temporary COVID-19 funding supports.

This funding is provided through a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students
- provide professional learning and training for educators, school-based mental health professionals, and system leaders

- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

Funding will be provided to school boards through a per-board amount (\$100,858) and a per-pupil amount (\$1.34). School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

Recent Immigrant Supplement

Due to the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic and closed borders, \$79.6 million in time-limited mitigation funding is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation (for English-language school boards) and the Programme d'appui aux nouveaux arrivants (PANA) Allocation (for French-language school boards). This funding is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD and PANA programs.

The Recent Immigrant Supplement will ensure school boards generate minimum funding based on total weighted enrolment for each of the four years that generated funding through the ESL/ELD Recent Immigrant Component and the PANA Allocation in their 2019–20 Financial Statements. School boards will generate top-up funding to get to this minimum if actual weighted enrolment falls below this level.

B. ONLINE LEARNING AND REMOTE LEARNING

Online Learning

The ministry is updating the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.

In 2020–21, the Online Learning Adjustment Allocation was based on the number of credits offered in 2017–18, funded at an average class size of 30. To align the policy with the funding benchmarks, beginning this year the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load benchmark assumes approximately 8% of secondary students will take one course online in 2021–22. For planning purposes, school boards can anticipate the participation rate to be adjusted to approximately 16% in 2022–23 and 26% in 2023–24. These planning assumptions may be reviewed based on experience and policy objectives.

Under this new approach, the Online Learning Adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant has been eliminated.

Remote Learning

As noted in *2021:B04 2021–22 School Year*, school boards that are planning to deliver remote learning through virtual schools in 2021–22 should use the existing secondary class size average for staffing fully remote classes. Hybrid models should also apply in-person class size requirements.

C. KEEPING UP WITH COSTS

The ministry will provide a two per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs).

D. PPF TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following three PPF allocations will be transferred into the GSN:

Specialist High Skills Major (SHSM) \$23.6M

SHSM programs support Grade 11 and 12 students in gaining sector-specific skills, knowledge and training in the context of education and career/life planning activities that assist them in their planning and transition from secondary school to apprenticeship training, college, university, or the workplace.

This allocation will be transferred and consolidated within the existing SHSM Allocation of the Learning Opportunities Grant. The SHSM amounts will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation and adjusted in-year as necessary to reflect updated enrolment data.

After-School Skills Development (ASSD) Programs \$6.1M

ASSD Programs implemented by school boards provide students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities, outside of the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. This allocation will be transferred to, and enveloped within, the existing Behaviour Expertise Amount (BEA) Allocation of the Special Education Grant.

Integrated Services for Northern Children (ISNC) \$1.44M

The ISNC funding supports the coordinated assessment, consultation and treatment services on a multi-agency, multi-ministry basis to children and youth with physical, psychological and educational challenges in under-served rural and remote communities in Northern Ontario. This allocation will be transferred into the Northern Adjustment category, under the Measures of Variability component of the Differentiated Special Education Needs Amount within the Special Education Grant. ISNC funding will flow to the lead school board of each of the three regional Northern Adjustment cooperatives, to support regionally determined special education

priorities that are addressed through joint, innovative and cost-effective special education programs and services, including in under-served rural and remote communities.

E. ENHANCED ACCOUNTABILITY MEASURES

Indigenous Education and the Program Leadership Grant (PLG)

The Indigenous Education Grant (IEG) is being adjusted to include greater accountability measures and is being streamlined as follows:

- The Indigenous Languages Allocation and First Nations, Métis and Inuit Studies Allocation will be enveloped. School boards will be required to spend the allocations on each program and the use of any funding surplus beyond what is needed to run these courses is to be reported through the Board Action Plan (BAP). School boards are required to deliver these programs if a minimum of eight secondary pupils of the board enroll in the course.
- The Indigenous Education Lead position funding, previously funded through both the Per-pupil Amount (PPA) Allocation in the IEG and PLG, will now be fully funded through the PLG. Each school board will continue to generate 1.0 Supervisory Officer salary and benefits benchmark and will also generate 10.44 per cent in travel and professional development. The remaining PPA Allocation will be realigned within the IEG to become a component of the BAP Allocation, which will continue to be enveloped.
 - School boards continue to be required to spend at least half of the benchmark on the lead salary and benefits, and any remainder will be transferred to the BAP for current or future years' IEG spending.
 - As in previous years, the Indigenous Education Lead must be a full-time position and must be dedicated. Job splitting is not permitted, unless an exemption is requested by the school board in writing and approved by the Indigenous Education Office.

The ministry would also like to remind school boards that children and youth in care of children's aid societies (including First Nation's Caring Societies) may choose to attend a First Nation school, under the Reciprocal Education Approach (REA), subject to a First Nation school's admission policies. The REA requires that school boards provide funding support for students, who would ordinarily be eligible to be pupils of the board to attend a First Nation school when requirements and eligibility criteria are met.

Library Staffing

The ministry will be introducing additional requirements to enhance reporting for library staffing funding to get greater insight into how school boards are using the funding. School boards that are not fully utilizing this funding on library purposes will be asked for a multi-year plan highlighting their vision and next steps to address any underspending in this area.

F. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) MANDATORY REQUIREMENT

Starting in 2021–22, the ministry is requiring that a newly revised PLAR process be available for all eligible adult learners (mature students). The PLAR process provides recognition of adult learning towards the Ontario Secondary School Diploma, where relevant and appropriate, and helps to minimize duplication of learning required. This enables the student to more quickly earn a high school diploma, expediting their goal to gain employment, improve their employment situation, or participate in further education or training.

The ministry will provide additional details through the release of a revised Policy/Program Memorandum (PPM) 132: Prior Learning Assessment and Recognition (PLAR) for Mature Students in the spring of 2021.

G. PLANNING FOR THE FUTURE

Student Transportation

In 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable, efficient, and needs-based student transportation system in Ontario. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

School Board Administration and Governance and Secondary Class Size Accountability Requirements

As noted in 2020:B08 *2020–21 Grants for Student Needs Funding*, the ministry is reviewing accountability requirements for compliance with the school board administration and governance enveloping provision and the secondary provisions of the Class Size Regulation (O. Reg. 132/12). The ministry aims to complete this review for the 2022–23 school year.

Starting in 2022–23, the class size compliance framework will be expanded to include the secondary provisions of Ontario Regulation 132/12 - *Class Size*.

H. ONGOING IMPLEMENTATION AND OTHER CHANGES

Labour Funding

The ministry will adjust salary benchmarks² by one per cent. The ministry will also provide benefits funding that vary by employee group, reflecting central agreements, which include up to one per cent increases for benefits' plan maintenance or improvements and additional inflationary increases. The Supports for Students Fund (SSF) will also continue, and all funds should be used consistent with the central agreement obligations.

Funding also continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2019–20 and 2020–21.

² Does not include directors of education, senior administration staff, principals or vice-principals

Retirement Gratuities

This is the tenth year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the foundation grants with equivalent adjustments to the benchmarks in the supplemental grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2021–22. This recovery, which began in 2016–17, will be over the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that school boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

School Operations Allocation - Supplementary Area Factor

This is the third year of the five-year phase-in of updates to the Supplementary Area Factor for base school facility operations, within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23.

Additional Educational Software Licensing

The per-pupil amount is being increased to \$0.84 and the minimum amount per school board is being increased to \$50,000 through the top-up allocation. These funds are being given directly to school boards, as the ministry's last term-limited licences for digital learning tools expire, to help support their own choice and purchase of licences. This funding is for digital tools that support learning in and outside of the classroom and is provided through a per-pupil component in the Pupil Foundation Grant, with a top-up allocation within the Geographic Circumstances Grant.

Central Employer Bargaining Agency Fees

The Central Employer Bargaining Agent Fees Allocation is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). The 2021–22 GSN reflects funding amounts per district school board which are based on the maximum annual revenue of their respective trustees' association. Starting in 2022–23, the district school boards funding amounts will be adjusted each year based on a number of factors, including changes to the GSN benchmarks and each trustees' association's total annual expenses.

As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

Parent Engagement Allocation - Moving to the School Foundation Grant (SFG)

The Parent Engagement Allocation is provided to support the parent engagement activities of a school board's Parent Involvement Committee and school councils. This committee and these school councils support the implementation of a wide range of policies, programs, strategies, and initiatives that involve parents. Moving the Parent Engagement Funding Allocation from

the School Board Administration and Governance Grant (SBAGG) to the SFG will better delineate funding for parent engagement based on local needs since the SFG provides school-based funding for in-school administration and leadership.

Capital Planning Capacity (CPC) Allocation – Moving to the School Facility Operations and Renewal Grant

The CPC program supports school boards in acquiring additional resources to undertake a range of capital planning-related activities. To better reflect the purpose of this allocation, the CPC Allocation is being moved from the SBAGG to the School Facility Operations and Renewal Grant, which addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools.

Asset Management Software Allocation

School boards are provided with this funding to offset the cost of licensing and related fees associated with approved software that supports the implementation of effective renewal programs and tracks school condition over time. An update on this funding will be provided at a later point in time, pending completion of procurement. As such, amounts are not yet allocated on a board-by-board basis.

Non-Instructional Spaces Amount - Moving to the School Facility Operations and Renewal Grant

Funding for the Non-Instructional Spaces Amount is being moved from the SBAGG into the School Operations Allocation of the School Facility Operations and Renewal Grant. This funding is provided to support the operating costs of non-instructional spaces such as teacherages in isolate board school authorities that were merged with and continued as district school boards in 2009. As of the 2021–22 school year, three district school boards continue to maintain such non-instructional spaces as part of their facility inventory which they acquired when they merged with isolate board school authorities. The allocations provided to the three district school boards will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation.

Calculation of In-Year Deficit for Balanced Budget Compliance

To reduce school board and ministry administrative burden and simplify the calculation of in-year deficit for different purposes, O. Reg. 488/10 *Determination of Boards' Surpluses and Deficits* will be amended to exempt the following three adjustments from the calculation of in-year deficit for balanced budget compliance purposes:

- The amortization of accumulated surplus set aside to offset the amortization of unfunded employee future benefits
- The amortization of accumulated surplus set aside to offset the amortization expense of committed capital spending funded by school boards' accumulated surplus
- The amortization of accumulated surplus set aside to offset the difference between sinking fund interest earned and the amortization expense of the assets supported by the sinking fund debentures

As a result of the change above, a corresponding change is being made to O. Reg 280/19 *Calculation of Maximum In-Year Deficit* where these three adjustments will no longer be exempted from the calculation of the adjusted in-year deficit.

I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, 2021:B09.

School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the upcoming school year, the ministry will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools. This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

J. ISOLATE BOARD SCHOOL AUTHORITIES

As in previous years, funding for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. As such, funding for isolate board school authorities may include adjustments to some of the items presented in this memorandum. The ministry will provide further information to isolate board school authorities concerning their 2021–22 funding, through an updated Addendum to 2021–22 Technical Paper for Isolate Board School Authorities in the near future.

K. REPORTING

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

| Date | Description |
|-------------------|---|
| June 30, 2021 | School Board Estimates for 2021–22 |
| November 15, 2021 | School Board Financial Statements for 2020–21 |
| November 19, 2021 | School Board Enrolment Projections for 2022–23 to 2025–26 |
| December 15, 2021 | School Board Revised Estimates for 2021–22 |
| May 13, 2022 | School Board Financial Report for September 1, 2021 to March 31, 2022 |

Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2021, school boards must submit to the ministry the list of all the additional schools, approved by board of trustees' motion, to be eligible to spend the RNEF Allocation on these specific schools. Please submit these motions along with the list of these additional schools to EDULABFINANCE@ontario.ca including the school name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include "RNEF" in the subject line of your email.**

L. INFORMATION RESOURCES

If you require further information, please contact:

| Subject | Contact | Email |
|--|--------------------|--|
| Additional Educational Software Licensing | Jennifer Chan | jennifer.Chan3@ontario.ca |
| Benefits Trusts Funding, Central Employer Bargaining Agency Fees Allocation, and Retirement Gratuities | Romina Di Pasquale | romina.dipasquale@ontario.ca |
| Capital Priorities and Project Accountability | Paul Bloye | paul.bloye@ontario.ca |
| Financial Accountability and Reporting Requirements | Med Ahmadoun | med.ahmadoun@ontario.ca |
| Indigenous Education | Taunya Paquette | taunya.paquette@ontario.ca |
| Operating Funding | Paul Duffy | paul.duffy@ontario.ca |
| Prior Learning Assessment and Recognition & Specialist High Skills Major | Dianne Oliphant | dianne.oliphant@ontario.ca |
| School Renewal | Andrea Dutton | andrea.dutton@ontario.ca |
| Special Education / Student Mental Health | Claudine Munroe | claudine.munroe@ontario.ca |
| Student Transportation | Mehul Mehta | mehul.mehta@ontario.ca |

General questions regarding the 2021–22 GSN release can be emailed to:

EDULABFINANCE@ontario.ca

M. OTHER GSN MATERIALS

For further information, please see the 2021–22 Education Funding Technical Paper and GSN Projections for the 2021–22 School Year, which are available on the [Education Funding webpage](#).

N. NOTICE

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act* or other legislation as required. Such regulations have not yet been made.

Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

In closing, the ministry would like to acknowledge the ongoing work of school board teams to support students, families and the broader community during this challenging time. The ministry looks forward to working closely with you to facilitate the next school year.

Sincerely,

Original signed by

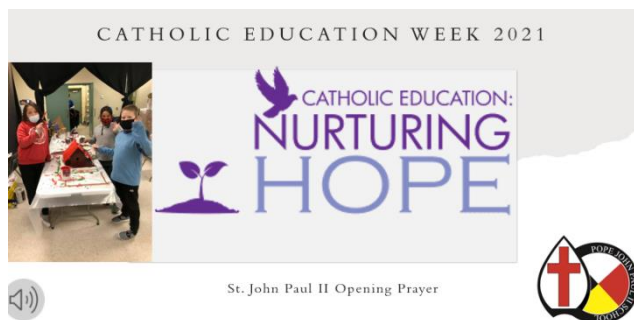
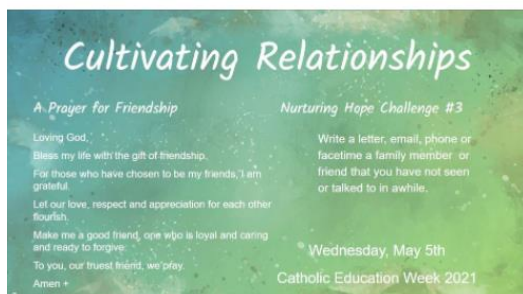
Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division



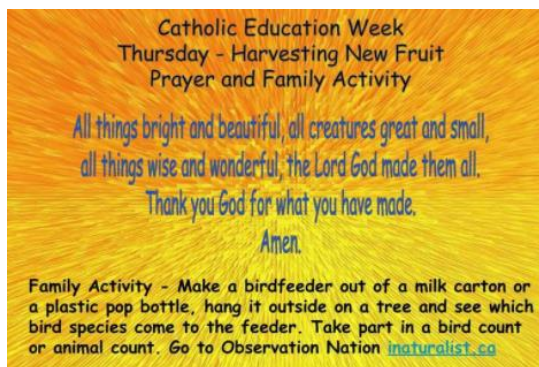
Catholic Education Week'21 @ Kenora Catholic District School Board

We Prayed...

We are so proud of our Grade 3's! Thank you for bringing prayer and positive energy to the start of our day. Here was today's inspiration for Nurturing Hope.



We Learned...



| Catholic Education Week 2021: <i>Nurturing Hope</i> <i>Preparing the Earth</i> DAY 1: Monday | | Suggested Grade Level: KINDERGARTEN |
|--|------------------|--|
| BOOK TITLE: | <i>My Garden</i> | Video Read Aloud: https://youtu.be/TRz8e0CenIs |
| AUTHOR and ILLUSTRATOR: | Kevin Henkes | |
| ISBN-13 | 9780061715174 | |

“Wanted to send a thank you- the CEW resources make for lots of great materials to use this week- today we listened to the Kapok tree but used it to lead discussion on cultivating relationships and the interconnectedness of all living things.”

“I just wanted to say thank you for the amazing resources put together for CEW. These efforts are truly appreciated!”

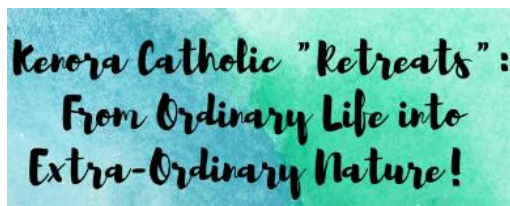


M. Martineau May 2021

We Played & Created...



We Retreated...



“A huge thank you for the Retreat package! Our family enjoyed the activities this past weekend. We had a small campfire and chose to burn the paper with things we want to "let go" of. It was lovely to be able to involve the whole family! “

“I wanted to reach out and let you know how much my boys and I enjoyed our retreat this year, I really liked the format of being able to include them, and it was nice that it was flexible. We actually divided it up a bit and plan to go for a hike today to place our rocks somewhere. We had a great conversation about what we were grateful for, and the snacks were very much enjoyed. I've never been able to participate in the retreat because parenting responsibilities came first, so it was nice to be able to include them.”

We Did it ALL!!

SJS CATHOLIC EDUCATION WEEK 2021

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|------------------------|----------------------------------|---------------------------------|-------------------------|----------------------|----------|
| | PREPARING THE EARTH | SOWING THE SEEDS OF GRACIOUSNESS | CULTIVATING RELATIONSHIPS | PROTECTING NEW FRONT | MARVELLING IN WONDER | |
| | | NURTURING | | CATHOLIC EDUCATION WEEK | HOPE | |
| | VIRTUAL PRAYER SERVICE | | MENTAL HEALTH WEEK | | | |
| | | | SCHOLASTIC VIRTUAL BOOFAIR WEEK | | | |

MOVE IT MAY CHALLENGE
THIS MONTH OUR GOAL IS TO WALK FROM RED LAKES TO THE CAPE (PEAR COURTESY OF RED LAKESLAND). HOW YOU MEET ASK WE ARE PLANNING TO TRACK OUR DAILY PHYSICAL ACTIVITY AND EVERY 10 MINUTES IS EQUAL TO 1 KM. SO GET OUTSIDE AND GET MOVING! WATCH FOR SIGNING BOARDS AND UPDATES AS WE TRACK OUR PROGRESS. LET TO CAFE SPEAK LIGHTHOUSE ALSO KM!

NWO BE WELL PASSPORT
TO CELEBRATE MENTAL HEALTH WEEK, FAMILIES ARE INVITED TO DOWNLOAD/PRINT A NWO BE WELL PASSPORT BY VISITING WWW.MINDWELLNESS.CA. FAMILIES WHO SUBMIT THE ACTIVITIES THEY SAVE COMPLETED WILL BE ENTERED FOR A CHANCE TO WIN A PRIZE!

Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and Church.

⁹⁶
**SPECIAL EDUCATION
ADVISORY COMMITTEE**

MEETING MINUTES

April 30, 2021

| | |
|----------------------|--|
| MEETING DATE: | Friday, April 30, 2021 |
| LOCATION OF MEETING: | Microsoft Teams Meeting & CEC Board Room |
| SUBJECT OF MEETING: | Special Education Advisory Committee |
| TIME OF MEETING: | 1:30 PM – 2:38 PM |
| NEXT MEETING: | 1:30 PM Friday, May 18, 2021 |

| | ATTENDANCE | PERSON | TITLE |
|-----|-------------------------------------|-------------------|--------------------------------------|
| 1. | <input checked="" type="checkbox"/> | Norine Schram | Member at Large, Chair |
| 2. | <input type="checkbox"/> | Diane VanderZande | Member at Large, Vice Chair |
| 3. | <input checked="" type="checkbox"/> | Dianne Griffiths | Member at Large |
| 4. | <input checked="" type="checkbox"/> | Tom Fawcett | Member at Large |
| 5. | <input type="checkbox"/> | Leslie Legros | Member at Large |
| 6. | <input checked="" type="checkbox"/> | Aimee Foucher | KACL Representative |
| 7. | <input checked="" type="checkbox"/> | Joel Willett | FIREFLY Representative |
| 8. | <input type="checkbox"/> | Paul White | Director of Education |
| 9. | <input checked="" type="checkbox"/> | Phyllis Eikre | Advisor to the Director of Education |
| 10. | <input checked="" type="checkbox"/> | Andrea Batters | Special Education Coordinator |
| 11. | <input checked="" type="checkbox"/> | Anne Sweeney | Trustee Representative |
| 12. | <input checked="" type="checkbox"/> | Cathy McQuillan | Recording Secretary |

1. Opening Prayer – Phyllis Eikre

2. Roll Call – Cathy McQuillan

Regrets – Diane VanderZande, Paul White

3. Approval of March 26, 2021 Meeting Minutes

Approved: Tom Fawcett

Seconded: Dianne Griffiths

4. Correspondence: Letter Renfrew County Catholic District School Board Letter to Minister Lecce in support of Bill 172 regarding FASD. Attached 5

SEAC will recommend to the Kenora Catholic District School Board to send a letter of support.

Kenora Catholic District School Board

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MEETING MINUTES

April 30, 2021

5. New Business: Nil

6. Professional Development: Attached 6

Andrea Batters shared a **Fetal Alcohol Syndrome Disorder (FASD)** overview with the SEAC to provide the group with a brief summary (attached) of

- what FASD is*,
- Practical Supportive Classroom Strategies for assisting students with FASD diagnosis for Educators*,
- How to contact the Northwestern Ontario FASD Diagnostic Clinic*,
- What a typical FASD Diagnostic Clinic Report includes*, and
- How to contact FASD Community Support organizations* in our area.

Andrea thanked Chrysta Wood, NWO FASD Diagnostic Clinic worker, for providing the information and resources used in her **SEAC FASD PD** overview.

Tom Fawcett asked if the confirmation of the diagnosis of FASD need to be confirmed by a medical doctor?

Joel Willett confirmed that yes, the diagnosis still needs to be confirmed by a medical doctor. We have several physicians in our region that are involved with the diagnostic clinic. They do the medical portion of the assessment and then assist with the decision, which is multidisciplinary. Results are needed from speech-language pathologist, occupational therapy, psychology, and the medical physician, to make a diagnosis.

Joel Willett added that the Ministry has recently recognized the great work that has been happening with the FASD diagnostic team and that there are higher needs in our region than just one FASD worker can support. FIREFLY has received additional funding and just recently hired an additional FASD worker.

7. School Updates – Andrea Batters – Attached 8

Joel Willett wanted to share with SEAC that FIREFLY is working with five different school boards and KCDSB has set the bar high for accommodating our more complex learners. The principals have been very supportive of clinicians supporting students at school.

Joel Willett also wanted to comment from a parent perspective that her son was doing a Reach Ahead credit, with St. Thomas Aquinas High School, for students that are transitioning into grade 9. It has been a wonderful opportunity for her son to work on practical life skills for students moving into their teen years.

8. Business arising from last meeting:

Norine Schram asked if any students had expressed interest in applying to the Community-Integration - Through -Co-Operative Education Opportunity that Confederation College is offering.

Andrea Batters reported that the school teams were following up with Confederation College as there has been interest in leaning more about the program.

Kenora Catholic District School Board

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MEETING MINUTES

April 30, 2021

9. Agency Reports

- **FIREFLY – Joel Willett – Attached 10**

- **KACL – Aimee Foucher**
 - KACL in collaboration with KCDSB, KDSB, and the Kid Zone Child Care Program are offering emergency child care services for essential workers. This is operating out of a kindergarten room at SMB.

 - Aimee Foucher worked with Marnie Buffet, [Early Years Coordinator], at KCDSB to get this up and running as quickly as possible. They were able to work out the use of the classroom, custodian care, and IT support.

 - 20 students are currently using the program and they may increase to 30 based on the needs.

 - Families can apply for the childcare on the KDSB website. If the family meets the criteria and are approved they will work with the supervisor to arrange for child care.

 - It has been challenging for the staff to meet the ministry virtual learning requirements. Children from kindergarten to grade 6 are in the program. Aimee and Marnie are working on a partnership with EAs and ECEs that may be able to go in and help some of the KCDSB students with their virtual classes.

- **Other Reports from Members-at-Large**
 - Tom Fawcett - Nil
 - Dianne Griffiths - Nil
 - Leslie Legros - Absent
 - Diane VanderZande - Regrets
 - Norine Schram - Nil

- **Trustee Report – Anne Sweeney – Reported on the March 23, 2021 Board Meeting**
 - Supporting Students with Transitions to St. Thomas Aquinas High School – Nicole Kurtz, Kylie Hughes, Travis, Batters, Katie Jackson and Jeff Sachowski
 - New Math Curriculum – Jordan Temple
 - Student Trustee Report – Julia Tkachuk and Maxwell Froese
 - Policy #5 – Trustee Code of Ethics – Phyllis Eikre
 - Policy #13 – Appeals Regarding Student Matters – Phyllis Eikre
 - Resignation of Kelly Sundmark
 - COVID-19 Update – Alison Smith
 - 2021 Ontario Catholic Youth Day Conference - Frank Bastone and Nicole Kurtz

Kenora Catholic District School Board

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**SPECIAL EDUCATION
ADVISORY COMMITTEE****MEETING MINUTES****April 30, 2021**

- You can watch the Board Meeting from March 23, 2021 here:
<https://www.youtube.com/watch?v=rnvsmcteHnU>

11. **Coordinator Report – Andrea Batters - Attached 11**
12. **Next Meeting: Tuesday, May 18, 2021, 1:30 PM**
Microsoft Teams



**Renfrew County
Catholic District
School Board**

499 Pembroke St. West
Pembroke, Ontario
K8A 5P1
1-800-267-0191
(613) 735-1031
FAX: (613) 735-2649
www.rccdsb.edu.on.ca

*...as an inclusive Catholic
educational community, we
are called to express our
mission as church, to pass
on the Good News of Jesus
Christ, to make it relevant in
the world today, and to be
the hope for the future.*

30 March 2021

Via email: minister.edu@ontario.ca

The Honorable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce:

The Renfrew County Catholic District School Board (RCCDSB), in support of a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee on March 29, 2021, is writing to support Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD). This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD.

The RCCDSB is one of many school boards who has benefited from increasing staff knowledge on how to support students who are suspected or have a diagnosis of FASD. The RCCDSB multidisciplinary team, which includes Social Workers, School and Attendance Counsellors, Speech and Language Pathologists, Applied Behaviour Analysis Specialists, Safe Schools Coordinator and a Mental Health and Wellness Lead provide school-based assessment and in-school consultation for students with complex behavioural needs, including FASD. The team applies a transdisciplinary approach to assessment, which fosters holistic and person-centered collaboration to develop a plan for intervention that supports skill development and improved function at school.

Thank you for acknowledging our support for Bill 172.

Yours in Catholic Education,

Bob Schreader
Chair of the Board of Trustees

Pat O'Grady
Chair of SEAC

cc: Ontario Catholic School Trustees Association (OCSTA)
Ontario Catholic School Boards
Education Minister's Advisory Council on Special Education (MASCE)
RCCDSB SEAC

SEAC PD – Fetal Alcohol Syndrome Disorder (FASD)* – April 30, 2021

***Source:** On Feb 1, 2019, NWO FASD DIAGNOSTIC CLINIC team members Kerril Davidson Hunt and Chrysta Wood presented on *FASD in the Classroom* to KCDSB EAs.

Fetal Alcohol Syndrome Disorder (FASD)

* Every individual with FASD is unique in terms of their learning strengths and needs.

* *“FASD is a lifelong disability. Individuals with FASD may experience challenges in their daily living, and need support with motor skills, physical health, learning, memory, attention, emotional regulation, and social skills”.*

During the PD educators learned about

-What FASD is

-Percentage of individuals affected in Canada (estimated 4% Cdn pop'n)

-10 Brain Domains or Functions that *may be* Impacted by FASD

1. Academic
2. Attention
3. Cognitive (thinking and reasoning)
4. Language (speaking and understanding)
5. Memory
6. Affect (feelings management and understanding)
7. Executive Functioning (organizing, planning and controlling one's thoughts to achieve goals)
8. Motor skills (fine motor and/or gross motor)
9. Adaptive Behaviour, Social Skills, Social Communication
10. Brain structure and functioning

Practical Supportive Classroom Strategies

-understanding and responding to a **student's learning profile** to set up strategies for success.

-**Cognition** – Wait time “10 second kids in an one-second world”

-**Attention strategies**

-**Memory strategies** (daily schedules, routines, lists, visuals etc.)

-**Motor coordination areas** to strengthen and practice

-**Academic areas of potential need:** reading comprehension, math concepts become challenging (especially around grade 3-5)

-**Adaptive behaviour** (social skills, time is a challenge, boundaries, transferring social rules to new situations)

-**Affect and mental health risk and supports**

→ understanding outward behaviour as communicating an unmet need

-Importance of Positive Relationships trusted and consistent caring adults

--Learning strengths to support learning needs e.g. Often stronger in visual learning domains—pair pictures, charts, diagrams and written directions with oral and text information

-Importance of **Cultural belonging**

-Resources and testimonials

Northwestern Ontario FASD Diagnostic Clinic – Supported by FIREFLY – information from their website

<http://www.fireflynw.ca/fasdclinic>

For more information please contact: fasdworker@fireflynw.ca

FASD Diagnostic Clinic REPORT

The multidisciplinary FASD Clinic Team (Neuropsychologist, OT, PT, FASD Worker, Clinic Coordinator, Physician, SLP, and BiCultural Clinician) provide a comprehensive profile of the child's strengths and needs. During the Clinic process, caregivers and educators complete in-depth questionnaires. When the Clinic Report is shared with the In-School Team, this learning information aids teachers in designing programming and learning accommodations towards IEP goal settings to increase student achievement and personal growth.

Report Components

- Physical Assessment
- Psychology Assessment
- Speech-Language Assessment
- OT Assessment
- Diagnosis
- Recommendations for supporting development in areas of need with strategies, activities and resources.
- Educational Supports and strategies given specifically

If the family wishes to do so, arrangements can be made for the **FASD Worker and the Clinic Coordinator** to meet with the family and/or school team to provide report clarifications.

Community Support Organization

***Caregiver Support Group** – Please email the FASD Worker, Chrysta Wood at fasdworker@fireflynw.ca

***Steering Committee** – no longer meeting; although, anyone interested is invited to join the **Clinic Advisory Committee**. If anyone wishes to join this group, also please contact fasdworker@fireflynw.ca

April 2021 - KCDSB SEAC School Updates

Pope John Paul II

- continuing to use Assistive Augmentative Communication with students in the form of low-tech communication boards and ProLoQuo2 on the iPad
- ongoing communication and consultation with the Occupational Therapist and Speech and Language Pathologist from FIREFLY
- weekly online and in-person Speech and Language and Occupational Therapy visits from FIREFLY
- weekly Tiny-Eye online Speech and Language sessions
- ongoing EMPOWER Reading sessions
- daily Literacy intervention
- ongoing consultation and programming with Sarah Pyzer, PBIS Support Lead, utilizing the ABLLS curriculum
- re-continuing with online learning platforms for students (literacy and math intervention, Empower Reading Program)
- in-person learning for students in Special Education who qualify
- collaboration with agency professionals, classroom teachers, education assistants, and LRTs to develop programming for our students
- Grade 6 Transition Meeting with STAHS

Ecole Ste-Marguerite Bourgeoys

Ecole Ste-Marguerite Bourgeoys has quickly made the transition to remote learning. Many packages of learning resources were picked up the Monday after Spring Break. Families and educators have continued to adjust their teaching and learning styles to meet the needs of the children. In order to meet the needs of students who are unable to be successful virtually we have provided some in person learning opportunities.

Educational Assistants and a Learning Resource Teacher are working face-to-face with those students struggling to have success online and who meet the government's criteria for special education support in the schools. Support is also being offered to small groups online by the Classroom Teacher, Learning Resource Teachers, and Educational Assistants.

In-School Assessments and Psychoeducational diagnostics are continuing during this time so that we may be able to better understand the strengths and weaknesses of our struggling students.

We know that this is not an ideal learning environment, but we will continue to put as many resources as possible in place to meet our student's needs.

STLLAS

In the last half of April, we have focused on supporting our students with special education needs through online learning. Our Education Assistants have each been assigned to a Google Classroom, where they are part of the daily lessons and then offer online, one-to-one, or small

group support for students who require re-teaching, prompting, or additional time with strategies.

Our Empower program continues daily and has been very successful with the students. We have continued to offer F.A.S.T. Reading strategies to the students who began receiving this earlier in the year, through the Education Assistants and Resource Teacher. Education Assistant and Resource Teacher schedules support student need in both the synchronous class time and additional supports during the regular class, asynchronous programming. In addition, students whose learning needs cannot be met in an online environment have been offered an opportunity to work in school, with in-person EA support, while still being part of the regular online classroom. By offering these human resource Special Education supports at many times during the day we hope to maximize our support of students. We are blessed to have all Education Assistants working a full-time schedule, either from home, or at the school. We are meeting weekly with each homeroom teacher to ensure we are responding in a timely fashion to demonstrated needs in the classroom. We continue to have weekly Education Assistant meetings online to ensure consistency and address concerns.

FIREFLY
KCDSB SEAC update
April 30, 2021

- 3 NOSM summer students joining FIREFLY for the summer (2 in Kenora and 1 in Dryden)
- CYMH holding a seat at the Complex Mental Health Provincial Collaboration Table
- Youth Council formed and is meeting in Red Lake
- FIREFLY leading working group in Red Lake looking to develop a Youth Hub - always looking for volunteers/partners to sit on the working group.
- Talk Thursdays continue every Thursday.
- SNAP in person on hold with new restrictions.

- Youth Mindfulness Group open to ages 12-17 on Wednesdays from 5-6 on Zoom starts April 21 but can still register - DM the youth hub.
- The application to provide Caregiver-Mediated Early Years Programming (MCCSS) was awarded in collaboration with Thrive, GJCC, One Kids Place and CCR to service the North. We will be offering to families with children ages 12-48 months with a diagnosis of ASD the options of Pivotal response Training or Project ImPACT
- CYMH team working on the implementation of iCarol software to be able to provide counselling services over text.
- Use of rehabilitation assistants and communication assistants throughout the region to continue intervention with clients, yet increase capacity for OT/PT/SLP to provide services to an increased number of clients.



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community, and the Church.

SEAC Report
By Special Education Coordinator

| | |
|----------------------|---|
| SUBJECT: | Special Education Coordinator's Report |
| DATE: | Friday, April 30, 2021 |
| PREPARED FOR: | Special Education Advisory Committee |
| AGENDA AREA: | Public Session |
| PREPARED BY: | Andrea Batters, Special Education Coordinator |

Remote Teacher-Led Learning

With the pivot once again to teacher-led remote learning after Spring Break, everyone has been working to adapt Special Education programming and processes to serve the needs of students with special needs, within these increased COVID-19 measures.

Educators are accommodating learners virtually using technology and engaging remote teaching practices and, for students with complex Special Education Needs that cannot be met through a virtual learning setting, in person-supports arranged on specific school and individualized basis.

Board and community service providers are also connecting with families and School Teams to set up virtual programming or services whenever possible or, in exceptional instances when essential supports cannot be met online, in person within the COVID-19 guidelines in the schools.

Increased Ministry-Funded Academic Supports in Response to COVID-19 Pandemic

Plans are coming together towards delivering a Reading Intervention program designed to offer struggling readers who are at risk for falling behind due to the COVID-19 pandemic additional supports. The program aims to position an additional part-time educator in each of the KCDSB schools to work closely with students to help develop and strengthen their emergent literacy skills.



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Dedicated to Excellence in Catholic Education

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May 4, 2021

Via email: minister.edu@ontario.ca

The Honorable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce:

The Kenora Catholic District School Board (KCDSB), in support of a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee on April 30, 2021, is writing to support Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD). This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD.

The KCDSB is one of many school boards who has benefited from the increasing staff knowledge on how to support students who are suspected or have a diagnosis of FASD. The KCDSB multidisciplinary team, which includes Mental Health Workers, Attendance Counsellor, Speech and Language Pathologist, Positive Behavioural Interventions and Support Lead, Safe School Teams, and a Mental Health Lead provides in-school consultation and supports for students with complex behavioural needs, including FASD. The team applies a transdisciplinary approach to assessment, which fosters holistic and person-centered collaboration to develop a plan for intervention that supports skill development and improved function at school.

Thank you for acknowledging our support for Bill 172.

Yours in Catholic Education,

Teresa Gallik
Chair of the Board of Trustees

Norine Schram
Chair of SEAC

Cc: Ontario Catholic School Trustees Association (OCSTA)
Ontario Catholic School Boards
Education Minister's Advisory Council on Special Education (MASCE)
KCDSB SEAC

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Ontario Catholic Student Youth Day: Cultivating Relationships

DEVELOPMENT & PEACE

Emily Lukasik





WHY I SEEK DISCOMFORT

Peter Katz



SPEAKING UP & SPEAKING OUT

Ben Verboom

Breaking Down Misconceptions

→ Mental Health challenges and suicide aren't common

STIGMA: Encourages prevalent silence

→ Suicide can't be prevented

Hopelessness is temporary

→ Talking only does more harm

Gives people hope and support





THANK YOU!