



*The Niagara Catholic District School Board through  
the charisms of faith, social justice, support and leadership,  
nurtures an enriching Catholic learning community for all  
to reach their full potential and become living witnesses of Christ.*

*AGENDA AND MATERIAL*

## COMMITTEE OF THE WHOLE MEETING

**TUESDAY, FEBRUARY 9, 2021  
6:30 P.M.**



**SEEDS OF FAITH**  
GRACE • MERCY • MISSION  
2018-2021

*Electronic Meeting in Compliance with Education Act Section 207 and  
Ontario Regulation 463/97 Section 5.1 (2)  
Public Access Phone No: 1-647-558-0588 Meeting ID: 969 3308 0285 Password: 358727*

### A. ROUTINE MATTERS

1. Opening Prayer – Trustee Fera -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Approval of Minutes of the Committee of the Whole Meeting of January 12, 2021 A5
6. Consent Agenda Items -
  - 6.1 Unapproved Minutes of the Policy Committee Meeting of January 26, 2021 A6.1
  - 6.2 Approval of Policies -
    - 6.2.1 Accessibility Customer Service Policy (800.8.1) A6.2.1
  - 6.3 Elementary and Secondary School Year Calendars 2021-2022 A6.3
  - 6.4 Staff Development Department Professional Development Opportunities A6.4
  - 6.5 Capital Projects Progress Report Update A6.5
  - 6.6 In Camera Items F1 & F3 -

### B. PRESENTATIONS

### C. COMMITTEE AND STAFF REPORTS

1. Trustee Determination and Distribution – Giancarlo C1
2. Committee of the Whole System Priorities and Budget 2020-2021 Update C2
3. Niagara Catholic Mental Health and Well Being Update 2021 – Lee Ann C3
4. Financial Investment Report as of December 31, 2020 – Giancarlo C4
5. Monthly Updates -
  - 5.1 Student Senate Update -
  - 5.2 Senior Staff Good News Update -

**D. INFORMATION**

- |  |      |
|--|------|
| 1. Trustee Information                 | -    |
| 1.1 Calendar of Events – February 2021 | D1.1 |

**E. OTHER BUSINESS**

- |  |   |
|--|---|
| 1. General Discussion to Plan for Future Action  | - |
| 1.1 Growth and Retention Committee – Paul Turner | - |

**F. BUSINESS IN CAMERA****G. REPORT ON THE IN CAMERA SESSION****H. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE  
MEETING OF JANUARY 12, 2021**

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**RECOMMENDATION**

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 12, 2021, as presented.



## MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

### TUESDAY, JANUARY 12, 2021

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Minutes of the Electronic Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, January 12, 2021.

The meeting was called to order at 6:30 p.m. by Vice-Chair Moody.

#### A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Burkholder

2. Roll Call

Vice-Chair Moody noted that all Trustees and Student Trustees were in attendance.

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder		✓		
Kathy Burtnik		✓		
Frank Fera		✓		
Larry Huibers		✓		
Daniel Moody		✓		
Leanne Prince		✓		
Dino Sicoli		✓		
Paul Turner		✓		
<b>Student Trustees</b>				
Luca DiPietro		✓		
Sydney Yott		✓		

The following staff were electronically in attendance:

**Camillo Cipriano**, Director of Education; **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Kimberly Kinney**, **Gino Pizzoferrato**, **Pat Rocca**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Clark Euale**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services

**3. Approval of the Agenda**

Moved by Trustee Sicoli

**THAT** the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of January 12, 2021, as presented.

**CARRIED**

**4. Declaration of Conflict of Interest**

Declaration of Conflict of Interest was declared by Trustees Huibers, Fera and Moody with Item F5.3 of the In Camera Agenda. These trustees have family members who are teachers, or employees of the Board. They left the meeting during discussion of this item and Trustee Prince chaired the meeting for Vice-Chair Moody.

**5. Approval of Minutes of the Committee of the Whole Meeting of December 1, 2020**

Moved by Trustee Burtnik

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 1, 2020, as presented.

**CARRIED**

**6. Consent Agenda Items**

**6.1 Holy Childhood Association 2020**

Presented for information

**6.2 Staff Development Department Professional Development Opportunities**

Presented for information.

**6.3 Capital Projects Progress Report Update**

Presented for information.

**6.4 In Camera Items F1 and F3**

Moved by Trustee Prince

**THAT** the Committee of the Whole adopt consent agenda items.

**CARRIED**

**B. PRESENTATIONS**

Nil

## C. COMMITTEE AND STAFF REPORTS

### 1. Niagara Catholic French Immersion Secondary Program

Kimberly Kinney, Superintendent of Education highlighted the Niagara Catholic French Immersion Secondary Program and introduced Mary Vetere, K-12 FSL/International Languages Consultant.

Ms. Vetere presented the Niagara Catholic French Immersion Secondary Program for Trustee information.

Ms. Vetere answered questions of Trustees.

### 2. Committee of the Whole System Priorities and Budget 2020-2021 Update

Director Cipriano presented the Committee of the Whole System Priorities and Budget 2020-2021 Update.

Director Cipriano answered questions of Trustees.

### 3. Accountability Financial Report 2020-2021 as of December 31, 2020

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2020-2021.

### 4. Monthly Updates

#### 4.1 Student Trustees' Update

Luca DiPietro and Sydney Yott, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

#### 4.2 Senior Staff Good News Update

Senior Staff highlights included:

##### **Superintendent Kinney**

- A number of positive messages have been received from parents recognizing the amazing work and the smooth transition from teachers and staff, and Superintendent Kinney shared a few of these messages with Trustees.

##### **Superintendent Euale**

- Niagara Catholic has been presented with a \$1,500 cheque from the Welland Optimist Club to help support Welland families.
- Through the good work of Kathy Levinski and Debbie Ogilvie six \$50.00 Walmart gift cards have been distributed to St. Kevin, St. Mary, St. Andrew, St. Augustine and Alexander Kuska Catholic Elementary Schools in Welland.

##### **Superintendent Lee Ann Forsyth-Sells**

- St. Denis Catholic School Council, with the staff of St. Denis, participated in a joint Christmas fundraiser. A total of \$3,200 was raised to support families who have experienced challenges during the pandemic. Principal Lamb is very proud of the

Catholic School Council and the staff for helping those less fortunate in their school community.

- Evernell Greene a grade 3 student at St. Teresa of Calcutta told his mother that all he wanted for Christmas was to help feed others. Principal Marion contacted Bob Kennedy, at the Star of the Sea, St. Vincent de Paul Society and on Dec. 27<sup>th</sup>, Evernell, his mom and some of her friends cooked food which they funded for 50 families. Volunteers from Star of the Sea delivered the prepared meals to the families in need.

## **D. INFORMATION**

### **1. Trustee Information**

#### **1.1 Draft 2021 Board Committee Membership**

Chair Huibers presented the Draft 2021 Board Committee Membership.

Discussion took place regarding a second Trustee for the Special Education Advisory Committee.

#### **1.2 Draft School Year Calendar 2021-2022**

Superintendent Rocca highlighted the Draft School Year Calendar 2021-2022.

#### **1.3 OCSTA 2021 Virtual Catholic Trustees Seminar – January 16, 2021**

Director Cipriano reminded Trustees of the OCSTA 2021 Virtual Catholic Trustees Seminar on January 16, 2021.

## **E. OTHER BUSINESS**

### **1. General Discussion to Plan for Future Action**

- 1.1 In light of the recent announcement by Premier Ford and the restrictions put forth, the January 26 Board meeting and the February Committee of the Whole meeting will be held virtually.

## **F. BUSINESS IN CAMERA**

Moved by Trustee Prince

**THAT** the Committee of the Whole move into the In Camera Session.

**CARRIED**

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 7:44 p.m. and reconvened at 9:18 p.m.

## **G. REPORT ON THE IN-CAMERA SESSION**

Moved by Trustee Prince

**THAT** the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of January 12, 2021.

**CARRIED**

## **SECTION A: STUDENT TRUSTEES INCLUDED**

Moved by Trustee Prince

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on December 1, 2020, as presented.

**CARRIED (Item F1)**

## **SECTION B: STUDENT TRUSTEES EXCLUDED**

Moved by Trustee Prince

**THAT** the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on December 1, 2020, as presented.

**CARRIED (Item F3)**

## **H. ADJOURNMENT**

Moved by Trustee Burtnik

**THAT** the Committee of the Whole recommend to the Niagara Catholic District School Board that Trustees in conflict, with the exception of Student Trustees, be placed into a holding room during discussion of the item and reenter the meeting, following the discussion of the item, to complete the remainder of the meeting.

**CARRIED**

Moved by Trustee Turner

**THAT** the January 12, 2021 Committee of the Whole Meeting be adjourned.

**CARRIED**

This meeting was adjourned at 9:23 p.m.

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Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **January 12, 2021.**

Approved on **February 9, 2021.**

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Daniel Moody  
Vice-Chair of the Board

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Camillo Cipriano  
Director of Education/Secretary -Treasurer



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
FEBRUARY 9, 2021**

*PUBLIC SESSION*

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE  
MEETING OF JANUARY 26, 2021**

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**RECOMMENDATION**

**THAT** the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 26, 2021, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, JANUARY 26, 2021

Minutes of the Policy Committee Meeting held electronically on Tuesday, January 26, 2021 at 4:30 p.m.

The meeting was called to order at 4:30 p.m. by Policy Committee Chair Huibers.

1. **Opening Prayer**

The meeting was opened with a prayer by Trustee Burkholder.

2. **Attendance**

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Committee Chair)	✓			
Rhianon Burkholder	✓			
Dino Sicoli			✓	

**Trustees:**

***Leanne Prince***

**Staff:**

***Camillo Cipriano***, Director of Education

***Ted Farrell***, Superintendent of Education

***Lee Ann Forsyth-Sells***, Superintendent of Education

***Kimberly Kinney***, Superintendent of Education

***Gino Pizzoferrato***, Superintendent of Education

***Pat Rocca***, Superintendent of Education

***Giancarlo Vetrone***, Superintendent of Business & Finance

***Clark Euale***, Controller of Facilities Services

***Anna Pisano***, Administrative Assistant, Corporate Services & Communications Department  
/Recording Secretary

**3. Approval of Agenda**

Moved by Trustee Burkholder

**THAT** the January 26, 2021 Policy Committee Agenda be approved, as presented.

**APPROVED**

**4. Declaration of Conflict of Interest**

No Disclosures of Interest were declared with any items on the agenda.

**5. Minutes of the Policy Committee Meeting of October 27, 2020**

Moved by Trustee Burkholder

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of October 27, 2020, as presented.

**APPROVED**

**6. Governance Policies**

***ACTION REQUIRED***

**GOVERNANCE POLICIES - FOR RECOMMENDATION TO FEBRUARY COMMITTEE OF THE WHOLE MEETING**

**6.1 Accessibility Customer Service Policy (800.8.1)**

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Accessibility Customer Service Policy (800.8.1), following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

- No amendment

Moved by Trustee Burkholder

**THAT** the Policy Committee recommend to the February Committee of the Whole Meeting to approve the revisions to the Accessibility Customer Service Policy (800.8.1), as presented.

**APPROVED**

**6.2 Complaint Resolution Policy (800.3)**

Deferred to the February 2021 Policy Committee Meeting.

## **GOVERNANCE POLICIES - PRIOR TO VETTING**

### **6.3 Bullying Prevention and Intervention Policy (302.6.8)**

Superintendent Forsyth-Sells, presented the Bullying Prevention and Intervention Policy (302.6.8).

The Policy Committee suggested the following amendments:

- No amendment

The Policy Committee requested that the Bullying Prevention and Intervention Policy (302.6.8), be vetted from January 27, 2021 to March 8, 2021 with a recommended deadline for presentation to the Policy Committee in March 2021, for consideration to the Committee of the Whole and Board in April 2021.

### **6.4 Student Expulsion – Safe Schools Policy (302.6.5)**

Superintendent Forsyth-Sells, presented the Student Expulsion – Safe Schools Policy (302.6.5).

The Policy Committee suggested the following amendments:

- No amendment

The Policy Committee requested that the Student Expulsion – Safe Schools Policy (302.6.5), be vetted from January 27, 2021 to March 8, 2021 with a recommended deadline for presentation to the Policy Committee in March 2021, for consideration to the Committee of the Whole and Board in April 2021.

### **6.5 Employee Workplace Harassment Policy (201.7)**

Pat Rocca, Superintendent of Education, presented the Employee Workplace Harassment Policy (201.7).

The Policy Committee suggested the following amendments:

- No amendment

The Policy Committee requested that the Employee Workplace Harassment Policy (201.7), be vetted from January 27, 2021 to March 8, 2021 with a recommended deadline for presentation to the Policy Committee in March 2021, for consideration to the Committee of the Whole and Board in April 2021.

### **6.6 Employee Workplace Violence Policy (201.11)**

Superintendent Rocca, presented the Employee Workplace Violence Policy (201.11).

The Policy Committee suggested the following amendments:

- No amendment

The Policy Committee requested that the Employee Workplace Violence Policy (201.11), be vetted from January 27, 2021 to March 8, 2021 with a recommended deadline for presentation to the Policy Committee in March 2021, for consideration to the Committee of the Whole and Board in April 2021.

## ***INFORMATION***

### ***6.7 Rescinding of Architect and Consultant Selection AOP (701.1)***

Clark Euale, Controller of Facilities Services advised the Policy Committee that Niagara Catholic will be rescinding the Architect and Consultation Selection Administrative Operational Procedures.

### ***6.8 Governance Policies Currently Being Vetted***

Nil

### ***6.9 Governance Policy Review 2020-2021 Schedule***

Director Cipriano presented the Governance Policy Review 2020-2021 Schedule.

## ***7. Date of Next Meeting***

February 23, 2021 at 4:30 p.m.

## ***8. Adjournment***

The meeting adjourned at 5:25 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: APPROVAL OF POLICIES  
ACCESSIBILITY CUSTOMER SERVICE POLICY (800.8.1)**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Accessibility Customer Service Policy (800.8.1) as presented

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Policy Committee

Recommended by: Policy Committee

Date: February 9, 2021



Niagara Catholic District School Board  
**ACCESSIBILITY CUSTOMER SERVICE POLICY**  
STATEMENT OF GOVERNANCE POLICY

800.8.1 – Schools and Community Councils

Policy No. 800.8.1

Adopted Date: December 15, 2009

Latest Reviewed/Revised Date: December 20, 2016

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, ~~Niagara Catholic~~ **the Board** is committed to providing educational programs, and services in its learning and working environments, and facilities ~~which are~~ free of **any barriers and biases**, building on the key principles of independence, dignity, and respect for ~~all~~ students, parents/guardians, staff and members of the community.

The provision of educational programs and services involves the positive implementation of attitudes, actions, structures, and systems that support the continual improvement of accessibility and customer service in the Niagara Catholic District School Board. The Board is committed to ~~giving~~ providing persons with disabilities equal opportunity of access to ~~services and~~ programs, **and services** offered by the Board ~~in locations normally accessed by the public~~ in publicly accessible locations.

The Board defines a customer as any ~~person~~ **individual** who uses the services of the ~~school~~ Board, ~~who is not other than~~ a student or Board staff, as they are covered by the Education Act and Regulations, various Employment and Labour Acts, and Board **Governance** Policies and **Administrative and Operational** Procedures.

The Director of Education will issue [\*Administrative Operational Procedures\*](#) for the implementation of this Policy.

### References

- [\*Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)\*](#)
- [\*Ontario Regulation 191/11, Integrated Accessibility Standards\*](#)
- [\*Ontario Education Services Corporation\*](#)
- [\*Ontario Human Rights Code\*](#)
- [\*Niagara Catholic District School Board Policies/Procedures/Documents\*](#)
  - [\*Accessibility Standards Policy \(800.8\)\*](#)
  - [\*Access to Board Premises \(302.6.3\) Administrative Operational Procedures\*](#)
  - [\*Complaint Resolution Policy \(800.3\)\*](#)
  - [\*Niagara Catholic Multi-Year Accessibility Plan\*](#)

Adopted Date:	December 15, 2009
Revision History:	February 24, 2015 December 20, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: ELEMENTARY AND SECONDARY SCHOOL YEAR  
CALENDARS: 2021-2022**

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**RECOMMENDATION**

**THAT** the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2021-2022 school year, as presented.

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Prepared by: Pat Rocca, Superintendent of Education/Human Resources  
Presented by: Pat Rocca, Superintendent of Education/Human Resources  
Recommended by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: February 9, 2021





NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD

## REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 9, 2021

### ELEMENTARY AND SECONDARY SCHOOL YEAR CALENDARS: 2021-2022

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#### BACKGROUND INFORMATION

The *Education Act, Regulation 304 - School Year Calendar, Professional Activity Days* outlines the requirements and timelines for preparing and submission of school year calendars to the Ministry of Education for approval.

For the 2021-2022 school year calendars, there are 194 possible school days between September 1, 2021 and June 30, 2022. Within this total, elementary and secondary schools must have a minimum of 194 school days, of which seven (7) days must be designated as professional activity days. Secondary schools may have a maximum of ten (10) instructional days set as examination days. The remaining school days shall be instructional days.

#### CONSULTATION PROCESS

The 2021-2022 School Year Calendar Committee met to discuss and review the draft calendar and the consultation process.

Members of the 2021-2022 School Year Calendar Committee are:

Pat Rocca	Superintendent (Chair)
Lee Ann Forsyth-Sells	Superintendent
Gino Pizzoferrato	Superintendent
Irene Ricci	Elementary Principal
Denice Robertson	Secondary Principal
Anthony Corapi	Administrator of Staff Development
Anna Maxner	C.U.P.E. President
Marie Balanowski	Niagara Elementary Unit OECTA
Jennifer McArthur	Niagara Elementary Unit OECTA
Lisa Bowers	Niagara Secondary Unit OECTA
Carrie Vernelli	Niagara Catholic Parent Involvement Committee
Anna Racine	S.E.A.C.

The consultation process provided the elementary and secondary draft calendars to all Elementary and Secondary Principals, Vice-Principals, Catholic School Council Chairs, Niagara Catholic Parent Involvement Committee (NCPIC), Special Education Advisory Committee (SEAC), OECTA Elementary and Secondary Presidents, CUPE President and staff for feedback by January 29, 2021.

Simultaneously, there has been on-going consultation with the co-terminous Board to achieve a similar school year calendar, where possible.

## SUMMARY OF THE ATTACHED CALENDARS

### Highlights of the Proposed School Year Calendars for 2021-2022.

#### ***Professional Activity Days***

In accordance with the *Education Act, Regulation 304 - School Year Calendar*, the following seven (7) days have been identified as Professional Activity Days.

#### Elementary:

Wednesday, September 1, 2021  
Thursday, September 2, 2021  
Friday, November 19, 2021  
Friday, January 21, 2022  
Friday, February 18, 2022  
Friday, June 10, 2022  
Thursday, June 30, 2022

#### Secondary:

Wednesday, September 1, 2021  
Thursday, September 2, 2021  
Friday, November 19, 2021  
Tuesday, February 2, 2022  
Friday, February 18, 2022  
Wednesday, June 29, 2022  
Thursday, June 30, 2022

#### Secondary Examination Days

Semester 1 – Wednesday, January 26, 2022 to Tuesday, February 1, 2022  
Semester 2 – Wednesday, June 22, 2022 to Tuesday, June 28, 2022

#### Board and Civic Holidays

Board Holiday	Friday, September 3, 2021
Labour Day	Monday, September 6, 2021
Thanksgiving Day	Monday, October 11, 2021
Christmas Break	Friday, December 24, 2021 – Friday, January 7, 2022
Family Day	Monday, February 21, 2022
March Break	Monday, March 14 to Friday, March 18, 2022 (ten month employees only)
Good Friday	Friday, April 15, 2022
Easter Monday	Monday, April 18, 2022
Victoria Day	Monday, May 23, 2022
Canada Day	Friday, July 1, 2022

To comply with the timelines outlined in *Regulation 304 - School Year Calendar*, school boards are required to submit Board approved **regular** school year calendars to the Ministry of Education by May 1, 2021 and Board approved **modified** school year calendars to the Ministry of Education by March 1, 2021.

Based on feedback from the consultation process, discussions with the School Year Calendar Committee, Administrative Council and our coterminous board, the 2021-2022 Elementary and Secondary **regular** School Year Calendars will be submitted immediately following the Board Meeting of February 23, 2021 for approval.

#### Appendix A: *Proposed Elementary School Year Calendars for 2021-2022*

**RECOMMENDATION**

**THAT** the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2021-2022 school year, as presented.

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Prepared by: Pat Rocca, Superintendent of Education  
Presented by: Pat Rocca, Superintendent of Education  
Recommended by: Camillo Cipriano, Director of Education, Secretary/Treasurer  
Date: February 9, 2021



<b>Board Name</b> Niagara CDSB (B67156)			
<b>Calendar Title</b> [2021-387797] Elementary 2021-2022	<b>Panel</b> Elementary	<b>Calendar Type</b> Modified	<b>Date Created</b> Jan 09, 2021
<b>Start of School Year</b> Sep 01, 2021	<b>End of School Year</b> Jun 30, 2022	<b>First Day Students</b> Sep 07, 2021	<b>Last Day Students</b> Jun 29, 2022
<b>Status</b> Draft	<b>Description</b> Modified		

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	0	0
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		2	18	0
October					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	20	0
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				1	21	0
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	17	0
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					1	15	0
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28					1	18	0
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	18	0
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	19	0
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	21	0
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		2	20	0
July					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
<b>Total</b>															7	187	0											

**Legend**

<b>P</b> -Professional Activity Day;	<b>E</b> -Scheduled Exam Day;	<b>B</b> -Board Designated Day;	<b>H</b> -Statutory Day;	/ -Half Day;
<b>P*</b> -Professional Activity Day Devoted to Provincial Education Priorities;				

Schools which will use this calendar :

School	Town or City	School	Town or City
Alexander Kuska KSG Catholic Elementary School	Welland	Assumption Catholic Elementary School	St Catharines
Canadian Martyrs Catholic Elementary School	St Catharines	Cardinal Newman Catholic Elementary School	Niagara Falls
Father Hennepin Catholic Elementary School	Niagara Falls	Holy Name Catholic Elementary School	Welland
Loretto Catholic Elementary School	Niagara Falls	Mary Ward Catholic Elementary School	Niagara Falls
Monsignor Clancy Catholic Elementary School	Thorold	Mother Teresa Catholic Elementary School	St. Catharines
Notre Dame Catholic Elementary School	Niagara Falls	Our Lady of Fatima Catholic Elementary School	St Catharines
Our Lady of Fatima Catholic Elementary School	Grimsby	Our Lady of Mount Carmel Catholic Elementary School	Niagara Falls
Our Lady of Victory Catholic Elementary School	Fort Erie	Pope Francis Catholic Elementary School	Welland
Sacred Heart Catholic Elementary School	Niagara Falls	St Alexander Catholic Elementary School	Fonthill
St Alfred Catholic Elementary School	St Catharines	St Andrew Catholic Elementary School	Welland
St Ann Catholic Elementary School	St Catharines	St Ann Catholic Elementary School	Fenwick
St Anthony Catholic Elementary School	St Catharines	St Augustine Catholic Elementary School	Welland
St Charles Catholic Elementary School	Thorold	St Christopher Catholic Elementary School	St Catharines
St Denis Catholic Elementary School	St Catharines	St Edward Catholic Elementary School	Jordan
St Elizabeth Catholic Elementary School	Wainfleet	St Gabriel Lalemant Catholic Elementary School	Niagara Falls
St George Catholic Elementary School	Crystal Beach	St James Catholic Elementary School	St Catharines
St John Bosco Catholic Elementary School	Port Colborne	St John Catholic Elementary School	Beamsville
St Joseph Catholic Elementary School	Grimsby	St Joseph Catholic Elementary School	Stevensville
St Kateri Tekakwitha Catholic Elementary School	Thorold	St Kevin Catholic Elementary School	Welland
St Mark Catholic Elementary School	Beamsville	St Martin Catholic Elementary School	Smithville
St Mary Catholic Elementary School	Welland	St Mary Catholic Elementary School	Niagara Falls
St Michael Catholic Elementary School	Niagara-on-the-Lake	St Nicholas Catholic Elementary School	St Catharines
St Patrick Catholic Elementary School	Port Colborne	St Patrick Catholic Elementary School	Niagara Falls
St Peter Catholic Elementary School	St Catharines	St Philomena Catholic Elementary School	Fort Erie

St Theresa Catholic Elementary School	St Catharines	St Therese Catholic Elementary School	Port Colborne
St Vincent de Paul Catholic Elementary School	Niagara Falls		



<b>Board Name</b> Niagara CDSB (B67156)			
<b>Calendar Title</b> [2021-387958] Secondary	<b>Panel</b> Secondary	<b>Calendar Type</b> Modified	<b>Date Created</b> Jan 09, 2021
<b>Start of School Year</b> Sep 01, 2021	<b>End of School Year</b> Jun 30, 2022	<b>First Day Students</b> Sep 07, 2021	<b>Last Day Students</b> Jun 28, 2022
<b>Status</b> Draft	<b>Description</b> Modified		

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	0	0
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		2	18	0
October					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	20	0
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				1	21	0
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	17	0
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	12	4
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28					2	16	1
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	18	0
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	19	0
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	21	0
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		2	15	5
July					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
<b>Total</b>															7	177	10											

**Legend**

P -Professional Activity Day; E -Scheduled Exam Day; B -Board Designated Day; H -Statutory Day; / -Half Day;  
P\* -Professional Activity Day Devoted to Provincial Education Priorities;

**Schools which will use this calendar :**

School	Town or City	School	Town or City
Blessed Trinity Catholic Secondary School	Grimsby	David S. Horne	Fonthill
Denis Morris Catholic High School	St Catharines	Holy Cross Catholic Secondary School	St Catharines
Lakeshore Catholic High School	Port Colborne	Notre Dame College School	Welland
Pope Francis Catholic Secondary School	Welland	Saint Francis Catholic Secondary School	St Catharines
Saint Kateri Tekakwitha Catholic Secondary School	Thorold	Saint Michael Catholic High School	Niagara Falls
Saint Paul Catholic High School	Niagara Falls		



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL  
DEVELOPMENT OPPORTUNITIES**

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The Report on Staff Development Department:  
Professional Development Opportunities is presented for information.

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Prepared by: Pat Rocca, Superintendent of Education  
Anthony Corapi, Coordinator of Staff Development

Presented by: Pat Rocca, Superintendent of Education

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021



## REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 9, 2021

### STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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#### BACKGROUND INFORMATION

In alignment with the Board's Vision 2020 Strategic Plan and Annual System Priorities, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion to minimize disruptions to the myriad services provided within our Niagara Catholic community. The following is a listing of activities occurring during the period February 9, 2021 through March 9, 2021.

#### Winter 2021

##### *AQ Primary/Junior Mathematics Part 1 Course*

- Niagara Catholic in cooperation with Brock University is offering a fully subsidized course for 25 teachers from February 4<sup>th</sup> – June 24<sup>th</sup>, 2021. The course is being taught by Laura Cronshaw (Niagara Catholic DSB, K – 12 Numeracy Consultant)

#### Tuesday, February 9, 2021

##### *Studies in Arts and Culture Virtual Workshop*

- This workshop is a presentation of the curatorial process when working with students on a given theme. In the Centre for Studies in Arts and Culture (STAC) at Brock University, the focus is on interdisciplinary strategies, curating practices, arts management, writing and editing skills, and students' professionalization. Studies in Arts and Culture (STAC) projects are typically interdisciplinary programs with arts and Business, Languages, History, Geography, and Tourism.
- This session is designed to provide examples of virtual projects and discuss ways to foster creative work all the way to a final, professional-looking realization and display.

#### Tuesday, February 9, 2021

##### *Gizmos and Desmos Workshop - Using the Interactive Tools Together*

- Focus on the use of Gizmos to support Math, including connection to Desmos for grades 9 - 12

#### Tuesday, February 9, 2021

##### *Focus on Financial Literacy Workshop*

- The workshop will focus on the Financial Literacy curriculum content for grades 1 – 8 and the anticipated new Grade 9 math course.

#### Friday, February 12, 2021

##### *Professional Activity Day*

- February 12<sup>th</sup> is designated as a Professional Activity for all elementary and secondary staff. All staff will have an opportunity to choose from over 25 live workshops with a focus on Autism Spectrum Disorder (ASD), Anti-Racism and Anti-Discrimination and the Niagara Catholic Virtual Learning Environment (NCVLE).

PROFESSIONAL ACTIVITY DAY SCHEDULE FOR ALL STAFF

TIME	ACTIVITY
8:00 a.m. – 8:25 a.m.	Arrival/Welcome & Opening Prayer
8:30 a.m. – 9:10 a.m.	Choose (1) – Autism Spectrum Disorder Workshop
9:15 a.m. – 9:55 a.m.	Choose (1) – Autism Spectrum Disorder Workshop
9:55 a.m. – 10:10 a.m.	<b>BREAK</b>
10:15 a.m. – 10:55 a.m.	Choose (1) – Anti-Racism/Anti-Discrimination Workshop
11:00 a.m. – 11:40 a.m.	Choose (1) – Anti-Racism/Anti-Discrimination Workshop
11:45 a.m. – 12:45 p.m.	<b>LUNCH</b>
12:50 p.m. – 1:30 p.m.	Choose (1) – NCVLE Workshop
1:35 p.m. – 2:15 p.m.	Choose (1) – NCVLE Workshop
2:15 p.m. – 2:30 p.m.	Closing Prayer

**Multiple Dates (January 19<sup>th</sup>, February 23<sup>rd</sup>, March 23<sup>rd</sup>)**

*Autism Spectrum Disorder (ASD) Webinar Series*

- The Catholic Principal's Leadership Development Council|Ontario (CPLDO), Leadership en Action (LEA) and Principal Association Projects (PAP) invite you to participate in professional learning designed to meet your needs as school leaders in the current Ontario education context with this free one-hour webinar series to deepen your leadership knowledge and understanding of ASD!
- **JANUARY 19<sup>TH</sup> WEBINAR 1 (Complete)**- Leading to Strengthen Executive Functioning Skills of Students With Autism: IEP Look-Fors. This first of three webinars details an in-depth understanding of students with Autism as students with a neurological disorder and how to support the school team to explicitly teach executive functioning skills as a way of scaffolding the student's access to learning and future life goals. This webinar will provide school leaders with an "IEP Look-Fors" resource. Please have an IEP with you for reflection during this webinar.
- **FEBRUARY 23<sup>RD</sup> WEBINAR 2** - Multidisciplinary, interdisciplinary and transdisciplinary in education: The definitions, objectives, and evidence of effectiveness of such teamwork. This second of three webinars deepens a leader's understanding of transdisciplinary approach through the lens equity, inclusion and a collaborative stance.
- **MARCH 23<sup>RD</sup> WEBINAR 3** - Leaders Creating Conditions for Safe and Caring Schools for Students with Autism. This third and final webinar explores a leader's role in maximizing the impact of caring and safe school policies and procedures for students with autism working through the transdisciplinary approach.

The Report on Staff Development:  
Professional Development Opportunities are presented for information.

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Prepared by: Pat Rocca, Superintendent of Education  
Anthony Corapi, Coordinator of Staff Development

Presented by: Pat Rocca, Superintendent of Education

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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The Capital Projects Progress Report Update is presented for information.

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Prepared by: Clark Euale, Controller of Facilities Services  
Presented by: Clark Euale, Controller of Facilities Services  
Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Date: February 9, 2021



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021  
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

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**BACKGROUND INFORMATION**

Individual progress reports for capital projects are presented as follows:

**IN PROGRESS**

Appendix A	Our Lady of Mount Carmel Catholic Elementary School – New Child Care
Appendix B	Monsignor Clancy Catholic Elementary School – Consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care

The Capital Projects Progress Report Update is presented for information.

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Prepared by:	Clark Euale, Controller of Facilities Services
Presented by:	Clark Euale, Controller of Facilities Services
Approved by:	Camillo Cipriano, Director of Education/Secretary-Treasurer
Date:	February 9, 2021



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
FEBRUARY 9, 2021**

**APPENDIX A**

**OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:** Design and construction of 3 child care room addition.

**Current Status:** Plumbing underground complete, steel joist being delivered next week, masonry work well underway. Interior work progressing well, music room and Library demolition completed.

**Project Information:**

New Area to be Constructed	4,865	sq. ft.
Child Care Spaces Added	49	spaces



**Project Funding:**

Child Care	2,254,668
	<hr/>
	<b>\$2,254,668</b>

**Project Costs:**

	Budget	Paid
Construction Contract	1,733,666	\$351,562
Fees & Disbursements	197,691	\$154,265
Other Project Costs	323,311	\$51,539
	<hr/>	<hr/>
	<b>\$2,254,668</b>	<b>\$557,366</b>

**Project Timelines:**

	Scheduled Completion	Actual Completion
Funding Approval	December 21, 2017	December 21, 2017
Ministry Approval (space)	March 2018	July 15, 2020
Architect Selection	July 17, 2018	July 17, 2018
Design Development	January 2019	September 24, 2019
Contract Documents		September 15, 2020
Tender & Approvals		July 2020
Ministry Approval (cost)		September 17, 2019
Ground Breaking Date	TBD	
Construction Start		October 01, 2020
Occupancy	September 2021	
Official Opening & Blessing		

**Project Team:**

Architect	Whiteline Architects Inc.
General Contractor	Bromac Construction
Project Manager	Tunde Labbanicz
Superintendent	Gino Pizzoferrato
Principal	Domenic Massi







**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
CAPITAL PROJECT PROGRESS REPORT  
FEBRUARY 9, 2021**

**APPENDIX B**

**MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL**

**Scope of Project:** Design and construction of a consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care.

**Current Status:** Due to winter weather, foundation work for the new addition has slowed down to ensure project budget and quality of work are not reduced. To maintain schedule, contractor will be working through the winter on the days which are weather expectable for the intended construction phase. Interior work is on schedule, ductwork is being installed in ceiling space, reinforcing of steel joist has started, and plumbing underground continues.

**Project Information:**

New Area to be Constructed	10,268 sq. ft.
Pupil Places Added	104 students
New Facility Capacity	677 students
Child Care Places Added	49 places



**Project Funding:**

Capital Priorities	3,482,495
Additional Capital Priorities	91,000
Child Care	1,557,887
	<b>\$5,131,382</b>

**Project Costs:**

	Budget	Paid
Construction Contract	4,651,382	341,181
Fees & Disbursements	430,000	363,285
Other Project Costs	50,000	48,205
	<b>\$5,131,382</b>	<b>\$752,671</b>

**Project Timelines:**

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	March 13, 2018	March 13, 2018
Ministry Approval (space)		July 2020
Architect Selection	July 19, 2018	July 2018
Design Development	September 25, 2018	September 2019
Contract Documents		September 15, 2020
Tender & Approvals		July 2020
Ministry Approval (cost)		August 29, 2019
Ground Breaking Date	TBD	
Construction Start		October 05, 2020
Occupancy	January 01, 2022	
Official Opening & Blessing		

**Project Team:**

Architect	Whiteline Architect Inc.
General Contractor	Bromac Construction
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Dan Trainor



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: TRUSTEE DETERMINATION AND DISTRIBUTION**

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The Trustee Determination and Distribution report is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Joyce Mercier, Coordinator-Secretarial Support Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021



## REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 9, 2021

### TRUSTEE DETERMINATION AND DISTRIBUTION

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#### BACKGROUND INFORMATION

Under Ontario Regulation 412/00, school boards are responsible for the calculations of trustee determination and distribution.

Ontario Regulation 412/00 outlines the steps for determining the number of trustees of the board and the steps for distributing the trustees to the geographic areas within its jurisdiction.

Regulation 412/00 includes a number of instructions and tables of data, which contain information used in the determination and distribution calculations.

At the March 20, 2018 Board meeting, the Board approved the following motions:

- 1 for Fort Erie, Port Colborne, Wainfleet
- 1 for Grimsby, Lincoln, Pelham, West Lincoln
- 2 for Niagara Falls, Niagara-on-the-Lake
- 2 for St. Catharines (less Merritton Area)
- 1 for Thorold (including Merritton Area)
- 1 for Welland

or

- 1 for Fort Erie, Port Colborne, Wainfleet
- 1 for Grimsby, Lincoln, West Lincoln
- 2 for Niagara Falls
- 2 for St Catharines, Niagara-on-the Lake
- 1 for Thorold including Merritton
- 1 for Welland, Pelham

#### **Trustee Distribution 2018-2022 by Municipality Calculation - Ontario Regulation 412/00:**

##### **Section**

**6**

School Boards are responsible for determining the geographic allocation of its members, and is required to pass a resolution prior to March 31 of an election year to determine its Trustee distribution, as well as circulate the Determination and Distribution Report to the designated public authorities. School Boards are

able to designate some of its areas as low population areas to allow appropriate representation for such areas. Staff recommends not to designate any area within Niagara Catholic as a low population area.

The distribution of Trustees by municipality is calculated in accordance with Section 6 of O. Reg. 412/00, and will follow the steps outlined on Page 13-14 of the Trustee Determination and Distribution Guide. The calculation uses the PEG Report as the official document to be used as the population reference to calculate trustee distribution.

To calculate the “Electoral Quotient Grouped by Area” used to determine the number of Trustee per Municipality and by Ward, the below formulae is utilized.

$A \times B$

C

A = the Population Electoral Group Representation in a Municipality/Ward

B = the total number of Trustees allocated to the Board

C = the total Population Electoral Group Representation in the jurisdiction of the Board

Using the calculator, Appendix D provides the Board with two recommended options for its consideration:

Option 1 – recommends the same Trustee Distribution for 2018-2022 as 2014-2018

Option 2 – recommends a Trustee Distribution which aligns with the elementary / secondary Family of Schools organization for 2018-2022.

Both options for the consideration of the Board maintains the current total of eight (8) elected Trustees for the Niagara Catholic District School Board for 2018-2022.

Under the provisions of Ontario Regulation 412/00, the Board is required to approve the following resolutions:

- A resolution confirming that the Board has determined the number of trustees to be elected in its jurisdiction, in accordance with the Regulation
- A resolution stating that the Board has given consideration to designating low population areas and that the Board has decided to designate a municipality as a low population municipality or that the board has decided not to designate any municipality as a low population area.
- A resolution stating that the Board has distributed the total number trustees to the municipal areas under the jurisdiction of the Board, in accordance with the Regulation.
  
- The Board is required to send a copy of the results of the trustee determination and distribution, including data and calculations to the following:
  - The Minister of Education
  - The Election Clerk of each Municipality
  - The Secretary of each coterminous School Board.

For the information and the review of the Trustees, we are enclosing the following information:

Appendix A Trustee Determination and Distribution Guide 2018

Appendix B Calculation of Trustee Distribution for Niagara Catholic 2014 - 2021

The Trustee Determination and Distribution report is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Joyce Mercier, Coordinator-Secretarial Support Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021

# Trustee Determination and Distribution Guide for Ontario District School Boards

2018



This document is intended as a guide only. Users should rely on their legal counsel for advice on all questions relating to the subject matter of this document.

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# Contents

<b>Introduction</b>	2
<b>Section I</b>	
Trustee Determination and Distribution: A Responsibility of District School Boards	3
What Do You Need to Get Started?	4
Completing the Determination and Distribution Calculations	6
Trustee Determination – Using the Online Calculator	8
Trustee Distribution – Using the Online Calculator	8
Trustee Determination – Manual Calculation Using Templates	10
Trustee Distribution – Manual Calculation Using Templates	13
Need Help with D&D Calculations?	20
<b>Section II</b>	
Key Dates for 2018 Elections	21
<b>Section III</b>	
Questions and Answers	22
<b>Appendix A</b>	
Tables from Ontario Regulation 412/00	25
<b>Appendix B</b>	
Dispersal Rules from Ontario Regulation 412/00	30
<b>Appendix C</b>	
Trustee Positions Determined for the 2006 General Election, and Additional Positions Ordered by the Minister in 2010	31

Une publication équivalente est disponible en français sous le titre suivant : *Guide de détermination du nombre et de la répartition des membres élus à l'intention des conseils scolaires de l'Ontario, 2018.*

This publication is available on the Ministry of Education's website, at [www.ontario.ca/edu](http://www.ontario.ca/edu).

# Introduction

Before each general election, every board of trustees determines the number of trustee positions on their board<sup>1</sup> and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D). By March 31 of an election year, school boards are required to complete a D&D Report showing their D&D calculations, and, by April 3 in the election year, to submit it to:

- the Ministry of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D process plays an important role in ensuring that representation on school boards is democratic and fair. It also allows trustee candidates to identify and select an electoral ward in which to run. Therefore, it is very important for school boards to make accurate D&D calculations.

This guide offers two options to help you complete the D&D calculations:

- an online D&D calculator, which you can find on the Web page of the Ontario Education Services Corporation (OESC) at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>
- a manual approach using the steps and templates provided in this guide

The guide has three sections:

- **Section I** provides information and steps for completing the D&D Report.
- **Section II** sets out key dates for the 2018 election.
- **Section III** contains frequently asked questions about the D&D process and answers to them.

---

1. The terms *school board* and *board* are used in this document to refer to district school boards.

# Section I

## Trustee Determination and Distribution: A Responsibility of District School Boards

The number of elected school trustees and their distribution over a board's jurisdiction are governed by the Education Act and by Ontario Regulation (O. Reg.) 412/00, "Elections to and Representation on District School Boards".

### Trustee Determination

The number of elected trustee positions on a board is the number that was determined for the board for the purposes of the 2006 general election, with the following provisos (section 58.1 (10.0.1) of the Education Act):

- For a school board whose number of elected trustees was increased by order of the Minister following the isolate board mergers in 2009, the total number of elected trustees includes the additional position(s) ordered by the Minister.
- A board may by resolution reduce its number of elected trustees to not fewer than five.
- A board that has experienced a change in population or area of jurisdiction may use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

### Trustee Distribution

Boards are responsible for allocating their elected trustee positions over their area of jurisdiction. They do this by:

- combining local municipalities and local municipal wards in their area of jurisdiction into a number of geographic areas;
- allocating their trustee positions to these areas. The steps are set out in O. Reg. 412/00, and the process is referred to as **trustee distribution**.

If a board has formed a geographic area that includes two or more municipalities, then the board must identify the municipality with the largest population of the board's electoral group. This is known as the **lead municipality**. The school board election clerk of the lead municipality has certain responsibilities for the entire geographic area, such as accepting nominations and announcing the result of the vote.

## Determination and Distribution Report

School boards are required to submit a Determination and Distribution Report (D&D Report) to the Minister of Education, the election clerks for all municipalities within the board's jurisdiction, and the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D Report must include:

- the D&D results;
- if applicable, the identification of any lead municipality;
- a copy of the data and calculations by which
  - the D&D results were reached
  - any lead municipality was identified;
- copies of all relevant board resolutions.

The submission deadline for the D&D Report is **April 3, 2018**.

# What Do You Need to Get Started?

## I. Population of Electoral Group Report

The first piece of information you will need to complete your D&D Report is the population of the electoral group for each of the local municipalities and local municipal wards within your school board's area of jurisdiction. The Municipal Property Assessment Corporation (MPAC) produces this data and will provide a Population of Electoral Group Report (PEG Report) to your board before **February 15, 2018**.

In some cases, an area without municipal organization is attached to a municipality for school board election purposes. Other areas without municipal organization are deemed to be municipalities under the Education Act. The PEG Reports contain the electoral group data for these areas as well.

## 2. Board Resolution Regarding Low Population Municipalities

You will need to know whether or not your board is designating any municipalities within its jurisdiction as “low population” areas. Boards whose area of jurisdiction includes more than one municipality **must** pass a resolution by **March 31** of an election year either:

- designating one or more municipalities as low population municipalities; or
- declaring that no such designation will be made (O. Reg. 412/00, s. 4).

This resolution must be included in your D&D Report.

Typically, a board will designate one or more municipalities as a low population area to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. There is no limit on the number of low population areas a board may designate.

Designating municipalities as low population areas affects the calculation of trustee distribution by allowing the board to increase the sum of electoral quotients for those municipalities by either one or two. It does not affect the total number of trustees for the board.

## 3. Board Resolution Regarding Voluntary Reduction of Board Members

School boards may reduce the number of elected trustees below the number provided for in the Education Act and O. Reg. 412/00, but not below the minimum number of five members. This can be done only by a resolution of the board.

If a school board chooses to exercise this option, the resolution must be passed before **March 31** of an election year. A copy of the resolution must be included in the D&D Report.

# Completing the Determination and Distribution Calculations

## Summary of Steps: Completing Your D&D Report

### 1. Gather the following information:

- the number of trustee positions determined by your board in 2006 and, if applicable, the number of additional trustees ordered by the Minister in 2010 (see [Appendix C](#));
- your board's 2018 PEG Report;
- if applicable, the name(s) of any municipalities within your board's jurisdiction that have been designated as low population municipalities, and whether the sum of electoral quotients for those municipalities is to be increased by one or two;
- a copy of the provisions regarding distribution set out in sections 4 to 8 of O. Reg. 412/00, available online at [http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_000412\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm).

If you wish to calculate whether your board may have additional trustees, you may use the online calculator on the OESC's Web page. If you are doing a manual calculation, you will need:

- a copy of the six tables contained in O. Reg. 412/00, which are reproduced in [Appendix A](#);
- a copy of the rules set out in O. Reg. 412/00, which are reproduced in [Appendix B](#), for determining the number of additional members based on your board's dispersal factor.

### 2. Determine your board's number of trustee positions:

- For most boards, this will be the number determined for the purposes of the 2006 election, unless:
  - the Minister ordered additional trustees for your board in 2010 following the isolate board mergers; or
  - your board has passed a resolution to reduce its number of elected trustees to not fewer than five; or
  - your board has experienced a change in population or area of jurisdiction and would like to use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

3. Allocate the trustee positions to the geographic areas formed by your board. This step requires the calculation of the electoral quotient for each municipality or municipal ward using the PEG data provided by MPAC. The online calculator will do this for you. If you wish to do a manual calculation, you will find the steps and templates you may use for this purpose on pages 13 to 18. In either case, you will need to know:
  - the number of elected trustee positions;
  - the number of municipalities/municipal wards and unorganized territories in your board's jurisdiction;
  - the number, if any, of designated low population municipalities;
  - the number (one or two) by which the sum of their electoral quotients would be increased.
4. Make copies of the D&D calculations. If you used the Web-based calculator, it provides an option for printing your calculations. If you used a manual method, copy your completed D&D templates or any other chart you may have used for your calculations.
5. Seek approval from your board on the number of trustees to be elected and their geographic distribution. Note that all resolutions must be passed by **March 31, 2018**.
6. Prepare your D&D Report and send it, by **April 3, 2018**, to the Minister, the school board election clerks for all the municipalities within the area of jurisdiction of the board and the secretary of every other board that is wholly or partially within the area of jurisdiction of your board. The completed D&D Report must include:
  - the D&D results;
  - if applicable, the identification of any lead municipality;
  - a copy of the data and calculations by which the D&D results were reached and by which any lead municipality was identified;
  - copies of all relevant board resolutions.

# Trustee Determination – Using the Online Calculator

The online calculator can be found on the website of the OESC at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>.

You will be provided with two options for proceeding:

**Option 1:** If you are not recalculating your board's elected trustee positions, then you will be taken to a Web page where you will select your board name and enter the total population of your board's electoral group that will be used in the trustee distribution calculation.

Once you select your board, a number will be generated, which is the total number of elected trustees for your board. If your board has recently passed a resolution to reduce the number of trustees, you can choose the board's new number of trustees from a drop-down menu.

**Option 2:** If your board wishes to recalculate its number of elected trustee positions, then you will be taken to a Web page that you can use to determine whether a change in your board's population or area of jurisdiction would allow your board to have more trustees. You will be asked to identify your board name and enter the population of your board's electoral group. When you click on the Next button, the calculator will determine the allowable number of trustees for your board. If the resulting number is greater than the number for 2006 (including trustees ordered by the Minister, if applicable), the greater number is your board's maximum allowable number of trustees.

You will then be guided to the trustee distribution calculator.

# Trustee Distribution – Using the Online Calculator

Enter the names of all local municipalities and local municipal wards in your jurisdiction, and their corresponding electoral group population. The calculator will then calculate the electoral quotients. If you indicated that your board has designated one or more low population municipalities, it will also calculate the alternative electoral quotients.



The **electoral quotient** is a number that represents the number of trustee(s) a board can have in a particular geographic area.

The **alternative electoral quotient** is a number that represents an increased electoral quotient for low population municipalities and a decreased electoral quotient for other municipalities. As such, it allows for greater representation to low population municipalities than would be accorded by a strict representation-by-population calculation.

The calculator template can be printed and included in your D&D Report.

The final step is to allocate the trustee positions to geographic areas in your school board by following the rules set out in O. Reg. 412/00:

- Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.
- Section 7 of O. Reg. 412/00 sets out the distribution provisions for boards that have designated one or more low population municipalities.

To allocate trustee positions, combine the municipalities, municipal wards, and territories without municipal organization to create geographic areas (i.e., clusters). The number of geographic areas cannot exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number, and the number of trustees allocated to a geographic area should be, as nearly as practicable, the sum of the electoral quotients for that area.

For example, if the sum of the electoral quotients for a geographic area is 1.6, the distribution rules would require the board to look at other possible combinations of municipalities and municipal wards that would result in a quotient closer to a whole number. See the example on page 19.

When clustering municipalities, territories without municipal organization, and municipal wards to create geographic areas, it is also important to think about the demographics of your board's jurisdiction. Consideration could be given to distributing trustee positions in such a way so that the voices of all, including marginalized communities, are heard at the board table.

Municipalities, municipal wards, and territories without municipal organization that make up geographic areas do not need to be adjacent to one another. The board can combine nonadjacent areas throughout the board's jurisdiction.

Any person can make a submission to a board about the establishment of geographic areas. The board is required to take these submissions into consideration in arriving at its decision to form a geographic area (section 58.1 (13) of the Education Act).

You are now ready to prepare your report to present to the board.

## Trustee Determination – Manual Calculation Using Templates

If your board will **not** be recalculating its number of elected trustee positions, then your board's number of elected trustees will be:

- the number determined for the purposes of the 2006 election; **or**
- the number determined for the purposes of the 2006 election plus any additional positions ordered by the Minister in 2010 as a result of the isolate board mergers; **or**
- a lower number, in accordance with a resolution passed by the board to reduce the number of elected trustees. The number cannot be lower than five.

Provide this number in your D&D Report.

### Recalculating Your Board's Number of Trustees (Optional)

If your board has experienced a change in population or in area of jurisdiction, you may use the steps and templates that follow to calculate whether the determination formula in O. Reg. 412/00 would allow additional trustees. All of the tables from O. Reg. 412/00 that are used in the calculation are reproduced in [Appendix A](#) to this guide.

#### Step 1:

Find the population of your board's electoral group from your 2018 PEG Report. Enter this figure in Box 1 of the Trustee Determination Template found on page 12 of this guide.

#### Step 2:

Refer to "Table 1 – Board Areas" in O. Reg. 412/00. Enter your board's area as shown in that table in Box 2.

**Step 3:**

Divide your board's electoral group population (Box 1) by your board's area (Box 2) to determine your board's density figure. Enter that figure in Box 3.

**Step 4:**

Refer to "Table 5 – Dispersal Factors" in O. Reg. 412/00. Enter your board's dispersal factor in Box 4.

**Step 5:**

Refer to "Table 2 – Number of Members Based on Electoral Group Population" in O. Reg. 412/00. Using the population of your board's electoral group (Box 1), enter the corresponding number of trustees based on electoral group population in Box 5.

**Step 6:**

Refer to "Table 3 – Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using the board density figure (Box 3), enter the corresponding number of additional trustees based on board density in Box 6.

**Step 7:**

Refer to "Table 4 – Maximum Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using your board area figure (Box 2), enter the maximum number of additional trustees based on board density in Box 7.

**Step 8:**

In Box 8, enter the lesser of the numbers in Box 6 and Box 7.

**Step 9:**

Refer to the rules set out in O. Reg. 412/00 regarding dispersal (see dispersal rules in [Appendix B](#)). Using your board's dispersal factor (Box 4), enter the corresponding number of additional trustees based on dispersal in Box 9.

**Step 10:**

In Box 10, enter the greater of the numbers in Box 8 and Box 9.

**Step 11:**

Calculate the total of Box 5 plus Box 10 and enter it in Box 11.

**Step 12:**

Referring to the final day school average daily enrolment (not counting pupils enrolled in Junior Kindergarten) from your board's 2016–17 Financial Statements, take the corresponding figure from "Table 6 – Minimum Number of Members Based on Board Enrolment" found in O. Reg. 412/00 and enter it in Box 12.

**Step 13:**

Select the greater of the numbers in Box 11 and Box 12. This is the number of your elected trustee positions of your board based on the formula in O. Reg. 412/00.

You have now completed trustee determination and are ready to calculate trustee distribution.

## Trustee Determination Template – Manual Calculation

Data	Source	Figure
1. Population of electoral group	MPAC	<b>Box 1:</b>
2. Board area	Table 1, O. Reg. 412/00	<b>Box 2:</b>
3. Board density	Population/area	<b>Box 3:</b>
4. Dispersal factor	Table 5, O. Reg. 412/00	<b>Box 4:</b>
5. Number of population-based trustees	Table 2, O. Reg. 412/00	<b>Box 5:</b>
6. Number of density-based trustees	Refer to Table 3, O. Reg. 412/00 using board density figure	<b>Box 6:</b>
7. Number of density-based (area adjusted) trustees	Refer to Table 4, O. Reg. 412/00, using board area figure	<b>Box 7:</b>
8. Lesser of Box 6 and Box 7	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 8:</b>
9. Number of additional trustees based on dispersal	Refer to rules set out in O. Reg. 412/00, s.3, using dispersal factor	<b>Box 9:</b>
10. Total number of additional trustees (greater of Box 8 and Box 9)	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 10:</b>
11. Number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 11:</b>
12. Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 12:</b>

**Number of elected trustees = the greater of the numbers in Box 11 and Box 12**

# Trustee Distribution – Manual Calculation

## Using Templates

If you choose to calculate trustee distribution manually, the following templates and series of steps allow you to calculate your board's electoral quotients and alternative electoral quotients.

There are two templates to choose from:

1. If your board has **not** designated any municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template A (Boards with No Low Population Areas)*.
2. If your board **has** designated one or more municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template B (Boards with Low Population Municipalities)*.

### Template A (Boards with No Low Population Municipalities)

#### Step 1:

Enter the **total** population of the board's electoral group as Figure A in the *Trustee Distribution – Template A*. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

#### Step 2:

Enter the board's number of elected trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

#### Step 3:

List all municipalities and/or municipal wards in the area of your board's jurisdiction in Column 1, and enter the corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

#### Step 4:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient tells you how many trustees you can have in each municipal ward or municipality. For this step:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the total number of elected trustee positions (Figure B);

- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward.)

**Step 5:**

This final step allows you to determine the allocation of trustees to geographic areas in your school board. In most cases, the number of areas listed in Column 1 will be greater than the number of trustees on your board. In order to determine the geographic areas a trustee will represent, combine the municipalities/municipal wards/territories without municipal organization into geographic areas, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.

**Trustee Distribution – Template A  
(Boards with No Low Population Municipalities)**

Population of electoral group = \_\_\_\_\_ (Figure A)

Total number of elected trustees = \_\_\_\_\_ (Figure B)

Column 1 Name of Municipality/Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient

## Template B (Boards with Low Population Municipalities)

### Step 1:

Enter the **total** electoral population group of the school board as Figure A in the *Trustee Distribution – Template B*. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

### Step 2:

Enter the number of board trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

### Step 3:

Referring to your board resolution, in Chart 1 list all municipalities within your board's jurisdiction that have been designated as low population in Column 1, and their corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

### Step 4:

In Chart 2, list all remaining municipalities in your board's jurisdiction, i.e., those that have **not** been designated as low population municipalities, in Column 1, and their corresponding electoral group population in Column 2.

### Step 5:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient is an indicator of the level of trustee representation warranted in a particular municipality based on population and geographic size. For both Chart 1 and Chart 2:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the number of board members (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward in Charts 1 and 2.)

### Step 6:

This step calculates the alternative quotients for all municipalities within your board's jurisdiction (i.e., both low population and remaining ones).

#### Using Chart 1 (low population municipalities):

- i. total the electoral group population for all municipalities designated as low population (Column 2) and enter that total as Figure C;
- ii. total the electoral quotients for all municipalities designated as low population (Column 3) and enter that total as Figure D;
- iii. add to the total of electoral quotients (Figure D) the number determined by the board's resolution designating areas as low population municipalities (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure C (the total electoral group population for all municipalities designated as low population);
- v. record the number calculated in Column 4 of Chart 1 – Alternative Quotient.

#### Using Chart 2 (remaining municipalities):

- i. total the electoral group population for all remaining municipalities (Column 2) and enter that total as Figure E;
- ii. total the electoral quotients in Column 3 and enter that total as Figure F;
- iii. subtract from the total of electoral quotients (Figure F) the number determined by the board's resolution designating municipalities as low population (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure E (the total electoral group population for all municipalities not designated as low population areas);
- v. record the number calculated in Column 4 of Chart 2 – Alternative Quotient.



### Step 7:

This final step allows you to allocate the trustee positions to geographic areas in your school board. To determine the allocation, combine the municipalities/municipal wards into geographic areas within each grouping, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

You are now ready to prepare your D&D Report to present to the board.

## Trustee Distribution – Template B (Boards with Low Population Municipalities)

Total population of electoral group = \_\_\_\_\_ (Figure A)

Total number of elected trustees = \_\_\_\_\_ (Figure B)

### Chart 1 – Low Population Municipalities

Column 1 Name of Low Population Area	Column 2 Electoral Group Population	Column 3 Electoral Quotient	Column 4 Alternative Quotient
	<b>Total (Figure C)</b>	<b>Total (Figure D)</b>	

### Chart 2 – Remaining Municipalities

Column 1 Name of Area	Column 2 Electoral Group Population	Column 3 Electoral Quotient	Column 4 Alternative Quotient
	<b>Total (Figure E)</b>	<b>Total (Figure F)</b>	

**Example:**  
**Trustee Distribution – Forming Geographic Areas**

**Number of trustees = 5**

Column 1 Name of Municipality/Ward	Column 2 Electoral Quotient	Column 3 Sum of Electoral Quotient	Column 4 Geographic Area
Municipality 1 (Ward 1)	0.3	0.94	Area 1 (1 trustee)
Municipality 1 (Ward 2)	0.29		
Municipality 1 (Ward 3)	0.35		
Municipality 2	0.61	1.04	Area 2 (1 trustee)
Municipality 3 (Ward 1)	0.18		
Municipality 3 (Ward 2)	0.25		
Municipality 3 (Ward 3)	0.25	1	Area 3 (1 trustee)
Municipality 3 (Ward 4)	0.24		
Municipality 3 (Ward 5)	0.28		
Municipality 4 (Ward 1)	0.23		
Municipality 4 (Ward 2)	0.13	1.05	Area 4 (1 trustee)
Municipality 4 (Ward 3)	0.19		
Municipality 5 (Ward 1)	0.14		
Municipality 5 (Ward 2)	0.09		
Municipality 6	0.23		
Municipality 7	0.27		
Municipality 8	0.97	0.97	Area 5 (1 trustee)

In the above illustration, a school board has eight municipalities in its area of jurisdiction and five trustee positions. To distribute its trustee positions, the board formed five geographic areas by combining municipalities and municipal wards.

The sum of the electoral quotient for each geographic area is close to a whole number, which represents the number of trustees for that area (Column 3). Further, the number of geographic areas does not exceed the allowable number of trustees – five in this case.

## Need Help with D&D Calculations?

If you need assistance completing your D&D calculations, help is available.

Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations. You may also contact the Leadership, Collaboration and Governance Branch at the Ministry of Education at [LDB-DDL@ontario.ca](mailto:LDB-DDL@ontario.ca).

# Section II

## Key Dates for 2018 Elections

Activity	Date
MPAC data (PEG Reports) sent to boards	By February 15
<ol style="list-style-type: none"> <li>Boards <b>may</b> pass resolutions determining the number of their trustees and <b>must</b> pass resolutions determining their trustee distribution.</li> <li>Boards whose area of jurisdiction includes more than one municipality <b>must</b> pass a resolution establishing, or not establishing, low population areas.</li> <li>Last day for resolution to reduce trustee numbers</li> </ol>	By March 31
D&D Reports sent to the Minister, school board election clerks and secretaries of other school boards in the board's jurisdiction	By April 3
Deadline for appeals by municipality regarding trustee distribution	April 21
Notices of appeal sent by secretary of the board (i.e., the Director of Education) to the Ontario Municipal Board (OMB)	By April 25
Beginning of nomination and campaign period	May 1
Deadline for OMB decision regarding appeal of trustee distribution calculations	June 10
Nomination day: last day for <ul style="list-style-type: none"> <li>filing nomination, and</li> <li>withdrawal of candidacy</li> </ul>	July 27, 2:00 p.m.
Compliance audit committee established	Before October 1
Voting day	October 22
Board of Trustees' term of office begins	December 1
Campaign period ends	December 31
Financial filing deadline for candidates	March 29, 2019

# Section III

## Questions and Answers

**Note:** For more detailed information about the election process, visit the website of the Ministry of Municipal Affairs at <http://www.mah.gov.on.ca/Page219.aspx>.

### Trustee Determination and Distribution (D&D)

**Q. What does trustee D&D mean?**

A. Before each general election, the board of trustees of each district school board calculates the number of elected trustee positions on their school board and distributes these positions across the board's area of jurisdiction. This process is known as trustee D&D.

**Q. Who is responsible for the D&D process within the jurisdiction of the board?**

A. The outgoing board of trustees is responsible for trustee D&D calculations. Using population data received from the Municipal Property Assessment Corporation (MPAC), school boards follow the rules under the Education Act to establish the number of trustee positions on the school board and to allocate the positions to geographic areas within the board.

**Q. Why do school boards designate low population municipalities?**

A. Designation of low population municipalities allows school boards to provide greater representation to rural or other municipalities than they would otherwise have under a strict representation-by-population approach.

**Q. What is dispersal?**

A. Many geographically large school boards have schools that are a long distance from the school board office. A dispersal factor is included in the formula for calculating a school board's number of trustees to ensure adequate representation of the school board community in these circumstances.

**Q. How is the dispersal factor calculated?**

A. The dispersal factor expresses the percentage of elementary schools of the school board located more than 200 kilometres from its central office. The Ministry of Education calculates the dispersal factor value for all school boards and sets it in the regulation (Table 5, O. Reg 412/00).

The dispersal factor value for each school board is calculated according to the following formula:

$$\frac{\text{Number of elementary schools located more than 200 km from school board office} \times 100}{\text{Total number of elementary schools}} = \text{Dispersal factor}$$

**Q. Why are the Population of Electoral Group (PEG) Reports significant?**

A. PEG Reports reflect the population of the board's electoral group in each local municipality and local municipal ward within its jurisdiction. Boards must use the PEG data to calculate the electoral quotients they use to distribute trustee positions over their territory and, if applicable, for determining whether an increase in the PEG would be sufficient to allow additional trustee positions under the formula in O. Reg. 412/00.

**Q. Why do school boards have to wait until February 15 before receiving the PEG Reports?**

A. The PEG Reports reflect the population of electoral groups as of January 1, 2018. The gap between January 1 and February 15 is to allow time for the collection of the data and preparation and delivery of reports to each municipality and district school board in the province.

**Q. If I have a question about the D&D process, whom can I contact for help?**

A. Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations. You may also contact the Leadership, Collaboration and Governance Branch at the Ministry of Education at [LDB-DDL@ontario.ca](mailto:LDB-DDL@ontario.ca).



# Appendix A

## Tables from Ontario Regulation 412/00

**Table 1 – Board Areas**

Item	Name of Board	Area (km <sup>2</sup> )
1.	District School Board Ontario North East	24,922
2.	Algoma District School Board	9,623
3.	Rainbow District School Board	14,757
4.	Near North District School Board	17,020
5.	Keewatin-Patricia District School Board	7,245
6.	Rainy River District School Board	10,552
7.	Lakehead District School Board	5,274
8.	Superior-Greenstone District School Board	18,959
9.	Bluewater District School Board	8,686
10.	Avon Maitland District School Board	5,639
11.	Greater Essex County District School Board	1,872
12.	Lambton Kent District School Board	5,505
13.	Thames Valley District School Board	7,278
14.	Toronto District School Board	634
15.	Durham District School Board	1,963
16.	Kawartha Pine Ridge District School Board	6,998
17.	Trillium Lakelands District School Board	12,133
18.	York Region District School Board	1,774
19.	Simcoe County District School Board	4,901
20.	Upper Grand District School Board	4,192
21.	Peel District School Board	1,258
22.	Halton District School Board	970
23.	Hamilton-Wentworth District School Board	1,127
24.	District School Board of Niagara	1,883
25.	Grand Erie District School Board	4,067
26.	Waterloo Region District School Board	1,383
27.	Ottawa-Carleton District School Board	2,806
28.	Upper Canada District School Board	12,112
29.	Limestone District School Board	7,193
30.	Renfrew County District School Board	8,740

Item	Name of Board	Area (km <sup>2</sup> )
31.	Hastings and Prince Edward District School Board	7,200
32.	Northeastern Catholic District School Board	25,464
33.	Nipissing-Parry Sound Catholic District School Board	10,597
34.	Huron-Superior Catholic District School Board	9,815
35.	Sudbury Catholic District School Board	9,317
36.	Northwest Catholic District School Board	11,965
37.	Kenora Catholic District School Board	3,070
38.	Thunder Bay Catholic District School Board	4,936
39.	Superior North Catholic District School Board	18,716
40.	Bruce-Grey Catholic District School Board	8,686
41.	Huron Perth Catholic District School Board	5,639
42.	Windsor-Essex Catholic District School Board	1,872
43.	London District Catholic School Board	7,278
44.	St. Clair Catholic District School Board	5,505
45.	Toronto Catholic District School Board	634
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	10,324
47.	York Catholic District School Board	1,774
48.	Dufferin-Peel Catholic District School Board	2,754
49.	Simcoe Muskoka Catholic District School Board	10,640
50.	Durham Catholic District School Board	1,963
51.	Halton Catholic District School Board	970
52.	Hamilton-Wentworth Catholic District School Board	1,127
53.	Wellington Catholic District School Board	2,696
54.	Waterloo Catholic District School Board	1,383
55.	Niagara Catholic District School Board	1,883
56.	Brant Haldimand Norfolk Catholic District School Board	4,067
57.	Catholic District School Board of Eastern Ontario	12,112
58.	Ottawa Catholic District School Board	2,806
59.	Renfrew County Catholic District School Board	7,851
60.	Algonquin and Lakeshore Catholic District School Board	16,101
61.	Conseil scolaire de district du Nord-Est de l'Ontario	46,499
62.	Conseil scolaire public du Grand Nord de l'Ontario	65,681
63.	Conseil scolaire Viamonde	68,014
64.	Conseil des écoles publiques de l'Est de l'Ontario	38,041
65.	Conseil scolaire de district catholique des Grandes Rivières	25,452
66.	Conseil scolaire de district catholique Franco-Nord	10,597
67.	Conseil scolaire de district catholique du Nouvel-Ontario	19,226
68.	Conseil scolaire de district catholique des Aurores boréales	38,587
69.	Conseil scolaire catholique Providence	28,980
70.	Conseil scolaire catholique MonAvenir	40,407
71.	Conseil scolaire de district catholique de l'Est ontarien	5,326
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	33,543

**Table 2 – Number of Members Based on Electoral Group Population**

Item	Total Population of Electoral Group	Number of Members
1.	Less than 30,000 persons	5
2.	30,000 to 44,999 persons	6
3.	45,000 to 59,999 persons	7
4.	60,000 to 99,999 persons	8
5.	100,000 to 149,999 persons	9
6.	150,000 to 249,999 persons	10
7.	250,000 to 399,999 persons	11
8.	400,000 to 999,999 persons	12
9.	1,000,000 to 1,499,999 persons	17
10.	1,500,000 persons or more	22

**Table 3 – Number of Additional Members Based on Board Density**

Item	Density	Number of Additional Members
1.	Less than 1.00	7
2.	1.00 or more but less than 1.25	6
3.	1.25 or more but less than 1.50	5
4.	1.50 or more but less than 2.00	4
5.	2.00 or more but less than 3.00	3
6.	3.00 or more but less than 4.00	1
7.	4.00 or more	0

**Table 4 – Maximum Number of Additional Members Based on Board Density**

Item	Board Area	Number of Additional Members
1.	Less than 8,000 square kilometres	0
2.	8,000 square kilometres or more but less than 12,000 square kilometres	1
3.	12,000 square kilometres or more but less than 25,000 square kilometres	3
4.	25,000 square kilometres or more but less than 40,000 square kilometres	6
5.	40,000 square kilometres or more	The lesser of 7 and the difference between 12 and the number of members based on electoral group population set out in Table 2 for the population of the board's electoral group.

### Table 5 – Dispersal Factors

Item	Name of Board	Dispersal Factor
1.	District School Board Ontario North East	16.0
2.	Algoma District School Board	13.9
3.	Rainbow District School Board	2.6
4.	Keewatin-Patricia District School Board	47.1
5.	Lakehead District School Board	7.7
6.	Superior-Greenstone District School Board	50.0
7.	Northeastern Catholic District School Board	23.1
8.	Huron-Superior Catholic District School Board	40.0
9.	Northwest Catholic District School Board	16.7
10.	Kenora Catholic District School Board	20.0
11.	Superior North Catholic District School Board	33.3
12.	Algonquin and Lakeshore Catholic District School Board	2.7
13.	Conseil scolaire de district du Nord-Est de l'Ontario	55.6
14.	Conseil scolaire public du Grand Nord de l'Ontario	20.0
15.	Conseil scolaire Viamonde	10.2
16.	Conseil des écoles publiques de l'Est de l'Ontario	5.9
17.	Conseil scolaire de district catholique des Grandes Rivières	27.3
18.	Conseil scolaire de district catholique du Nouvel-Ontario	20.7
19.	Conseil scolaire de district catholique des Aurores boréales	80.0
20.	Conseil scolaire catholique Providence	10.7
21.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.8
22.	All other boards	0.0

### Table 6 – Minimum Number of Members Based on Board Enrolment

Item	Day School Average Daily Enrolment	Minimum Number of Members
1.	10,000 to 13,999 pupils	6
2.	14,000 to 21,499 pupils	7
3.	21,500 to 29,999 pupils	8
4.	30,000 to 44,999 pupils	9
5.	45,000 to 84,999 pupils	10
6.	85,000 or more pupils	11

# Appendix B

## Dispersal Rules from Ontario Regulation 412/00

Subsection 3 (2), paragraph 4:

Determine the number of additional members based on dispersal in accordance with the following rules:

- i. If the dispersal factor set out for the board in Table 5 is 0, the number of additional members based on dispersal is 0.
- ii. If the dispersal factor set out for the board in Table 5 is greater than 0 and less than 10, the number of additional members based on dispersal is 1.
- iii. If the dispersal factor set out for the board in Table 5 is 10 or more but less than 25, the number of additional members based on dispersal is 2.
- iv. If the dispersal factor set out for the board in Table 5 is 25 or more but less than 50, the number of additional members based on dispersal is 3.
- v. If the dispersal factor set out for the board in Table 5 is 50 or more, the number of additional members based on dispersal is 4.

# Appendix C

## Trustee Positions Determined for the 2006 General Election, and Additional Positions Ordered by the Minister in 2010

Item	Name of Board	2006 Positions	Additional Positions Ordered by the Minister
1.	District School Board Ontario North East	10	–
2.	Algoma District School Board	10	–
3.	Rainbow District School Board	8	–
4.	Near North District School Board	8	–
5.	Keewatin-Patricia District School Board	9	1
6.	Rainy River District School Board	6	–
7.	Lakehead District School Board	8	–
8.	Superior-Greenstone District School Board	8	–
9.	Bluewater District School Board	9	–
10.	Avon Maitland District School Board	9	–
11.	Greater Essex County District School Board	10	–
12.	Lambton Kent District School Board	10	–
13.	Thames Valley District School Board	12	–
14.	Toronto District School Board	22	–
15.	Durham District School Board	11	–
16.	Kawartha Pine Ridge District School Board	10	–
17.	Trillium Lakelands District School Board	9	–
18.	York Region District School Board	12	–
19.	Simcoe County District School Board	11	–
20.	Upper Grand District School Board	10	–
21.	Peel District School Board	12	–
22.	Halton District School Board	11	–
23.	Hamilton-Wentworth District School Board	11	–

<b>Item</b>	<b>Name of Board</b>	<b>2006 Positions</b>	<b>Additional Positions Ordered by the Minister</b>
24.	District School Board of Niagara	11	–
25.	Grand Erie District School Board	10	–
26.	Waterloo Region District School Board	11	–
27.	Ottawa-Carleton District School Board	12	–
28.	Upper Canada District School Board	10	–
29.	Limestone District School Board	9	–
30.	Renfrew County District School Board	8	–
31.	Hastings and Prince Edward District School Board	9	–
32.	Northeastern Catholic District School Board	8	–
33.	Nipissing-Parry Sound Catholic District School Board	6	–
34.	Huron-Superior Catholic District School Board	9	–
35.	Sudbury Catholic District School Board	6	–
36.	Northwest Catholic District School Board	7	1
37.	Kenora Catholic District School Board	5	1
38.	Thunder Bay Catholic District School Board	6	–
39.	Superior North Catholic District School Board	8	–
40.	Bruce-Grey Catholic District School Board	6	–
41.	Huron Perth Catholic District School Board	5	–
42.	Windsor-Essex Catholic District School Board	9	–
43.	London District Catholic School Board	8	–
44.	St. Clair Catholic District School Board	7	–
45.	Toronto Catholic District School Board	12	–
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	7	–
47.	York Catholic District School Board	10	–
48.	Dufferin-Peel Catholic District School Board	11	–
49.	Simcoe Muskoka Catholic District School Board	8	–
50.	Durham Catholic District School Board	8	–
51.	Halton Catholic District School Board	9	–
52.	Hamilton-Wentworth Catholic District School Board	9	–
53.	Wellington Catholic District School Board	6	–
54.	Waterloo Catholic District School Board	9	–
55.	Niagara Catholic District School Board	8	–
56.	Brant Haldimand Norfolk Catholic District School Board	6	–
57.	Catholic District School Board of Eastern Ontario	7	–
58.	Ottawa Catholic District School Board	10	–
59.	Renfrew County Catholic District School Board	6	–



<b>Item</b>	<b>Name of Board</b>	<b>2006 Positions</b>	<b>Additional Positions Ordered by the Minister</b>
60.	Algonquin and Lakeshore Catholic District School Board	10	–
61.	Conseil scolaire de district du Nord-Est de l'Ontario	12	–
62.	Conseil scolaire public du Grand Nord de l'Ontario	12	–
63.	Conseil scolaire Viamonde	12	–
64.	Conseil des écoles publiques de l'Est de l'Ontario	12	–
65.	Conseil scolaire de district catholique des Grandes Rivières	9	–
66.	Conseil scolaire de district catholique Franco-Nord	6	–
67.	Conseil scolaire de district catholique du Nouvel-Ontario	10	2
68.	Conseil scolaire de district catholique des Aurores boréales	11	1
69.	Conseil scolaire catholique Providence	11	–
70.	Conseil scolaire catholique MonAvenir	12	–
71.	Conseil scolaire de district catholique de l'Est ontarien	8	–
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	11	–

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**CALCULATION OF TRUSTEE DISTRIBUTION FOR THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 2014 - 2021**

Box #	Municipality	2014 Electors of the Board	2018 Electors of the Board	2021 Electors of the Board*	Electoral Quotient based on 8	Electoral Quotients Grouped by Area	# of Trustees Distributed Area
1	West Lincoln	1,819	1,734	1,840	0.18		
2	Grimsby	5,011	5,040	5,001	0.49	1.31	1
3	Lincoln	3,385	3,272	3,333	0.33		
4	Pelham	3,380	3,183	3,173	0.31		
5	St. Catharines	21,006	19,044	17,560	1.72	1.72	2
6	St. Catharines (Merritton)	3,836	3,613	3,896	0.38	1	1
7	Thorold	5,202	4,822	4,835	0.47		
8	Fort Erie	5,438	4,998	4,785	0.47		
9	Port Colborne	4,260	4,022	3,632	0.36	0.91	1
10	Wainfleet	920	853	861	0.08		
11	Welland	11,694	10,633	10,032	0.98	0.98	1
12	Niagara Falls	21,844	21,072	20,469	2.01	2.22	2
13	N-O-T-L	2,198	2,137	2,136	0.21		
<b>TOTALS</b>		<b>89,993</b>	<b>84,423</b>	<b>81,553</b>	<b>8</b>	<b>8</b>	<b>8</b>

\* Current 2021 data was not provided by MPEG and is unaudited.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES  
2020-2021 UPDATE**

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The Committee of the Whole System Priorities 2020-2021 update report is presented for information.

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Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Senior Administrative Council

Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Senior Administrative Council

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021



## **REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 9, 2021**

### **COMMITTEE OF THE WHOLE SYSTEM PRIORITIES 2020-2021 UPDATE**

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#### **BACKGROUND INFORMATION**

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide an update on the implementation of the annual Board approved System Priorities 2020-2021.

This monthly report will provide an opportunity for the continued engagement and dialogue with the Committee of the Whole on the status of the implementation of the annual System Priorities and Budget to support the Priorities.

The Committee of the Whole System Priorities 2020-2021 update report is presented for information.

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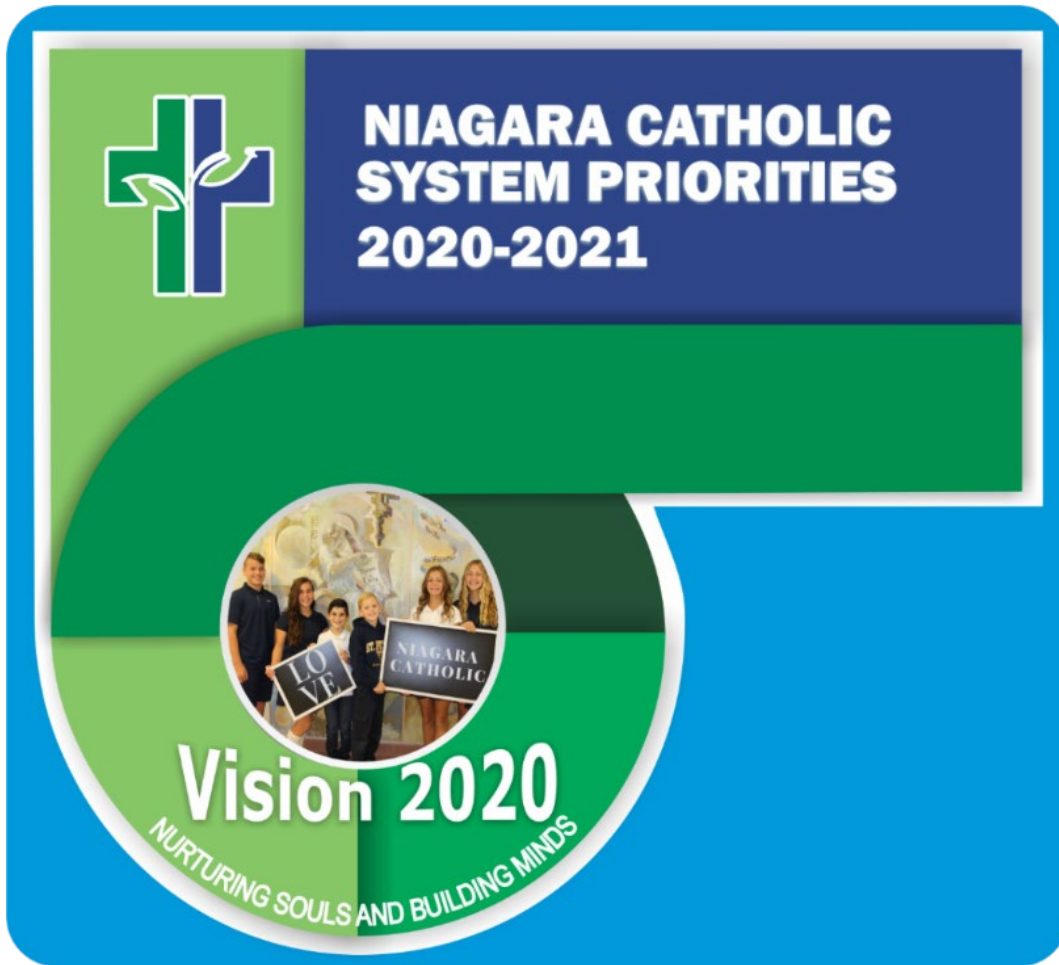
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Prepared by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Senior Administrative Council

Presented by: Camillo Cipriano, Director of Education/Secretary-Treasurer  
Senior Administrative Council

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021



# VISION 2020

SYSTEM PRIORITIES 2020-2021 UPDATE

COMMITTEE OF THE WHOLE  
FEBRUARY 9<sup>TH</sup>, 2021



# System Priorities 2020-2021

<p><b>Provide Supports for Success</b></p>	<ol style="list-style-type: none"> <li>1. Enhance career pathways for students that support individual pathway plans. Enhance career pathway planning and opportunities for all students.</li> <li>2. Ensure that the principles of equity and inclusive education permeate policies, programs, procedures and practices within a Catholic context.</li> <li>3. Employ mental health resources and supports to improve the achievement, resiliency and well-being of students.</li> <li>4. Implement Board and School Bullying Prevention and Intervention Plans to support accepting, equitable and safe schools.</li> <li>5. Implement the principles of Applied Behavioural Analysis to support student independence.</li> </ol>
<p><b>Enhance Technology for Optimal Learning</b></p>	<ol style="list-style-type: none"> <li>1. Promote the use of emerging technologies to support both student learning and staff professional development.</li> <li>2. Improve WiFi access and capacity for all students in schools.</li> <li>3. Implement Disaster Recovery Plan</li> <li>4. Promote partnerships that align with merging social service models and needs.</li> </ol>
<p><b>Building Partnerships and School Hubs</b></p>	<ol style="list-style-type: none"> <li>1. Nurture the Catholic identity of schools and the board to promote stronger Catholic values, virtues, and practices, highlighted through the annual theological theme.</li> <li>2. Strengthen the Family-School-Church Triad.</li> <li>3. Facilitate ongoing communication opportunities with parents/guardians to support student success.</li> </ol>
<p><b>Strengthen Human Resource Practices and Develop Transformational Leadership</b></p>	<ol style="list-style-type: none"> <li>1. Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.</li> <li>2. Facilitate ongoing Health, Safety and Wellness initiatives focused on employees returning to work.</li> </ol>
<p><b>Create Equity and Accessibility of Resources</b></p>	<ol style="list-style-type: none"> <li>1. Enhance resource allocation to identified schools based on specific indicators.</li> </ol>
<p><b>Ensuring Responsible Fiscal and Operational Management</b></p>	<ol style="list-style-type: none"> <li>1. Improve our financial stewardship and improved transparency</li> </ol>
<p><b>Address Changing Demographics</b></p>	<ol style="list-style-type: none"> <li>1. Update the Long-Term Accommodation Plan.</li> <li>2. Enhance community partners to access space in schools.</li> </ol>

## 1. Provide Supports for Success

## Implemented & In-Progress

### 1.1 Enhance career pathways for students that support individual pathway plans. Enhance career pathway planning and opportunities for all students.

- i. Further implementation of MyBlueprint career planning software as part of student programming in Grades 7-12.
- ii. Provide education to students, parents and staff on education and career potential in all pathways: apprenticeship, workplace, university, college, vocation and Community Living.

- The *myBlueprint* portfolio was presented as part of the PD Day on November 18<sup>th</sup> as a tool for Assessment and Evaluation to further support secondary teachers with ongoing assessment and evaluation practices due to the octomester, and to bring additional focus to *myBlueprint's* portfolio as a career pathway planning tool. (1.1.i)
- *myBlueprint* user data is collected monthly to understand user patterns and for future planning purposes. (1.1.i)
- The Niagara Catholic plan for the Individual Pathways Plan (IPP) through *myBlueprint* will be reviewed this year. (1.1.i)

### 1.2 Ensure that the principles of equity and inclusive education permeate policies, programs, procedures and practices within a Catholic context.

- i. That the principles of equity and inclusive education inform Board and School Improvement Plans for Student Achievement and Well-Being, and that policies, programs, procedures and practices support the diverse needs of students.

- Continue to promote equity goal-setting in school improvement planning and the use of the *Equity Continuum* to support monitoring and evaluation of equity goals in schools and classrooms.
- Provide professional learning for New Teacher Induction Program (NTIP) educators about *Assessment Through an Equity Lens to Promote Student Well-Being & Belonging*
- Continue to support staff and student use of resources that support equity and inclusive education, including *The Recess Project*, *EverFi*, *Rick Hansen Foundation School Program* and *Unlearn* resources.
- Continue to collaborate with research and community partners to plan administration of surveys (COMPASS and Middle Development Instrument {MDI}) that can support better understanding of students' needs in order to plan and implement changes that support student health and well-being, and increase a sense of belonging for all students.
- Work on Ministry of Education funding applications to support equity work, including demographic data and culturally responsive and relevant pedagogy projects.



## 1. Provide Supports for Success

## Implemented & In-Progress

### 1.3 *Employ mental health resources and supports to improve the achievement, resiliency and well-being of students.*

- i. That the Board's Mental Health Strategy and Action Plan for 2020-2021 align with School-Mental Health Ontario and Board resources and supports.

Mental Health Resources to improve the achievement, resiliency and well-being of students.

- Implementation of evidence-informed mental health programming, for prevention, promotion and awareness. This is implemented at the school level, and includes *Zones of Regulation*, *Roots of Empathy*, *MindUp*, and *EverFi* modules, delivered by Child and Youth Workers.
- Professional development provided by the Mental Health Lead and team for all staff, focused on trauma-sensitive schools, managing anxiety, and how to access supports for students.
- Embedding mental health literacy in all Faith Formation activities, led by the Chaplaincy team at the school level. The focus is on having conversations about how our faith and mental health are linked, and coping strategies for stressful situations.
- Implementing a new 3-year *Board Mental Health and Well-being Strategy* for 2020-2023 and Action Plan for 2020-2021, aligned with School Mental-Health Ontario and Board resources, in partnership with public health and community agencies, such as Pathstone Mental Health.

Mental Health Supports: Mental Health Team/personnel, and other supports to improve the achievement, resiliency and well-being of students.

- Increase in the Social Work team (eight clinical social workers) to provide in-person and virtual therapy for students with mental health issues (both in-school and for students learning virtually) for elementary and secondary schools and alternative programs.
- Increase in the Child and Youth Worker team to provide crisis management and prevention/awareness/promotion programming at the school level.
- Implementation of a support model for schools with positive COVID-19 cases:
  - The Mental Health Lead reaches out to the principal to reinforce the ability to consult and to share EAP and counselling resources available to staff.
  - The Mental Health Lead supports the pre-return meeting for staff the day before isolated staff and students return to school.
- Implementation of a grief and bereavement support model in collaboration with the Chaplaincy Team.

## 1. Provide Supports for Success

## Implemented & In-Progress

### 1.4 Implement Board and School Bullying Prevention and Intervention Plans to support accepting, equitable and safe schools.

- i. That the Board and School Bullying Prevention and Intervention Plans for 2020-2021 align with the Ministry of Education initiatives and Board policies.

- Principals/vice-principals have received the *Niagara Catholic Bullying Prevention and Intervention Plan* to inform their *School Bullying Prevention and Intervention Plans* as part of their *School Improvement Plan for Student Achievement and Well-Being* for 2020-2021.
- Board and school plans promote a whole-school approach, ensuring a safe, accepting, equitable and inclusive environment, free of bullying, harassment and discrimination aligned with Ministry initiatives and Board policies.
- Niagara Catholic students and staff participated in *Bullying Awareness and Prevention Week* activities on November 15 to 20.

### 1.5 Implement the principles of Applied Behavioural Analysis to support student independence.

- i. Provide supports to staff and students through the further implementation of the Applied Behaviour Analysis Team, continue to develop Staff Capacity and promote student independence

#### ABA to support student independence

- ABA Supervisors and Facilitators continue to build system capacity by providing student specific intervention when required.
- ABA staff provide Tier 1 intervention – “necessary for some....good for all” model. General strategies are shared and modelled for school staff on an individual or staff basis.
- Increase and reorganization of ABA Team: 1 Behaviour Analyst (Clinical Supervisor), 3 ABA Leads & 8 ABA Facilitators using a tiered approach to service.
- Programs have been offered for after-school and during summer school.
- Parent/Staff online presentations during school closure in partnership with Bethesda.

## 2. Enhance Technology for Optimal Learning

### Implemented & In-Progress

#### 2.1 Promote the use of emerging technologies to support both student learning and staff professional development.

- i. Comprehensive review of distant learning service delivery model and experiences during COVID-19.
- ii. Explore opportunities for new secondary course offerings that use digital platforms to deliver teacher-led virtual learning.
- iii. Promote use of Brightspace parent portal to include all elementary schools.
- iv. Expand pilot for deployment of additional endpoint devices for early learning and primary division.
- v. Facilitate technology inventory to update and acquire technology licenses that best reflect the needs of both academic programming and corporate applications.
- vi. Implement software platforms to improve work-flow processes where possible.

- Teachers at the Elementary Virtual School deliver Ontario curriculum using whole group, small group, and individual instruction, using the NCVLE and Google Platform. (2.1.i)
- Teachers use a wide variety of instructional tools such as slides, video recordings, charts, and teacher created materials.(2.1.i)
- Total enrollment for the Elementary Virtual School – 2,527; total number of classes – 101. (2.1.i)
- All staff are currently using the Brightspace D2L or Google Workspace tools through the NCVLE. (2.1.ii)
- The move to remote learning has required all staff be familiar with the platforms which improves our ability to offer increased course offerings in the future. (2.1.ii)
- Several new courses such as ASM4U – Media Arts, HSC4M World Culture, PPZ3C Health for Life, BTA3O Information and Communications Technology and HIF10 – Individual and Family Living are being offered in our virtual school for all students. (2.1.ii)
- Next year a new course has been approved for Lakeshore Catholic - TDR3/4M- Technology Design Robotics.
  - The course examines how tech design is influenced by human, environmental, financial and material requirements and resources. Students will research, design, build and assess solutions that meet specific human needs using working drawings, and other communication methods to present their design ideas.
  - This will blend the current robotics course with the design aspect and we have local businesses- Oskam Steel, who are excited to partner. This will be a nice connection for SHSM students. (2.1.ii)
- Currently there are 550 parents accessing the Brightspace platform; approximate 25% of parents remain active checking online for updates on a regular basis; in September and October there were 50% active on a regular basis; all parents who have registered receive daily or weekly updates about their child's progress; Brightspace progress is ongoing. (2.1.iii)
- Due to the pandemic, global shortage and closure period did not allow this pilot project to expand; alternatively purchases of 1,500 chromebooks, 150 tablets with wifi, 25 mobile wifi took place since September to address technology needs for the system. (2.1.iv)
- Completed a board-wide audit of software applications used for education, which included the following:
  - Standardizing on software and applications used in classroom(s) streamline our software catalogue, reduce redundancy and training required, as well as reduce overall costs.
  - Additional reduction in overall costs due to bulk purchasing of software when possible.

(Cont'd)

**2.1 Promote the use of emerging technologies to support both student learning and staff professional development.**

- vii. SEA-IT Program (an online ordering platform) is being used to facilitate the order SEA equipment.
- viii. Implement Elite Program to facilitate a digital referral process.

- Improved service and support from the Digital Learning Team & IT Service Desk.
- Maintain the current levels of software support which is critical for educators.
- Leverage OECM and OSAPAC when possible.
- Input from multiple stakeholders throughout the process, ensuring the right software, tools and resources. (2.1.v)
- SEA-iT has been implemented and set-up to meet the needs of Niagara Catholic students. (2.1.vii)
- SEA-iT is our online platform that initiates, manages and tracks SEA equipment access for students. (2.1.vii)
- Refresher training will be offered at an upcoming new ERT meeting for those who want to attend. (2.1.vii)
- eLite offers a multi-use suite of tools to support staff across the system in documenting case conferences, SBT summaries and tracking, and an electronic request for student support submission process. (2.1.viii)
- Student Support Area team members is now able to document their consultation and recommendations on requests for student support through eLite, and make them available to the student's school team. (2.1.viii)
- ERT/Principal training on October 14-15 began system-wide implementation. (2.1.viii)
- *Brightspace Parent Portal* information has been provided to all principals. This portal can inform parents about what is happening with their child. Younger students are most likely accessing the child's login at home. (2.1.viii)
- Use of *Brightspace Portfolio* (Connections to 3.0) allows the teacher to collect evidence that follows the students throughout their journey with Niagara Catholic. Teachers can add items from school which consist of both photo or video evidence and student's reflection. The educator can select to share and showcase items back with parents. Promoting the connection home. Educators are also able to send home instructions to that parents can help populate this portfolio at home. (2.1.viii)
- PD opportunities supporting educators in reflecting on the learning experiences planned and pedagogical documentation that can provide opportunities for children and parents to reflect on the learning and determine next steps in learning, both at school and at home. (2.1.viii)
- Provided PD after school session to support Communication of Learning. (2.1.viii)

## 2. Enhance Technology for Optimal Learning

### Implemented & In-Progress

#### 2.2 *Improve WiFi access and capacity for all students in schools.*

- i. Modernization project that will result in high speed internet.

- Installation of the broadband modernization project infrastructure completed for all eight high schools. The launch is scheduled for January 31, 2021. The remaining 54 sites are scheduled to be completed by May 31, 2021, which will include the CEC.
- Provided NCVLE and Google Platform training on the September 1<sup>st</sup> Professional Activity Day to all staff, including Occasional Teachers.
- Continue to provide weekly training sessions on NCVLE and Google Platform/Tools to all staff at various times (morning, afternoon after-school) of the day to accommodate teaching schedules. Sessions have been recorded for staff to access when needed.
- Continue to embed NCVLE and Google Platform/Tools in training sessions in all curriculum areas (Math, Literacy, Religion/Family Life, Health & PE, Assessment & Evaluation).
- Program & Innovation, Research Assessment and Evaluation and Staff development co-created a new website – *Ready, Set, Pivot* for remote learning to support staff in the transition to remote learning due to COVID-19 school closures.
- February 12<sup>th</sup> PA Day to offer 80 minutes of additional levelled NCVLE and Google Platform/Tools training to all staff.

#### 2.3 *Implement Disaster Recovery Plan*

- i. Invest in a level of redundancy for key platforms to allow operations to continue.

### 3. Building Partnerships and School Hubs

### Implemented & In-Progress

#### 3.1 Nurture the Catholic identity of schools and the board to promote stronger Catholic values, virtues, and practices, highlighted through the annual theological theme.

- i. Staff engagement in faith development opportunities.
- ii. Student engagement in faith development opportunities.
- iii. Enhance and promote the collaboration and integration of faith and mental health resources and supports.
- iv. Enhance opportunities for shared professional development between parish and school staff.

- Faith Day (Sept 2020) virtual retreat focused on theological theme *Seeds of Faith: Mission* and the importance of spiritual self-care in order to fulfill our mission in Catholic Education to spread the Good News. (3.1.i)
- Early stages of developing additional virtual staff retreats and faith formation webinar series. (3.1.i)
- Expanded elementary mini-retreat program to include all classes from K-7, in addition to the Grade 8 Journey Retreat (this includes virtual retreats for students attending the Virtual School - these will be facilitated in the spring. (3.1.ii)
- Inclusion of a mental health component in all elementary and secondary retreats through collaboration with Board Mental Health Lead and Secondary CYWs. (3.1.ii)
- Joint Professional Activity Day focusing on positive self-care promoting annual theological theme (2020-2021: *Mission*) through retreat and mental health training. (3.1.iii)
- Inclusion of a mental health component in all school retreats led by the Chaplaincy team (K-8: 9 & 12). (3.1.iii)
- Combined Chaplaincy and Mental Health support for grief and bereavement of staff or students in schools. (3.1.iii)
- In lieu of the previously cancelled Advent Faith Formation gathering, a joint webinar for clergy, administrators, and trustees focusing on our theological theme of "mission" will be presented during the Season of Lent. Our presenter will be Joe Farris, a Catholic speaker, missionary and former school teacher from North Carolina. Confirmation of final details, including date, will be take place this week.
- This webinar will follow up with a resource shared with all participants to encourage further engagement at the local level between principals and pastors. (3.1.iv)

#### 3.2 Strengthen the Family-School-Church Triad.

- i. Encourage students, staff, family engagement with their local parish and pastors throughout the Diocese of St. Catharines.

- Collaboration with the Diocese of St. Catharines to develop sacramental preparation classes through the NCVLE to assist parishes in preparing students for the sacraments due to current health and safety restrictions impacting group gathering capabilities.
- Chaplaincy leaders and school administrators collaborating with local pastors to maintain the sacramental life of the school, including virtual class visits and live-streamed or pre-recorded Mass.
- Developed a Virtual Chapel for the board which is accessible to students, staff, families, and the broader community through the Board website and NCVLE.

### 3. Building Partnerships and School Hubs

### Implemented & In-Progress

#### 3.3 *Facilitate ongoing communication opportunities with parents/guardians to support student success.*

- i. Provide parents/guardians of secondary students access to real-time attendance/marks through the Maplewood parent portal.
- ii. Promote Catholic School Councils, activities and membership to represent school communities.
- iii. Provide on-going parent/guardian learning opportunities in the use of digital learning platforms to support their children at home

- Marks are available to parents through Maplewood as teachers publish them. (3.3.i)
- Report cards were available to parents online the week of November 30<sup>th</sup>. (3.3.i)
- Parents also have access to community service hours and transcript information through the portal. Parents also have access to their child's timetable. (3.3.i)
- Catholic School Councils have met and selected their Chair/Co-Chairs for this school year. (3.3.ii)
- Regular Catholic School Council meetings are being held virtually for parent engagement and input. (3.3.ii)
- The NCPIC provides a newsletter insert to Catholic School Councils through the principals. (3.3.ii)
- A survey will be issued to parents/guardians of the Virtual School to receive feedback about student achievement. (3.3.ii)
- Virtual Elementary Parent-Teacher interviews were have been held virtually to discuss student progress. (3.3.ii)
- The Digital Learning team supports parents and guardians. (3.3.iii)

## 4. Strengthen Human Resource Practices and Develop Transformational Leadership

### Implemented & In-Progress

#### 4.1 Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.

- i. Promote and support opportunities in achievement of Additional Qualifications, specifically in the areas of French, Mathematics and teaching and learning through e-learning, and additional Mental Health support.
  - ii. Promote ongoing and various opportunities for staff to become familiar with NCVLE, Google Classroom and Brightspace technologies to provide ongoing support for students beyond the classroom instruction.
  - iii. Promote the active use of the Professional Development Calendar and links to job-embedded professional development on NCVLE for all employee groups which extend beyond the Professional Activity Days.
  - iv. Enhance professional development for staff as a result of the learning during COVID-19.
  - v. Develop staff capacity to implement practices that honour and engage Indigenous perspectives to provide Indigenous learners with culturally responsive supports.
- The following opportunities were provided:
    - Brock University partnership on AQ FSL Part 1 – Offered fall Course – 10 participants.
    - Brock University partnership on AQ ASD – Offered Fall Course – 20 participants – Fully Subsidized.
    - Brock University partnership on AQ ASD – Offering Winter Course – Fully Subsidized for 20 teachers.
    - Applied and received funding for AQ - Math Part 1, 2, or 3 (Fully subsidized 25 teachers).
    - Offered PQP Part 1 in Cooperation with CPCO.
    - September PA Day 1 – Health and Safety Training & NCVLE Training.
    - September PA Day 2 – Mathematics training on new curriculum.
    - September PA Day 3 – Faith Formation & Mental Health and Well-Being Training
    - November PA Day – Mathematics Training for System (including keynote speaker. Dr. Suurtam).
    - November PA Day – EA Training on Special Education Topics (*Understanding Function of Behaviour and Providing Students with Replacement Behaviours*. Continue to develop work systems for students for positive reinforcement. Easy-To-Implement, Evidence-Informed Mental Health Practices For Catholic Elementary Classrooms). (4.1.i)
  - Ongoing weekly NCVLE and Google Platform training for staff. (4.1.i)
  - Educators have been working with the Digital Learning team through job-embedded virtual coaching. Staff have on-demand support. Staff have also been able to book dedicated time through MS Bookings Pages presented to staff in the NCVLE. (4.1.ii)
  - Self-paced resources have been presented to all staff online to present them with instruction on utilizing tools in the NCVLE and G-Suite. (4.1.ii)
  - Time was dedicated to support staff on the November 18th PA day to support all staff through live webinars on various topics. Including the NCVLE and *Brightspace*.
  - After-school webinars have been presented to staff on various topics, with additional larger webinars in the works. (4.1.ii)
  - Digital-Led Learners have been identified to support the adoption of technology at each site. These educators will also be presented with information and resources to support changes in technology. (4.1.ii)  
Providing monthly PD afterschool webinars - outdoor learning, virtual play experiences, Bitmoji instructional. (4.1.ii)
  - Creating resources and lesson ideas to support literacy, math, self-regulation, outdoor learning, and all areas of the Kindergarten program and four frames - posted regularly in the Early Years NCVLE portal. (4.1.ii)



## 4. Strengthen Human Resource Practices and Develop Transformational Leadership

### Implemented & In-Progress

#### 4.2 Facilitate ongoing Health, Safety and Wellness initiatives focused on employees returning to work.

- i. Promote the Use of Applied Behaviour Analysis Principles in the learning environment.
- ii. Making employees aware of the components of a safe working environment including strategies such as facilitating Joint Health and Safety Inspections at school sites upon the return of staff and students.
- iii. Monitor and communicate Workplace Violence data received from Online Reporting Tool through Health and Safety memos to all staff and through the provision of data for Joint Health and Safety Inspections.
- iv. Continue to provide staff with strategies to work from home in a safe manner.
- v. Through the shared ownership of the Staff Wellness Committee, develop a plan to integrate the needs of staff to meet their overall wellness. The definition of wellness will be defined within the parameters of the Committee.

- The Student Support Department has certified all members of the ABA Team (12 members including Behaviour Analyst, ABA Leads and ABA Facilitators) as Behaviour Management Systems (BMS) Trainers. 4.2.i)
- Health and safety monthly inspections continue and are documented on e-base. Safety concerns are addressed through work orders generated from inspections.
- Training completed for staff on COVID re-opening plan (PA day).
- Employees sent memo on safe practices when working from home and CEC-trained on office safety protocols when returning.
- New worker orientation ongoing, and when staff return to work through union support and HR Wellness Coordinator.
- Staff meetings continue to address minimizing travel of staff between schools.
- Memos reminding staff of resources available for mental health form mental Health Team.
- Ongoing training of staff when new information becomes available (4.2.ii).
- Communication to all staff on how to safely work from home.
  - In addition to safety, review of Niagara Catholic privacy and security policies, how to set up work spaces, how to work with children present, hazard awareness, and ergonomic adjustments was also presented. (4.2.iv)

## 5. Create Equity and Accessibility of Resources

### Implemented & In-Progress

#### **5.1 Enhance resource allocation to identified schools based on specific indicators.**

- i. Review and further enhance equity of resources to identify schools, including human resources, to provide programs, supports and services to meet the needs of students and staff.
- ii. Review Board and School data in 2020-2021 to inform decisions for human and material resource allocation.
- iii. Enhance what is currently being used to engage individuals while utilizing current resources.

- Continue to incorporate evidence-based software (i.e. Baragar Systems, Maplewood, EFIS, SFIS, Maplewood, Social Economic Indicators) to inform our decision-making process. (5.1.i)
- Continue to utilize the Independence Rubrics to assist schools in communicating the support required for student with special education needs. (5.1.i)
- Utilize programs such as eLite and SEA-IT in order to facilitate the delivery of programs, services, and technology for students with special education needs. (5.1.i)

## 6. Ensuring Responsible Fiscal and Operational Management

### Implemented & In-Progress

#### 6.1 *Improve our financial stewardship and improved transparency*

- i. Improve and increase capacity in our internal financial reporting for management.
- ii. Improve ministry reporting and internal reliance data
- iii. Continue to optimize our cash management strategy

- Preliminary launch of Jet Reports to key stakeholders, while continuing to expand its capabilities to improved our internal financial management reporting and offers a timely, relevant and reliable monthly reporting tool to monitor and track financial activity. (6.1.i)
- Continue to ensure compliance and reporting to the Ministry of Education through data internal auditing procedures and continued professional development for staff. (6.1.ii)
- Monitoring our monthly cash flow position to optimize interest revenue and ensure a flexible strategy between short-term and long-term investments to allow for ease of liquidity. (6.1.iii)

## 7. Address Changing Demographics

## Implemented & In-Progress

### 7.1 *Update the Long Term Accommodation Plan*

- i. Use updated enrolment to optimize school utilization throughout the system to address capacity issues as per Ministry Pupil Accommodation Review.
- ii. Throughout the updating of the Long Term Accommodation Plan, through a transparent process, dialogue and input will be invited from all stakeholders, including students, staff, parents, pastors and community partners.

### 7.2 *Enhance community partners to access space in schools*

- i. Engage community organizations.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: NIAGARA CATHOLIC MENTAL HEALTH AND WELL-BEING  
UPDATE 2021**

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The Niagara Catholic Mental Health and Well-Being Update 2021 report is presented for information.

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Andrea Bozza, Mental Health Lead

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Andrea Bozza, Mental Health Lead

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021

## REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 9, 2021

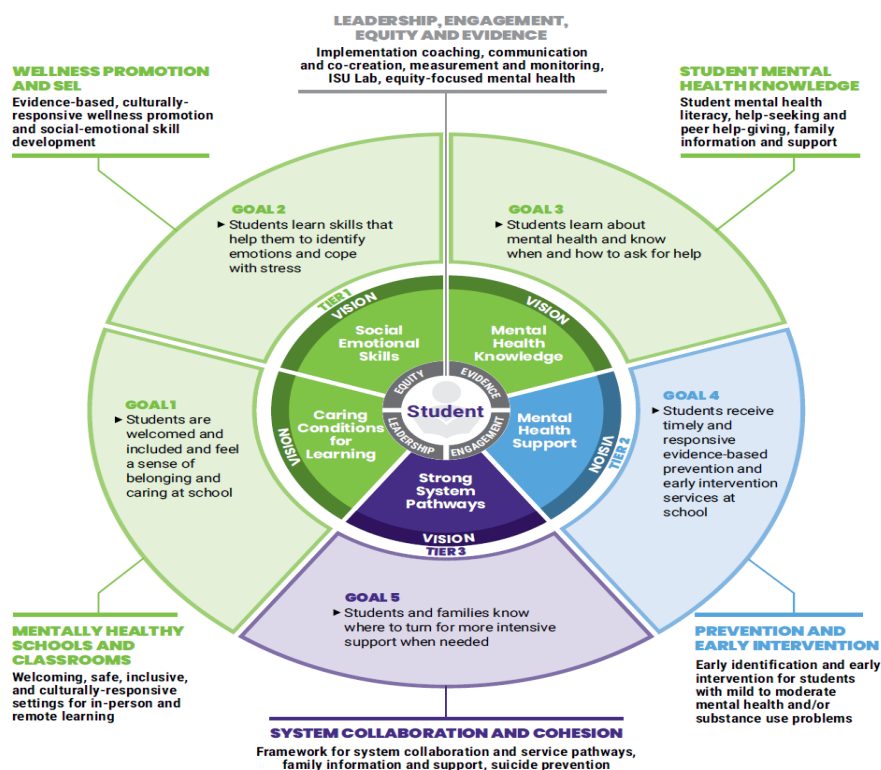
# NIAGARA CATHOLIC MENTAL HEALTH AND WELL-BEING UPDATE 2021

### BACKGROUND INFORMATION

School Mental Health-Ontario continues to work with Ontario school boards through Superintendents responsible for the Mental Health and Well-Being portfolio and Mental Health Leads to support Ontario schools with resources and supports to improve the mental health and achievement of students. Schools are an ideal place for mental health promotion, prevention and early intervention using an evidence-based and systematic approach, to help students flourish.

To organize the various supports and services most suited to the school setting, the continuum of care is often called a “Multi-Tiered System of Support”. Tier 1 provides mental health programming for all students with the intention of focusing on awareness, prevention and promotion. Tier 2 focuses on a smaller percentage of students, who may need more targeted approaches. Tier 3 focuses on the student population that may require clinical support and mental health intervention.

### SCHOOL MENTAL HEALTH ONTARIO 2019-2022 ACTION PLAN



## **Niagara Catholic Mental Health Supports**

### **Mental Health Lead (1)**

The Mental Health Lead is responsible for overseeing the three tiers of *the Mental Health and Well-Being Strategy* both in-person and virtually by:

- implementing Ministry expectations and the creation and implementation of the *Niagara Catholic Mental Health and Well-Being Strategy* in collaboration with School Mental Health-Ontario;
- leading community threat assessments/grief and bereavement responses/ tragic incident responses and COVID-19 responses;
- providing consultation with schools/meetings with families/ coordination of services internally, and with community agencies or hospitals;
- conducting risk assessments for students;
- providing professional development/mental health training for all staff; including safeTALK and Applied Suicide Intervention Skills Training (ASIST);
- implementing of mental health week initiatives, mental health programming and mental health protocols; and
- supervising the Niagara Catholic Mental Health Team of Social Workers and Child and Youth Workers.

### **Social Workers (7)**

The Social Worker Team has been increased to seven. The team supports elementary and secondary schools through a triaged referral process by:

- providing clinical therapy to students on their caseloads through a referral process (both in-person and virtually);
- conducting case management and providing facilitation of external referrals to the community if necessary; and
- consulting and providing strategies to schools regarding the students they are supporting.

### **Child and Youth Workers (20)**

The Child and Youth Worker Team has been increased by two to a total of twenty. The team supports elementary and secondary schools by:

- focusing on behavioural, social and emotional development with attention to communication, personal management and social skill acquisition in group or classroom settings;
- responding as needs arise, addressing issues such as friendship difficulties, classroom expectations, and inappropriate behaviour;
- facilitating community agencies to attend schools or virtual classrooms for presentations or groups in consultation with school administration; and
- providing crisis intervention, in consultation with school administration.

## **Niagara Catholic Virtual Learning Schools**

### **Social Worker Support**

Social Workers are providing both phone and virtual therapy to students at the Niagara Catholic Elementary Virtual School (NCVES) and the Niagara Catholic Secondary Virtual School (NCVSS), and to students that prefer a virtual setting.

### **Additional Child and Youth Worker Support for the Niagara Catholic Virtual Elementary School**

Six secondary Child and Youth Workers are providing classroom-based mental health programming to the elementary virtual school classrooms from Kindergarten to Grade 8.

### Mental Health Mondays- Virtual School

All virtual school teachers are beginning the week with Mental Health Mondays in classrooms. Each student receives a short message/learning opportunity about mental health and well-being, accompanied by a video clip or resource. The mental health information is embedded into their curriculum and learning.

### Pathways to Care

All secondary virtual school teachers have been provided with a guide to student safety and support, and pathways to mental health support if necessary. Protocols and information are communicated at the beginning of each semester for new secondary virtual school teachers.

### SMH-Ontario Resource-“Student Mental Health Action Kit”



SMH-Ontario has created a “Student Mental Health Action Kit” for educators. This includes resources for learning opportunities, tips for educators, resources to support anti-black racism, and lesson plans and supplementary material for educators. The “Student Mental Health Action Kit” has been provided to staff and is available on the Niagara Catholic Virtual Learning Environment (NCVLE).

### Bell Let’s Talk- January 28, 2021

Niagara Catholic promoted the *Bell Let’s Talk Toolkit* for educators, to encourage conversations in classrooms and the importance of decreasing the stigma about mental health. Child and Youth Workers provided more in-depth *Bell Let’s Talk* resources to the classrooms they were supporting virtually.

## **Summer Learning Program**

### Social Worker Support

Two Social Workers were hired to support students in the summer learning program. Social Workers provided both clinical support and classroom-based support to students and were available for drop-in therapy sessions or phone calls if mental health support or system navigation was required. They also created programming with our Student Success Department to support high-risk students supported by our Student Support Applied Behavioural Analysis (ABA) Team.

### Niagara Catholic Re-Opening Plan, September 2020

The Niagara Catholic Mental Health and Well-Being Team implemented, “Supporting a Mentally Healthy Return to School Restart Plan” which included information highlighting supports for staff and students. This document included resources shared by SMH-Ontario which included tip sheets for educators, CASEL’s re-entry guidelines, and accompanying professional development based on the Ministry of Education’s guidelines.

### Instagram Mental Health Mondays

Niagara Catholic social media platforms supported a series of Mental Health Mondays to support Niagara Catholic students and families throughout the summer. Videos were created by a variety of people to highlight available tools, resources and community supports.

## **Mental Health Promotion, Awareness and Prevention for Youth**

### Mental Health Trivia Morning

Niagara Catholic Secondary Student Senate created and led a Mental Health Trivia Morning on February 5, 2021 for all secondary students. This two hour-trivia session included public service announcements about mental health created by students, and a Q and A session with the Mental Health Lead. All students that participated were able to earn two Christian Community Service Hours by identifying learning outcomes following the trivia event.



### Mental Health Week 2021

Content for Catholic Education and Mental Health Week (May 2021) will be created in collaboration with Brock University's Child and Youth Mental Health students for both in-person learning and a virtual setting for all educators to deliver to classrooms. This will include a theme, lesson plans, mental health content/resources, and a Mental Health Contest for all students.

### Have That Talk

In partnership with Niagara Region Public Health, all secondary students were invited to participate in "Have That Talk", a four session series for students, led by professionals to talk about mental health and coping strategies. Students participated voluntarily for four weeks and were able to earn Christian Community Service Hours. Due to the overwhelming positive response, Niagara Region Public Health will offer "Have That Talk" again in the spring.

### Everfi Modules

Child and Youth Workers continue to utilize *Everfi* modules online with elementary and secondary students. These modules focus on Social-Emotional Learning and Equity/Diversity/Inclusion. This year, students have been offered the opportunity to participate in these full-length modules focused on mental health to earn Christian Community Service Hours.

## **Professional Development**

### Administrators

Administrators participated in a half-day virtual session with trauma expert Kevin Cameron to support the return to school in September. The focus was on understanding the trauma continuum, the complex trauma that some students may be experiencing, and how to address students both in-person and virtually, if they are in crisis.

### Professional Activity Day for All Staff

On September 3, 2020, all elementary and secondary school staff received professional development that focused on Mental Health and Faith. All staff participated in the school-based training sessions, through a video session. This session included a focus on return to school, back to school-anxiety, how to talk about COVID-19, and the importance of our faith. Activities were woven throughout and the session focused on student and staff mental health and well-being. Below, is the link to this mental health session:

**<https://drive.google.com/file/d/1exhItj2Yf5LDoTuwiTSv3UxpkHW9VEZg/view?usp=sharing>**

### Child and Youth Workers

The Mental Health Lead provides ongoing professional development for Child and Youth Workers focused on evidence-based mental health programming for students, and crisis response. In October 2020, Child and Youth Workers participated in a half day specialized training session facilitated by community partners, about complex grief and bereavement, specifically related to COVID-19.

### Mental Health Lead and Social Workers

SMH-Ontario has provided free, clinical training for all regulated mental health professionals. This has included BRISC, Cognitive-Behavioural therapy, brief intervention models, and suicide risk assessment training.

### Niagara Catholic Virtual Learning Environment (NCVLE)

The Mental Health Lead has posted a mental health resource page on the NCVLE that includes topic-specific folders (COVID-19, anxiety, grief and bereavement, self-harm, self-care and compassion, mood disorders, tips for educators, resources for parents and families, anti-black racism) for all Niagara Catholic staff to utilize.

## **Faith and Mental Health**

The Niagara Catholic Mental Health and Well-Being Team works closely with the Niagara Catholic Chaplaincy Team. Prior to the return to school in September 2020, all staff were provided with a full day of professional learning focused on faith and mental health. The Niagara Catholic *Compassionate Care Response Guide* and *Protocol for Suicide Prevention, Intervention and Postvention* identify supports to ensure that all staff and students have immediate access to both mental health and chaplaincy staff. To ensure that there are intentional and clear links highlighted between our faith and mental health, mental health activities or initiatives are reviewed and supported by our Religion and Family Life Consultant and the Board Chaplaincy Leader.

### **Chaplaincy Retreats**

Niagara Catholic elementary school chaplaincy leaders have embedded mental health into their elementary mini retreats. They are providing half-day retreats virtually, focusing on the mind, body and spirit, and embedding components related to mental health, wellness and coping strategies in all retreats. Secondary chaplaincy leaders include mental health resources and supports in all Grade 9 retreats.

## **Protocols**

### **Mental Health and Addictions Strategy 2017-2020**

The *Niagara Catholic Mental Health and Addictions Strategy 2017-2020*, will be recreated this year, and renamed the *Niagara Catholic Mental Health and Well-Being Strategy 2021-2024*.

### **Pathstone Mental Health/Community Threat Protocol**

In collaboration with Pathstone Mental Health, the Protocol for School-Based Social Workers will be updated to include virtual supports and responses. In consultation with all community partners, the *Community Threat Protocol* will also be updated in 2021-2022. Staff from all community agencies that participate in the Community Threat Response will receive specialized training provided by Kevin Cameron.

### **Niagara Catholic COVID-19 Response Guide for Administrators**

The *Niagara Catholic COVID-19 Response Guide for Administrators* supports school and system-level administrators, managers and supervisors, in navigating the processes and procedures related to COVID-19. The guide also outlines the role and responsibilities of the Mental Health Lead and Social Workers for COVID-19 cases in schools. Once a return to school date has been confirmed by Niagara Public Health, the principal of the school will facilitate a staff meeting with the Mental Health Lead, Family of Schools' Superintendent and Niagara Region Public Health to address concerns about the stigma of COVID-19 and provide information about employee supports. A Social Worker will be available to support students and provide consultation with staff.

## **Community Partnerships**

### **Mental Health Transformation**

As a community, all Niagara core service providers of mental health services meet monthly to ensure that there are seamless pathways to care for Niagara youth. Niagara Catholic participates in these meetings to ensure that there is no duplication of service, and that all student mental health needs are met, both in the school board and community.

### **Niagara College**

In partnership with the Niagara College Child and Youth Care program, six Niagara College students provided mental health programming at the tier 1 level to students virtually at the Niagara Catholic Virtual Elementary School. The Niagara College students mentored by a Niagara Catholic Child and Youth Worker were effectively able to support an additional 20 classrooms per week.

Niagara Regional Police Service

The Niagara Regional Police Service has created resources and websites to assist administrators, staff, students, and families in recognizing when online activity is unsafe, or may impact a student’s mental health. The Niagara Catholic Mental Health Team, Communications’ Team, and Information Technology Services are collaborating with the Niagara Regional Police Service to ensure that all schools and families receive communication about how to access tools regarding safety online.

Mayor’s Youth Advisory Committee

In partnership with the Niagara Falls Mayor’s Youth Advisory Committee, Niagara Catholic has ensured that there is youth voice in decision making for mental health programming. The MYAC will review and edit mental health week activities for Niagara Catholic and will donate prizes for student contest winners.

NH Student Hospitalizations

Niagara Health and McMaster Hospitals have committed to supporting students by formalizing a process to inform schools of students that have been hospitalized. These hospitals provide assessments and discharge summaries to the Mental Health Lead and school administrator to ensure that the Niagara Catholic Mental Health Team can connect the students to mental health services following a hospital admittance.

**Conclusion**

To conclude, during this challenging time of COVID-19, the Niagara Catholic Mental Health Team is grateful for the ongoing support of the Ministry of Education, School Mental-Health Ontario, and the Board of Trustees for ensuring that the mental health and well-being of Niagara Catholic students is a priority. Mental health resources, services and supports have been making a difference for students and staff who are teaching and learning in-person, remotely during school closure, and virtually at the virtual schools. The Mental Health Team will continue to work collaboratively with school administrators and staff to ensure that the mental health and well-being needs of students are met for the student achievement and success of all Niagara Catholic students.

The Niagara Catholic Mental Health and Well-Being report is presented for information.

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Prepared by: Lee Ann Forsyth- Sells, Superintendent of Education  
Andrea Bozza, Mental Health Lead

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Andrea Bozza, Mental Health Lead

Approved by: Camillo Cipriano, Director of Education

Date: February 9, 2021

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE MEETING  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TITLE: FINANCIAL INVESTMENTS AS OF DECEMBER 31, 2020**

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The Financial Investments Report – as of December 31, 2020 is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business and Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business and Financial Services

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021



**REPORT TO THE COMMITTEE OF THE WHOLE  
FEBRUARY 9, 2021**

**FINANCIAL INVESTMENT REPORT – AS OF  
DECEMBER 31, 2020**

**BACKGROUND INFORMATION**

Several years ago, Niagara Catholic entered into a cash management strategy to optimize our interest income to support student needs at our School Board. In accordance with legislation, the Board has invested its surplus funds in securities prescribed under the Education Act, O. Reg. 41/10 – Part IV Eligible Investments. The Board continues to endeavour to achieve a positive rate of return to minimize the risk associated with investments by ensuring that the Board is compliant with the Education Act, while maintaining sufficient liquidity.

As part of our Administrative Operational Policy #600.7, the Superintendent of Business and Financial Services will provide an annual information report to the Board on the status of any financial investments.

**Management Methodology**

The investment objectives of the Board shall, in order of priority, be as follows:

1. Adherence to statutory requirements by the Education Act
2. Preservation of capital
3. Maintenance of liquidity
4. Competitive rate of return on investments commensurate with constraints in (1).

**Calendar Year-End Financial Investments Portfolio Results:**

Investments	Initial Purchase Date	Disposal Date	Initial Investment	Value on Dec 31, 2019 (\$)	Value on Dec 31, 2020 (\$)	% of total value	Annual Return
Fixed Income Equities Investment Cert A 2.710%	11/17/2018		5,000,000	5,000,000	5,000,000	24.9%	135,870
*Mutual Funds BNS CDN MAT Dec 1/2022	11/17/2018	9/22/2020	-	4,910,500	-	-	112,000
Fixed Income Equities	9/26/2019		2,500,000	2,500,000	2,500,000	12.4%	60,250

Investment Cert A 2.410%							
Mutual Funds CDN BLUE CHIP Mar 22/2027	3/20/2020	11/19/2020	-	-	-	-	131,025
*Mutual Funds RBC PP GTD Oct 08/2027	9/22/2020		5,000,000	-	5,115,491	25.4%	-

*Mutual Funds RBC PP CDN Nov 26/2027	11/19/2020 11/20/2020		5,000,000 2,500,000	-	7,500,750	37.3%	-
<b>Total</b>			<b>20,000,000</b>	<b>12,410,500</b>	<b>20,116,241</b>	<b>100.0</b>	<b>439,145</b>

\*interest paid annually at a rate of no less than 0.25% of principal amount.

Financial Investment Report – As of December 31, 2020 report is presented for information.

Prepared by: Giancarlo Vetrone, Superintendent of Business and Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business and Financial Services

Approved by: Camillo Cipriano, Director of Education/Secretary-Treasurer

Date: February 9, 2021

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
COMMITTEE OF THE WHOLE  
FEBRUARY 9, 2021**

***PUBLIC SESSION***

**TOPIC: TRUSTEE INFORMATION  
CALENDAR OF EVENTS FEBRUARY 2021**

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# FEBRUARY 2021

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3 SEAC Meeting	4	5	6
7	8	9 SAL Meeting CW Meeting	10	11	12 Elementary & Secondary P.A. Day	13
14	15 Family Day	16	17 Ash Wednesday	18	19	20
		Kids Helping Kids, February 16 - February 26				
21	22	23 Policy Meeting Board Meeting	24	25	26	27
28						