



*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, MAY 9, 2017
7:00 P.M.**

*FATHER KENNETH BURNS, C.S.C. BOARD ROOM
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO*



A. ROUTINE MATTERS

1. Opening Prayer – Trustee Vernal -
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 April 4, 2017 A5
6. Consent Agenda Items -
 - 6.1 Unapproved Minutes of the Policy Committee Meeting of April 25, 2017 A6.1
 - 6.2 Monthly Financial Reports Policy (600.3) A6.2
 - 6.3 Employee Workplace Harassment Policy (201.7) A6.3
 - 6.4 Employee Workplace Violence Policy (201.11) A6.4
 - 6.5 Occupational Health & Safety Policy (201.6) A6.5
 - 6.6 Staff Development Department Professional Development Opportunities A6.6
 - 6.7 Capital Projects Update A6.7
 - 6.8 In Camera Items F1 and F3 -

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole System Priorities and Budget 2016-2017 Update C1
2. Executive Summary of the Grants for Student Needs 2017-2018 C2
3. Niagara Catholic System Priorities 2017-2018 C3
4. Interim Final Staff Report for the Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review C4
5. Monthly Updates -
 - 5.1 Student Senate Update -
 - 5.2 Senior Staff Good News Update -

D. INFORMATION

- 1. Trustee Information
 - 1.1 Spotlight on Niagara Catholic – April 25, 2017 D1.1
 - 1.2 Calendar of Events – May 2017 D1.2
 - 1.3 OCSTA Information – April 21 & 28, 2017 D1.3
 - 1.4 Renewing The Promise Symposium D1.4

E. OTHER BUSINESS

- 1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2017**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF APRIL 4, 2017**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 4, 2017, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, APRIL 4, 2017

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, April 4, 2017 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 7:00 p.m. by Vice-Chair Burtnik.

A. **ROUTINE MATTERS**

1. **Opening Prayer**

Opening Prayer was led by Trustee O'Leary

2. **Roll Call**

Trustee	Present	Present Electronically	Absent	Excused
Kathy Burtnik	✓			
Maurice Charbonneau	✓			
Frank Fera	✓			
Fr. Paul MacNeil	✓			
Ed Nieuwesteeg	✓			
Ted O'Leary	✓			
Dino Sicoli	✓			
Pat Vernal	✓			
Student Trustees				
Kira Petriello	✓			
Nico Tripodi	✓			

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Mark Lefebvre**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. Approval of the Agenda

Moved by Trustee Nieuwesteeg

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of April 4, 2017, as presented.

CARRIED

4. Declaration of Conflict of Interest

No Declaration of Conflict of Interest was declared with any items on the Agenda.

5. Approval of Minutes of the Committee of the Whole Meeting of March 7, 2017

Moved by Trustee Charbonneau

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of March 7, 2017, as presented.

CARRIED

6. Consent Agenda Items

6.1 Unapproved Minutes of the Policy Committee Meeting of March 28, 2017

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of March 28, 2017, as presented.

6.2 Trustee Honorarium Policy (100.11)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Trustee Honorarium Policy (100.11), as presented.

6.3 Staff Development Department Professional Development Opportunities

Presented for information.

6.4 Capital Projects Update

Presented for information.

6.5 Naming of the Niagara Launch Centre

THAT the Niagara Catholic District School Board approve the Naming Request – Niagara Launch Centre – Powered by Niagara Catholic District School Board, as presented.

6.6 In Camera Items F1 and F3

Vice-Chair Burtnik requested Item A6.5 be held. This item was moved to Committee and Staff Reports Section C3B of the agenda.

Moved by Trustee Vernal

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

1. Niagara Catholic Alternative Learning Program

Mark Lefebvre, Superintendent of Education presented an overview of the Niagara Catholic Alternative Learning Program and introduced Marco Magazzeni, Administrator – Alternative Learning and Community Partnerships.

Mr. Magazzeni introduced the staff responsible for the success of the program and presented the Niagara Catholic Alternative Learning Programs report for Trustee information.

Vice-Chair Burtnik expressed thanks to Mr. Magazzeni, the staff and students in attendance.

Mr. Magazzeni answered questions of Trustees.

2. Transition to the Ontario Autism Program – New Funding to Support School Boards

Yolanda Baldasaro, Superintendent of Education highlighted the Transition to the Ontario Autism Program and introduced ABA Supervisors Kristin Baker, Cathy McMullin and Julia Nemcko.

Ms. Baker, Ms. McMullin and Ms. Nemcko presented the Transition to the Ontario Autism Program – New Funding to Support School Boards report for Trustee information.

Ms. Baker, Ms. McMullin and Ms. Nemcko answered questions of Trustees.

Vice-Chair Burtnik thanked the staff for their hard work.

3. Committee of the Whole System Priorities and Budget 2016-2017 and 2017-2018 Update

Director Crocco along with Senior Administrative Council presented the System Priorities and Budget 2016-2017 and provided an update on the 2017-2018 System Priorities and Budget.

Director Crocco and Senior Administrative Council answered questions of Trustees.

3B Consent Agenda Item A6.5 – Naming of the Niagara Launch Centre

Superintendent Lefebvre presented the Naming of the Niagara Launch Centre report.

Moved by Trustee Charbonneau

THAT Niagara Catholic District School Board approve the Naming Request – Niagara Launch Centre – Powered by Niagara Catholic District School Board, as presented.

CARRIED

4. Monthly Updates

4.1 Student Trustees' Update

Kira Petriello and Nico Tripodi, 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 Lefebvre

- Niagara Catholic students Bethany Poltl of Saint Paul Catholic High School along with Vincent Pucci, Romeero Nicolazzo, Cassie Corbett and Naia Crowley from St. Mark Catholic Elementary School, Emily Hundter, Nicholas Ierfino and Eimaan Khan from Saint Michael Catholic High School, Maggie Huang and Kayleigh Murray from Cardinal Newman Catholic Elementary School, and Gary Feng and Gavin Madden from Holy Cross Catholic Secondary School were recognized during the annual Niagara Regional Science and Engineering Fair that took place at Brock University on March 26, 2017.

Superintendent Farrell

- Canadian Martyrs Catholic Elementary School was recently selected to receive a TD Friends of the Environment Foundation grant in the amount of \$9,000.00 to support the Growing Learners project.
- Holy Cross Catholic Secondary School recently received a \$3,000 grant from Best Buy Canada for the purchase of new cameras and other equipment to be used by students in the special needs program at the school.
- Jeff Moscato, teacher at St. Mark Catholic Elementary School was accepted into the Apple Distinguished Educator program.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – March 28, 2017

Director Crocco highlighted the Spotlight on Niagara Catholic – March 28, 2017 issue for Trustees information.

1.2 Calendar of Events – April 2017

Director Crocco presented the April 2017 Calendar of Events for Trustees information.

Director Crocco reminded Trustees that 351 students and staff are in the process of departing for the 100th Anniversary of Vimy Ridge and encouraged Trustees to check the Niagara Catholic website for updates and photos of the excursion.

Director Crocco reminded Trustees that Senior Administrative Council will be attending the annual OCSOA AGM in Toronto April 5 to April 7, 2017 and noted that Scott Whitwell, Controller of Facilities Services will be the Senior Administrator at the Catholic Education Centre.

1.3 OCSTA Information – March 24 and 31, 2017

Director Crocco highlighted the March 24 and 31, 2017 OCSTA Information.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Crocco informed the Board of the continued implementation of the System Priorities 2016-2017 and the consultation on the System Priorities and Budget for 2017-2018.
- 1.2 Ted Farrell, Superintendent of Education presented an update on the March 28, 2017 meeting with Catholic School Councils on the Monsignor Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary Schools Modified Pupil Accommodation Review.

F. BUSINESS IN CAMERA

Moved by Trustee Sicoli

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 8:58 p.m. and reconvened at 9:45 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Sicoli

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of April 4, 2017.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Vernal

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 March 7, 2017, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Vernal

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 March 7, 2017, as presented.

CARRIED (Item F3)

H. ADJOURNMENT

Moved by Trustee

THAT the April 4, 2017 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 9:46 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **April 4, 2017.**

Approved on **May 9, 2017.**

Kathy Burtnik
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2017**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF APRIL 25, 2017**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of April 25, 2017, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, APRIL 25, 2017

Minutes of the Policy Committee Meeting held on Tuesday, April 25, 2017 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by Policy Committee Chair Vernal.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Burtnik.

2. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Pat Vernal (Committee Chair)	✓			
Kathy Burtnik	✓			
Dino Sicoli	✓			

Trustees:

Fr. Paul MacNeil

Student Trustees:

Kira Petriello

Nico Tripodi

Staff:

John Crocco, Director of Education

Frank Iannantuono, Superintendent of Education/Human Resources

Lee Ann Forsyth-Sells, Superintendent of Education

Giancarlo Vetrone, Superintendent of Business & Finance

Anna Pisano, Administrative Assistant, Corporate Services & Communications Department

/Recording Secretary

3. Approval of Agenda

Moved by Trustee Sicoli

THAT the April 25, 2017, 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 March 28, 2017

Moved by Trustee Burtnik

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of March 28, 2017, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MAY 9, 2017 COMMITTEE OF THE WHOLE MEETING

6.1 Monthly Financial Reports Policy (600.3)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented feedback received from the vetting process and highlighted amendments to the Monthly Financial Reports Policy (600.3) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee

THAT the Policy Committee recommend to the May 9, 2017 Committee of the Whole Meeting to approve the revisions to the Monthly Financial Reports Policy (600.3), as presented.

APPROVED

6.2 Employee Workplace Harassment Policy (201.7)

Frank Iannantuono, Superintendent of Education, presented feedback received from the vetting process and highlighted amendments to the Employee Workplace Harassment Policy (201.7) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the May 9, 2017 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Harassment Policy (201.7), as presented.

APPROVED

6.3 Employee Workplace Violence Policy (201.11)

Superintendent Iannantuono presented feedback received from the vetting process and highlighted amendments to the Employee Workplace Violence Policy (201.11) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 2 remove bullet 6
- Page 2 change bullet 7 to “*worker means any of the following;*”
- Page 2 remove “*travailleur*” from last bullet

Moved by Trustee Burtnik

THAT the Policy Committee recommend to the May 9, 2017 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Violence Policy (201.11), as amended.

APPROVED

6.4 Occupational Health & Safety Policy (201.6)

Superintendent Iannantuono, presented feedback received from the vetting process and highlighted amendments to the Occupational Health & Safety Policy (201.6) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the May 9, 2017 Committee of the Whole Meeting to approve the revisions to the Occupational Health & Safety Policy (201.6), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.5 Complaint Resolution Policy (800.3)

John Crocco, Director of Education/Secretary-Treasurer, presented the Complaint Resolution Policy (800.3).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 2 remove “*or a Niagara Catholic Trustee*” from 1st paragraph
- Page 3 change 4th paragraph to “*A complaint involving a Trustee will be pursued under the Trustee Code of Conduct Policy 100.12.*” and moved to page 4.
- Page 4 remove 7th paragraph
- Page 5 bullet 5 change 1st sentence to “*A written complaint may be submitted to the Chair of the Board by the complainant to delegate to the In-Camera Meeting of the Board if not satisfied with the decision of the Director of Education. This request shall be made in writing.*”

The Policy Committee requested that the Complaint Resolution Policy, be vetted from April 26, 2017 to September 16, 2017 with a recommended deadline for presentation to the Policy Committee in September 2017, for consideration to the Committee of the Whole and Board in October 2017.

6.6 Trustee Code of Conduct Policy (100.12)

Director Crocco presented the Trustee Code of Conduct Policy (100.12).

Following a discussion and recommended edits the Policy Committee requested that the Trustee Code of Conduct Policy be brought back to the May 23, 2017 Policy Committee with amendments and an opportunity for further discussion.

6.7 Student Fees Policy (301.11)

Superintendent Vetrone presented the Student Fees Policy (301.11).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Student Fees Policy, be vetted from April 26, 2017 to September 16, 2017 with a recommended deadline for presentation to the Policy Committee in September 2017, for consideration to the Committee of the Whole and Board in October 2017.

6.8 Education-Based Research Policy (800.5)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Education-Based Research Policy (800.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Education-Based Research Policy, be vetted from April 26, 2017 to September 16, 2017 with a recommended deadline for presentation to the Policy Committee in September 2017, for consideration to the Committee of the Whole and Board in October 2017.

INFORMATION

6.9 Policies Currently Being Vetted to May 10, 2017

- Educational Field Trips Policy (400.2)
- Privacy Policy (NEW)

6.10 Policy and Guideline Review 2016-2017 Schedule

Director Crocco presented the Policy and Guideline Review 2016-2017 Schedule.

7. Date of Next Meeting

May 23, 2017 – Start time to be determined and posted on the Board website and agenda cover.

8. Adjournment

The meeting adjourned at 6:15 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

TOPIC: MONTHLY FINANCIAL REPORTS POLICY (600.3)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Monthly Financial Reports Policy (600.3), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 9, 2017



~~In Keeping with the Mission, Vision and Values of the Board recognizes a committed commitment to maintaining a high level of fiscal responsibility and financial accountability. The Niagara Catholic District School Board will ensure effective internal reporting through adhering to generally accepted accounting principles, effective business practices and all applicable provincial statues and regulations. The Superintendent of Business and Financial Services will maintain comprehensive operational procedures and internal controls to guide and safeguard the Board's capital and operating resources. In order to monitor the financial transactions of the Board and to assist the trustees and the Director/Secretary and Treasurer to fulfill accountability expectations, the following Financial Reports will be submitted on a monthly basis to the Committee of the Whole for the review of the trustees:~~

- ~~1. — A Summary of Banking Transactions~~
- ~~2. — A Statement of Revenue and Expenditures recorded to date.~~

~~A monthly list of payments will be made available in the Holy Cross Community Room for the review of trustees.~~

~~The internal financial management reports will continue to ensure fiscal responsibility and transparency. In any given reporting period when revenue shortfalls or unforeseen expenditures arise internal reporting to the Board will be reflected of these changes. Where applicable, a number of strategic alternatives shall be identified to minimize Niagara Catholic District School Board's financial risk including, but not limited to, a reallocation of resources and spending constraints.~~

~~Monthly financial reporting shall be distributed to the respective Administrators to enable them to monitor and manage their annual operating budget.~~

~~At monthly meetings of the Niagara Catholic District School Board, the Superintendent of Business and Financial Services will provide a Financial Report as of the end of each month. This monthly financial reporting is in compliance with the requirements of the Education Act.~~

References:

- Education Statutes and Regulations of Ontario

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

TOPIC: EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Workplace Harassment Policy (201.7), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 9, 2017



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 21, 2016

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of harassment in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a harassment situation has a responsibility to draw appropriate attention to it.

Where the occasion of a complaint of harassment arises, the Board may achieve resolution through a formal or informal process. During the process all information gathered is to be kept confidential. It is the intention of the policy and the resulting procedures to attempt to protect both the complainant and the accused. Therefore, each party has equal rights at all steps throughout the process.

The Board will review this policy on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue administrative procedures for the implementation of this policy.

References:

- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Occupational Health & Safety Act \(December 2009\) Bill 13**](#)
- [**Bill 132: Sexual Violence and Harassment Action Plan Act**](#)
- [**Ontario Human Rights Code 1990**](#)
- [**Teaching Profession Act**](#)
- [**Safe Schools Act 2012**](#)
- [**Niagara Catholic District School Board Policies/Procedures**](#)
 - [**Workplace Violence Policy \(201.11\)**](#)
 - [**Trustee Code of Conduct**](#)
 - [**Complaint Resolution Policy**](#)
 - [**Family and Children Services Niagara \(FACS\) Protocol**](#)
 - [**Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board**](#)



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 21, 2016

The expected duties of a supervisor of the Niagara Catholic District School Board are comprised of but not limited to the responsibilities of training, evaluating, counselling, supervising and disciplining when warranted. These duties in itself do not constitute harassment.

WORKPLACE HARASSMENT

Means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought to reasonably to be known to be unwelcome **or,**
workplace sexual harassment

ETHNOCULTURAL HARASSMENT

Is one or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination, which has the effect of:

- Creating an intimidating, hostile, or offensive psychological or emotional climate for work or study, and/or
- Undermining work/academic performance, and/or
- Preventing or impairing full and equal enjoyment of employment/educational services, benefits, and/or opportunities.

Sexual Harassment is:

Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;

- Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and
- Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.
- **engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or**
- **making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome**

Sexual Harassment may include:

- The display or distributing of offensive material such as pictures, cartoons, e-mails and graffiti in schools, or in other Board premises,
- Unwanted and unnecessary physical contact,
- Unwelcome remarks, jokes or other gestures of a sexual nature.
- Unwelcome sexual innuendo, sexual advances, inappropriate body contact, request for sexual favours and the display of exploitive material

Sexual Harassment is not:

- Conduct which both parties find acceptable such as an occasional compliment,
- An occasional or appropriate comment which a reasonable person, in his/her circumstances, would not take to have an unwelcome sexual connotation.
- Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.

**COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION
(VERBAL PROCESS)**

- Complainants are encouraged to attempt to resolve concerns at the Informal Resolution Stage. However, if the complainant believes circumstances make this difficult to do; the complainant may follow the Formal Resolution procedures.
- The complainant may speak directly to the accused, in order to:
 - identify the specific conduct, action or attitudes which are alleged to be harassing
 - demand that the conduct, action or attitudes cease
- The complainant may choose to speak to his/her Immediate Supervisor, or another supervisor, in an attempt to resolve the complaint.
- This supervisor may arrange informal meetings to resolve the issue and the parties concerned may be accompanied by an advocate to attend the meetings if they so choose.
- No formal written records are necessary at this stage. It is strongly suggested, however, that the parties should keep personal documentation of the meeting(s).

COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION

- This complaint procedure is not intended to affect the employee's rights and duties as outlined in relevant legislation and/or Collective Agreements or Terms of Employment.
- If the complainant is not satisfied that the informal resolution procedure has produced acceptable results, or if circumstances warrant further action, then the complainant may initiate the formal resolution procedure.
- The complainant has the right to bring forward a formal complaint and to obtain a review of her/his complaint in an atmosphere of respect and confidentiality without fear of embarrassment or reprisals.
- The formal complaint shall be in written form.
- The formal complaint should be brought to the attention of the Immediate Supervisor with copies to the appropriate Superintendent and the Senior Administrator of Human Resources.
- Resolution to the formal complaint process shall be initiated through the Immediate Supervisor or Senior Administrator of Human Resources.
- When the accused is the Immediate Supervisor the complaint shall be directed to the appropriate Superintendent, with a copy to the Senior Administrator of Human Resources.
- When the accused person is a Superintendent or Senior Administrator of Human Resources the complaint shall be directed to the Director of Education.
- When allegations are made against the Director the complaint shall be directed to the Chairperson of the Board.
- The complaint shall be forwarded to the Director if the accused is a Trustee.
- The formal written complaint shall include:
 - identification of the accused individual(s) involved

- identification of the specific conduct, action, or attitudes which the complainant considers harassing
- identification of any witnesses to the conduct, action or attitudes
- a suggested resolution
- A copy of this complaint must be sent by the complainant to the accused within three (3) working days of the registration of the complaint.
- If the complaint is directed at another member of the College of Teachers, teachers are required to comply with section 18 1(b) of the regulation made under the **Teaching Profession Act**.

INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR

- Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- The Supervisor shall arrange a meeting within ten (10) working days of the written complaint being sent to the accused. Each party to this meeting may have an "advocate" present during the meeting. This advocate may be a principal, vice principal, supervisor, trusted staff member, friend, association or union representative.
- During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- **No Merit**
A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting. A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources.
- **With Merit**
An internal investigation is expected if the Supervisor concludes that the allegations have merit. After internal investigation:
 - If it is clear that the respondent's behaviour did constitute harassment/ discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
 - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
 - The complainant's wishes regarding future interactions with the respondent may be considered in the development and the final approval of the plan.
 - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- If either party is not accepting of the findings the matter may be referred to the Director of Education. The Director of Education may elect to proceed with an investigation through his / her office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director of Education.
- Should the Director of Education choose to investigate the matter through the Director of Education's office the Director of Education may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) working days of the decision by the Supervisor. The Director of Education will hold a meeting with both parties.
- After a meeting with the Director of Education a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- The final decision of the Director of Education may be appealed to the Committee of the Whole/ or the Board by either party not to exceed sixty (60) school days.
- If the complaint is against the Director of Education the Chair of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.

- If the complaint is against a Trustee, the Director of Education will refer the issue to the Chair of the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against the Chair, the Director of Education will refer the issue to the Vice- Chair of the Board after conducting an informal investigation in order to assess merit.

RECORDS

- All records for cases determined to have merit, shall be sealed and placed in the accused person's electronic personnel file and are accessible only to authorized Board personnel, the accused and any representative of the accused with the appropriate written permission of the accused. If there are no further complaints that are deemed to have merit, within a three (3) year period this individual may request, in writing, that their record be removed and destroyed.
- At the written request of the accused, the Director of Education and / or delegate may review the appropriate harassment file after a three (3) year period provided the individual has fully complied with the Board's Employee Workplace Harassment policy during that time period.
- The Director of Education and/or delegate may, at his/her discretion, determine that the harassment file be retained or destroyed following the review.

OTHER CONSIDERATIONS

- All investigations, accusations and all matters dealing with the Employee Workplace Harassment complaints will be conducted with regard to due process and confidentiality.
- Any breach of confidentiality by those parties involved may result in disciplinary action.
- The process does not abrogate or deny the rights of any employee granted or contained in any other provincial acts or regulations, federal legislation or collective agreements.
- If the most recent incident giving rise to the complaint occurred prior to the current school year or prior to six months before initiation of the complaint, the complaint must have a reasonable explanation of why the complaint was not promptly made and the supervisor, in consultation with the appropriate Supervisory Officer and/or Controller of Facilities Services, must be satisfied that the delay was incurred in good faith and no substantial prejudice will result to any individual affected by the delay.
- If the complaint is made by a student or a parent against an employee of the Board the appropriate supervisor will exercise the relevant procedures or regulations as set out in the Police Protocol section of the Safe Schools Policy (302.6) as well as the FACS Protocol.
- All principals/supervisors shall make all employees aware of this policy as well as the Employee Assistance Program (EAP).
- Failure to take measures to address harassment in the workplace has legal implications for the employer (Board) under the Ontario Human Rights Code.
- This policy will be implemented in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- Timelines to the investigation and the process listed in this policy may be extended with the approval and agreement of the parties.
- Copies of this policy will be submitted to the complainant and harasser upon receipt of the complaint.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

TOPIC: EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Employee Workplace Violence Policy (201.11), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 9, 2017



Niagara Catholic District School Board

EMPLOYEE WORKPLACE VIOLENCE POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 21, 2016

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of workplace violence in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to draw appropriate attention to it.

Workplace Violence will not be tolerated on the Niagara Catholic District School Board premises, while conducting company business, or work related functions, whether such violence is perpetrated by senior administration, managers, employees, contractors, customers, clients, visitors or members of the general public.

If the employee believes they are at risk of violence in the workplace including domestic violence they must advise the employer and the employer should take appropriate steps which may include seeking the assistance of the local police.

Where the occasion of workplace violence arises, the Board will achieve resolution through a formal process. During the process all information gathered is to be kept confidential.

In accordance with current legislation in the Province of Ontario, the Board will assess the risks of workplace violence that may arise from the nature of the workplace, and provide relevant training, information and instruction to the employees.

This Policy is to be applied in conjunction with other Board Policies dealing with employee behaviour, progressive discipline, conflict resolution and school safety (i.e. Code of Conduct, Access to School Premises, Criminal Background Check, Police and School Board Protocol, Occupational Health and Safety, Safe Physical Intervention of Students, Employee Workplace Harassment).

The Board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- [***Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace\) 2009***](#)
- [***Human Rights Code***](#)
- [***Municipal Freedom of Information and Protection of Privacy Act***](#)
- [***Occupational Health & Safety Act \(December 2009\)***](#)
- [***Niagara Catholic District School Board Policies/Procedures***
 - \[***Employee Workplace Harassment Policy \\(201.7\\)***\]\(#\)](#)



Niagara Catholic District School Board

EMPLOYEE WORKPLACE VIOLENCE POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: June 21, 2016

Workplace Violence is defined by the Ministry of Labour (MOL) as:

- the exercise of physical force by a person against an employee, in a workplace, that causes or could cause physical injury to the employee;
- an attempt to exercise physical force against an employee, in a workplace, that could cause physical injury to the employee; and
- a statement or behaviour that it is reasonable for an employee to interpret as a threat to exercise physical force against the employee, in the workplace, that could cause physical injury to the employee.
- **Workplace** refers to any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as co-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.
- **Employee** refers to all employees of the Board.
- “worker” means any of the following
 - A person who performs work or supplies services for monetary compensation.
 - A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled
 - A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university or other post-secondary institution.
 - A person who receives training from an employer, but who, under the Employment Standards Act, 2000, is not an employee for the purposes of that Act because the conditions set out in subsection 1 (2) of that Act have been met.
 - Such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation;

Definitions are subject to changes from time to time as the appropriate legislation is reviewed or amended.

The Employee Workplace Violence Policy and Administrative Procedures shall be posted in a in a specific area, at the Health and Safety Station, in every workplace throughout the Niagara Catholic District School Board.

PROVISION OF INFORMATION

Disclosure of Information with respect to Workplace Violence provided to an employee may include personal information related to a risk of violence from a person with a history of violent behaviour if,

- The employee can be expected to encounter that person in the course of his or her work; and
- The risk of workplace violence is likely to expose the employee to physical injury, as outlined in legislation.

No employer or supervisor shall disclose more personal information than is reasonably necessary to protect the worker from physical injury.

DOMESTIC VIOLENCE

If the employer becomes aware, or ought to reasonably be aware that domestic violence that is likely to expose an employee to physical injury may occur in the workplace, the employer will take every reasonable precaution to protect the employee.

COMPLAINT PROCEDURE

When an employee has been the subject of a workplace violence, the following steps shall be considered:

1. The alleged assailant will be removed from the presence of the employee immediately, if the immediate Supervisor at the time of the incident deems it reasonable and practical.
2. The employee(s) shall receive immediate and appropriate support and/or medical attention if warranted.
3. In the event of a physical assault, medical verification of the injury sustained in the assault must be established and recorded as soon as possible by the immediate Supervisor.
4. At the earliest opportunity, the assaulted employee(s) shall inform the immediate Supervisor. The immediate Supervisor must inform the Senior Administrator of Human Resources, who will then notify the appropriate Superintendent or Controller of Facilities Services.
5. It shall be the responsibility of the Senior Administrator of Human Resources to inform the appropriate Union President, if applicable, of the incident. These procedures do not preclude the assaulted employee(s) from contacting the Police and/or their Association/union representatives.
6. The immediate Supervisor will advise the alleged assailant, as soon as it is practical, that documentation of the specific details shall be recorded.
7. The immediate Supervisor will endeavour to restore the environment to normalcy and will conduct an investigation into the assault. The completed *Niagara Catholic Violent Incident Form*, resulting from the investigation will be forwarded to the Senior Administrator of Human Resources with a copy to the appropriate Superintendent or Controller of Facilities Services. A copy of the *Niagara Catholic Workplace Safety and Insurance Board Employee Incident/Accident Report* will also be required in the event of a physical assault.
8. Upon receiving the reports from the employee and immediate Supervisor, the Senior Administrator of Human Resources will consult with the appropriate Superintendent(s) and/or Controller of Facilities Services prior to any action taken.
9. The Senior Administrator of Human Resources may seek legal advice for the Board regarding the incident.
10. The Senior Administrator of Human Resources shall inform the employee of the support mechanisms available through the Board.
11. With the approval of the Superintendent of Human Resources, the Senior Administrator of Human Resources may, if deemed appropriate, grant an approved leave of absence without loss of pay or sick leave credit, to the employee(s) who has been the subject of an assault.
12. The Niagara Catholic District School Board will not discriminate against employees because they are perceived to be victims of workplace violence.
13. In all cases, with Police involvement, the employee and immediate Supervisor shall report the incident(s) on the appropriate form.
14. Copies of reports made by the employee and immediate Supervisor must be given to the Senior Administrator of Human Resources, appropriate Superintendent(s) and/or Controller of Plant if appropriate, where appropriate action will be taken. Upon written request to the Senior

Administrator of Human Resources, a copy of the detailed report from the immediate Supervisor will be provided to the employee(s).

15. Where the two (2) or more parties involved in the assault are assigned to the same department or work-site, future work assignments and location shall be reviewed with the Senior Administrator of Human Resources, the appropriate Superintendent(s) or Controller of Plant, and the Immediate Supervisor.
16. Infringement of this policy will give rise to disciplinary measures up to and including termination of employment.

JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE REPRESENTATIVES

The employer shall advise the Joint Occupational Health and Safety Committee at the school site of the results of the assessment or re-assessment of the Workplace Violence Management Program and provide a copy where the assessment or re-assessment is in writing.

The Workplace Violence Survey will be conducted as often as necessary in order to monitor employee input on assessments and the provision necessary information to employees.

The employer will provide for a risk assessment in relation to workplace violence having regard to the nature of the workplace, the type of work, working conditions, circumstances that would be common to similar workplaces and circumstances particular to that workplace. The results of the risk assessment must be provided to the joint health and safety committee or the health and safety representative, or, if none exists, to the workers themselves. Risk assessment must be performed as often as necessary.

The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately and file a written report with 48 hours. In the absence of a critical injury or fatality, an employer need not report a workplace violence incident to the Ministry of Labour unless ordered to do so by a Ministry of Labour Inspector. Although the Board is not required to file a written report the Board will nevertheless file a written report.

The JHSC, the health and safety representative and the union(s) shall be notified within four (4) days of a workplace violence incident if a person is disabled from performing his or her usual work or requires medical attention because of the incident.

This Policy is to be interpreted and applied in conjunction with other board policies dealing with employee behaviour, progressive discipline, conflict prevention and resolution, and school safety.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

TOPIC: OCCUPATIONAL HEALTH & SAFETY POLICY (201.6)

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Occupational Health & Safety Policy (201.6), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: May 9, 2017



Niagara Catholic District School Board
OCCUPATIONAL HEALTH & SAFETY POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: June 21, 2016

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board the Niagara Catholic District School Board believes that the prevention of employee occupational illness and injury, and the prevention of accidents to volunteers, students and visitors on Board premises, is of the utmost importance. The Board, therefore, shall endeavour to provide and maintain as safe a work environment as possible.

The Director of Education shall issue Administrative Procedures for the implementation of this Policy.

Reference

- [*Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1*](#)
- *Niagara Catholic District School Board Policies/Procedures*
 - [*Employee Workplace Violence Policy 201.11*](#)



Niagara Catholic District School Board
OCCUPATIONAL HEALTH & SAFETY POLICY
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: June 21, 2016

The Employer through the supervisor has a responsibility for the safety of employees who report to them and therefore must ensure that employees work in a safe manner and use or wear the equipment, protective devices or clothing that the Board, or legislation, requires to be used or worn. Additionally, the Employer and/or other designated personnel, has a responsibility to respond promptly to any concerns put forth by any party regarding matters of occupational health and safety that are within the Board's jurisdiction.

Every employee has a responsibility to work in a safe manner; to use or wear the equipment, protective devices or clothing that the Employer, or legislation, requires to be used or worn; to report to their supervisor, the absence or defect in any equipment or protective device of which they are aware and which may endanger them or another worker; to report to their supervisor any hazard or potential hazard, within the Board's jurisdiction, of which they are aware.

All parties employed within or contracted by the Employer must act in compliance with the *Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1*, as amended.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

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

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

Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017



REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 9, 2017

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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 so as to minimize disruptions to the myriad services provided within our Niagara Catholic community.

The following is a listing of activities occurring during the period May 9, 2017 through June 13, 2017.

Tuesday, May 9, 2017

Mental Health Champion Training (Niagara Launch Centre)

- In preparation for the Faith Day on Friday, May 19, 2017, all elementary principals will send one of their identified Mental Health Champion to attend a mandatory training session on Tuesday, May 9, 2017. Mental Health Champions along with the Faith Ambassadors and Faith Formation team will support the school-based activities on May 19, 2017 focused on the theme, "Building Strong Catholic Identity and Community."

Monday May 15 & Tuesday May 16, 2017

Standard First and CPR Training (Monsignor Clancy)

- As per the Workplace Safety and Insurance Act, Regulation 1101, the Niagara Catholic District School Board is required to have trained employees in first aid. Select employees from Niagara Catholic will be attending the two-day mandatory sessions from 8:30 – 4:30.

Tuesday, May 16, 2017

Leadership Identification Program (LIP) – Session #5 (Catholic Education Centre)

- The Niagara Catholic LIP Committee will host be viewing and discussing the movie *Most Likely to Succeed: Preparing Our Kids for the Innovation Era* based on the book written by author Tony Wagner.

Thursday, May 18, 2017

Gap Closing in Literacy (Catholic Education Centre) – Session #4 of 4

- As part of the Ministry of Education's ongoing commitment to supporting literacy achievement, special funding has been allocated to support Gap Closing in Literacy in Grades 7-12. This initiative will aim to foster more precise and targeted reading instruction in applied level courses within specific subject areas.
- The work will focus on using assessment to better inform our decision making around next steps for reading instruction, and learning about how technology and specific ministry resources, such as, the *Adolescent Literacy Guide*, can help support student learning. The learning will be approached with an understanding that the literacy challenges students encounter will be different in each discipline and will need to be differentiated accordingly.

Friday, May 19, 2017

Professional Activity Day – Faith Day

- The Faith Day in both the Elementary and Secondary panels on Friday, May 19, 2017. The theme for the Faith day is “Building Strong Catholic Identity and Community.” The venue for all elementary school staff is their home school. The venue for all secondary school staff is Lakeshore Catholic High School. In elementary schools, Faith Ambassadors with the support of the Mental Health Champion will be leading the Restorative Circles and Closing Prayer Service. The Secondary Faith Day will be facilitated by the Secondary Chaplaincy Leaders along with School Faith Formation Teams. Secondary will have an opportunity to hear a keynote address from Dr. Terry Nelson-Johnson.

Wednesday, May 24, 2017

New Teacher Induction Program (White Oaks Conference Centre)

- Protégés and mentors will participate in a full day professional development session focusing EQAO testing. In addition, the group will be viewing and discussing the movie *Most Likely to Succeed: Preparing Our Kids for the Innovation Era* based on the book written by author Tony Wagner.

Monday, May 29, 2017

Reporting and Communication of Learning Workshop (Catholic Education Centre)

- The workshop will focus on promising practices for writing comments to communicate learning to Kindergarten parents/guardians and the use of *Maplewood connectEd*. Participants are encouraged to bring sample comments.

Wednesday, May 31, 2017

Reporting and Communication of Learning Workshop (Catholic Education Centre)

- The workshop will focus on the use of *Maplewood connectEd* and review of promising practices for report card comment writing.

Thursday, June 1, 2017

Reporting and Communication of Learning Workshop (St. Joseph Catholic Elementary School - Grimsby)

- The workshop will focus on promising practices for writing effective report card comments. Participants are encouraged to bring sample comments.

Monday, June 5, Thursday, June 8 & Tuesday June 13, 2017

After-School Math Workshops (K-8) (Various Sites)

- The following professional learning opportunities will allow educators to deepen their understanding of effective mathematics instruction and assessment.
- Teachers who are or will be new to a division (early years/primary, junior or intermediate) are invited to attend a learning session to explore assessment and instruction in mathematics as well as an understanding of the mathematics curriculum and resources to support mathematical thinking. The session will be further divided into divisional groups and will be repeated at three different locations.

<p>The Report on Staff Development: Professional Development Opportunities is presented for information.</p>
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Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 9, 2017



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

In Progress

NEW BUILD

Appendix A

St. Martin Catholic Elementary School

ADDITIONS

Appendix B

Our Lady of Fatima (G) Catholic Elementary School

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 9, 2017**

APPENDIX A

ST. MARTIN CATHOLIC ELEMENTARY SCHOOL

Scope of Project:

Design and construction of a replacement school and child care centre on a new site.

Current Status: Parking lot top asphalt coat scheduled for end of May. A significant amount of millwork has been installed. Flooring installation is underway. Lighting fixture installation is underway. Lockers are expected to arrive by mid-May. Painting continues.

Project Information:

New Area to be Constructed	44,067	sq. ft.
Existing Area to be Renovated		sq. ft.
Total New Facility Area	44,067	sq. ft.
Total Site Area	6	acres
Pupil Places Added	115	students
New Facility Capacity	454	students



Project Funding:

Capital Priorities	9,910,289
	\$9,910,289

Project Costs:

	Budget	Paid
Construction Contract	7,734,824	5,753,865
Fees & Disbursements	937,360	972,002
Furniture & Equipment	260,917	0
Other Project Costs	977,188	161,857
	\$9,910,289	\$6,887,724

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	July 7, 2011	July 7, 2011
Ministry Approval (space)	December 2011	February 14, 2012
Architect Selection	January 30, 2012	March 22, 2012
Design Development	March 2012	October 2013
Contract Documents	January 2014	Feb 2014
Tender & Approvals (re-design)	Summer/Fall 2015	October 2015
Ministry Approval (cost - revised)	Summer/Fall 2015	November 2015
Ground Breaking Date	December 2015	December 9, 2015
Construction Start	December 2015	
Occupancy	Spring 2017	
Official Opening & Blessing	TBD	

Project Team:

Architect	MMMC Inc. Architects
General Contractor	Brouwer Construction
Project Manager	Anthony Ferrara
Superintendent	Yolanda Baldasaro
Principal	Chris Zanuttini



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
MAY 9, 2017**

APPENDIX B

OUR LADY OF FATIMA (G) CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a 6 classroom/3 child care room addition.

Current Status: Suitable fire lane must be established before Town of Grimsby approves site plan.

Project Information:

New Area to be Constructed		sq. ft.
Pupil Places Added	138	students
New Facility Capacity	541	students



Project Funding:

Capital Priorities	2,997,890
Child Care	1,527,338
	\$4,525,228

Project Costs:

	Budget	Paid
Construction Contract	0	0
Fees & Disbursements	0	243,147
Furniture & Equipment	0	0
Other Project Costs	0	25,859
	\$4,525,228	\$271,006

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	November 9, 2015	November 9, 2015
Ministry Approval (space)		
Architect Selection	April 18, 2016	June 30, 2016
Design Development	August 2016	December 2016
Contract Documents	January 2017	February 2017
Tender & Approvals	February 2017	
Ministry Approval (cost)	March 2017	
Ground Breaking Date	March 2017	
Construction Start	March 2017	
Occupancy	December 2017	
Official Opening & Blessing	January 2018	

Project Team:

Architect	Svedas Architects Inc.
General Contractor	
Project Manager	Tunde Labbancz
Superintendent	Yolanda Baldasaro
Principal	Brian Palujanskas

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND
BUDGET 2016-2017 UPDATE**

The Committee of the Whole System Priorities and Budget 2016-2017 update report is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017



**REPORT TO THE COMMITTEE OF THE WHOLE
MAY 9, 2017**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET
2016-2017 UPDATE**

BACKGROUND INFORMATION

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide a verbal update on the implementation of the annual Board approved System Priorities and Budget 2016-2017.

This monthly report information, will be provided through a visual presentation.

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

The Committee of the Whole System Priorities and Budget 2016-2017 report is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

TITLE: GRANTS FOR STUDENT NEEDS (GSN) 2017-2018

The Grants for Student Needs (GSN) 2017-2018 report is presented for information.

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

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

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017



REPORT TO THE COMMITTEE OF THE WHOLE MAY 9, 2017

GRANTS FOR STUDENT NEEDS (GSN) 2017-2018

BACKGROUND INFORMATION

Investments in Ontario's publicly-funded education system continue to increase with total funding expected to increase from \$23.0 billion in 2016-2017 to \$23.8 billion in 2017-2018.

The 2017-2018 GSN reflects investments for the first year of the agreements to support the following:

- i) Class size investments for full-day kindergarten (FDK) and Grades 4-8
- ii) Modest wage increases and investments in benefits transformation;
- iii) Community use of schools and other priorities.
- iv) Local priorities funding – including more staffing support for special education students;

i) Class Size Investments

For the school year 2017-2018, the government intends to implement a class size cap that will prevent large FDK classes. This GSN investment will lower the funded average class size to 25.75 in 2017-2018 to provide additional funding to help boards manage the costs associated with meeting the caps. The class size regulation will continue to require an average FDK class size of no greater than 26, but will now also require at least 90 per cent of FDK classes to have 30 or fewer students in 2017-2018.

In 2017-2018, the funded average class size will be reduced to 24.17. Over five years, the funded class size average for Grades 4-8 will be reduced to 22.85 for all school boards. Any board with a regulated Grade 4-8 class size average maximum exceeding 24.5 will

ii) Salaries and Professional Development

The ministry will provide a 1.5 per cent salary benchmark increase for staff in 2017-2018. Does not include Principals, Vice Principals, Superintendents or Directors of Education, In addition, the ministry has committed to provide funding for a one-time payment in 2017-2018 for professional development, equivalent to the amount that would have been generated if the salary benchmarks for these staff had been increased by 0.5%.

iii) School Conditioning Improvement (SCI)/School Renewal Allocation (SRA)

In June 2016, the ministry announced a historic investment in school renewal funding to keep schools across Ontario in a state of good repair. The ministry will continue to invest at this level for a total of \$1.0 billion in SCI funding in 2017-2018. There will also continue to be an additional \$40 million for the SRA.

The Ministry of Education is committed to continuing this level of investment in 2018-2019.

Greenhouse Gas (GHG) Reduction – Immediate Funding Available

The Government of Ontario's Climate Change Action Plan outlines specific commitments for meeting the Government's GHG emissions reduction target by 2020.

Eligible expenditures under this program will support the replacement, renewal and installation of new energy efficient building components in older elementary schools, secondary schools and administrative buildings. Energy efficient building components include: energy efficient lighting systems, HVAC systems/controls and other pre-defined enhancements to the building envelope.

iv) Local Priorities Funding

As a result of the education sector labour negotiations, several targeted education investments were discussed, in addition to compensation and benefit enhancements. The ministry has agreed to establish a Local Priorities Fund (LPF) of \$22018.9 million in 2017-2018 to address a range of priorities including more special education staffing to support children in need, "at -risk" students and adult education.

The Grants for Student Needs (GSN) 2017-2018 report is presented for information.

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

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

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
MAY 9, 2017**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC SYSTEM PRIORITIES 2017-2018

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Niagara Catholic System Priorities 2017-2018, as presented.

Prepared by: Senior Administrative Council

Presented by: Senior Administrative Council

Recommended by: John Crocco, Director of Education/Secretary-Treasurer

Date: May 9, 2017



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 9, 2017

NIAGARA CATHOLIC SYSTEM PRIORITIES 2017-2018

BACKGROUND INFORMATION

Commencing at the January 17, 2017 Committee of the Whole Meeting, the Director of Education, the Superintendent of Business and Financial Services and members of Senior Administrative Council commenced monthly information reports to the Committee of the Whole Meetings on the Design of the System Priorities and Annual Board Budget 2017-2018 for ongoing discussion, input and recommendations.

The monthly information reports provided opportunities for the Director of Education and Senior Administrative Council to engage in dialogue with the Committee of the Whole towards the design and consideration of a recommendation for the approval of the System Priorities 2017-2018 at the May 9, 2017 Committee of the Whole Meeting. Simultaneously, Senior Administrative Council continues to build the 2017-2018 Budget to achieve the System Priorities 2017-2018 and meet all of the legislated requirements of the *Education Act* and the Ministry of Education Grants for Student Needs (GSN) funding allocations.

At the May 23, 2017 Board Meeting, the Director of Education, the Superintendent of Business and Financial Services and Senior Administrative Council will present a balanced Board Budget 2017-2018 for the consideration of the Board towards a recommendation for approval at the June 20, 2017 Board Meeting.

As noted in each monthly report to the Committee of the Whole, the annual System Priorities and balanced annual Board Budget will be in alignment with the Board's Vision 2020 Strategic Plan, Mission, Vision and Values, the two Niagara Catholic Strategic Directions and the four current goals of the Ministry of Education's *Achieving Excellence: A Renewed Vision for Education in Ontario*.

As approved by the Board on January 31, 2017, the Director of Education, the Superintendent of Business and Financial Services and Senior Administrative Council continue to be committed to two fundamental principles in preparing the 2017-2018 System Priorities and balanced Board Budget. The two principles are:

- a) A commitment to providing Catholic educational excellence through approved programs and services for all students.
- b) A commitment to achieving the Board's Vision 2020 Strategic Plan and Annual System Priorities through balanced and sustainable annual budgets.

In preparing the recommendations for the 2017-2018 System Priorities and balanced Board Budget for the consideration of the Committee of the Whole and Board, the Director of Education, Superintendent of Business and Financial Services and Senior Administrative Council continually monitor and review a variety of Niagara data and information. The data includes demographics, economic and employment statistics and trends; current and projected enrolment in elementary, secondary and continuing education schools; provincial educational directions; provincial Grants for Student Needs (GSN), Educational Funding Other (EPO) grants and capital funding of district school boards.

System Priorities and Annual Budget 2017-2018 Consultation & Decision Making Process

As part of the design, consultation and decision making process, the Director of Education, the Superintendent of Business and Financial Services and members of Senior Administrative Council engaged, updated and informed, through reports, the January, February, March and April 2017 Committee of the Whole Meetings.

In addition to the continued dialogue with the Committee of the Whole, the Director of Education and Senior Administrative Council participated and provided opportunities for extensive discussion with the following leadership groups, committees, councils and educational partners for input and recommendations in the design of the System Priorities and balanced Board Budget 2017-2018 for the consideration of the May 2017 Committee of the Whole and Board.

The Consultation and Decision Making Process towards finalizing the System Priorities and the balanced Board Budget for 2017-2018 invited the following:

Continuous consultation, discussion and recommendations from:

- ❖ Senior Administrative Council
- ❖ Trustees at Committee of the Whole Meetings
- ❖ Principals at Director's Meetings
- ❖ Family of Schools Meetings
- ❖ Secondary Principals Meetings
- ❖ Academic Council
- ❖ Elementary and Secondary Curriculum Councils
- ❖ Secondary Management Council Meetings
- ❖ School and Catholic Education Centre Staff Meetings

Presentations and an invitation to provide recommendations were made to:

- ❖ Student Senates - Elementary and Secondary
- ❖ Catholic School Councils
- ❖ Special Education Advisory Council (SEAC)
- ❖ Niagara Catholic Parent Involvement Committee (NCPIC)
- ❖ Niagara Catholic Alliance Committee (NCAC)
- ❖ OECTA - Niagara Elementary Unit President
- ❖ OECTA - Niagara Secondary Unit President
- ❖ CUPE 1317 President

As part of our open and transparent process, a summary copy of all the feedback received during the extensive consultation on the design of the System Priorities and Budget 2017-2018 is provided. In reviewing the feedback, many recommendations were provided for consideration, both at the strategic system priority "what" level and at the implementation action "how" level. (Appendix A)

System Priority 2017-2018 Consultation Themes

In listening and reviewing all of the feedback provided during the four month consultation process, the following system priority themes emerged for consideration in designing both the System Priorities and annual Balanced Budget 2017-2018:

- Conduct a climate survey
- Improve communication
- Professional development plan
- Budget / resource allocations
- Staffing and allocation of services
- Stronger partnerships
- School renovation / renewal plan
- Increase enrolment and retention
- Implementation of specific student achievement programs, policies and documents
- Early identification tool for Kindergarten
- Engage community resources
- Promote elementary and secondary schools as hubs and with parents

System Priorities 2017-2018

Rooted in achieving the expectations and outcomes of the Board approved Niagara Catholic Vision 2020 Strategic Plan, the Ministry of Education *Achieving Excellence* document and building on the 2016-2017 System Priorities, the Enabling Strategies of the Board's Vision 2020 Strategic Plan continue to provide focused system priority initiatives for 2017-2018 to achieve the Board's two Strategic Directions within its Vision 2020 Strategic Plan to:

- ✓ Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education
- ✓ Advance Student Achievement for All

At the May 9, 2017 Committee of the Whole Meeting, Senior Administrative Council will provide background information on each recommended System Priority, the working plan to operationalize each System Priority and the evidence to monitor the implementation of each System Priority for 2017-2018 for the consideration of the Committee of the Whole. (Appendix B)

Each System Priority will be accounted for in the balanced Board Budget 2017-2018 within the funding provided in the 2017-2018 Grants for Student Needs.

Once approved by the Board, a copy of the Niagara Catholic System Priorities 2017-2018 will be provided to all Principals, Vice-Principals, Administrators, Bishop Bergie and the Diocese of St. Catharines, the Special Education Advisory Council, Catholic School Councils, the Niagara Catholic Parent Involvement Committee and the Alliance Committee. A poster size copy of the 2017-2018 System Priorities will be placed in a public location in all schools, Board sites and the Catholic Education Centre for review by students, staff, parents and guests to Niagara Catholic. A copy will also be placed on the Board, My Niagara Catholic, My Niagara Catholic Alumni and My Niagara Catholic Trustee websites.

As we began in September 2016, throughout 2017-2018, Senior Administrative Council will continue to provide updates at each Committee of the Whole Meetings with reports on the implementation of various initiatives in achieving the System Priorities 2017-2018.

As has been provided annually since 2010, a Mid-Year Progress Review of the System Priorities 2017-2018 will be presented at the January 2018 Board Meeting. A Niagara Catholic System Priorities 2017-2018 Achievement Report will be presented at the September 2018 Board Meeting.

In achieving the Board approved timeline to present the System Priorities 2017-2018 at the May 9, 2017 Committee of the Whole Meeting and having given full consideration of all input and recommendations provided through the extensive consultation process, the Niagara Catholic System Priorities 2017-2018 are presented to the Committee of the Whole for its consideration, discussion and approval. (Appendix C)

A visual presentation will be presented as part of this report.

Appendix A – Design of the System Priority and Balanced Budget 2017-2018 Consultation Feedback

Appendix B – Niagara Catholic System Priorities 2017-2018 Action Plan Working Document

Appendix C – Niagara Catholic System Priorities 2017-2018

RECOMMENDATION

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Recommended by: John Crocco, Director of Education, Secretary/Treasurer

Date: May 9, 2017



Design of System Priorities and Balanced Budget 2017-2018

Consultation Feedback

- *Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education*
- *Advance Student Achievement for All*

Committee of the Whole – Trustees – Ongoing dialogue at each CW Meeting

- To increase enrolment and retention of students
- Put children first, resources, materials, budget
- Technology – pedagogy, student learning and culture – staff training through professional development
- Improve communication between the community, Board and Senior Staff
- Empower Principals and staff decision making
- Conduct a climate survey of students, staff and families
- Increase the public profile of the distinctiveness of Catholic education, character of Niagara Catholic, culture, uniqueness of environment through student eyes
- Improve brand awareness of the system as we prepare for post 2020 to 2030 by continuous and intentional regeneration
- Be inspirational

Senior Administrative Council – Ongoing dialogue at weekly SAC Meetings

Provide Supports for Success

- Enhance and revise alternative education programs, services and pathways for all students
- Increase student engagement and student voice in mental health awareness, promotion, and literacy, aligned with the Ministry of Education and Board’s Mental Health and Well- Being Strategies
- Monitor the implementation of the Secondary Assessment, Evaluation and Reporting Guide with secondary administrators and Program Chairs
- Administer School Climate surveys in schools to students, staff and parents and review results with Safe and Accepting Schools teams to address school needs
- Strengthen tiered model approach to refine processes for school level requests for services and programs

Enhance Technology for Optimal Learning

- Implement year two of the Technology Blueprint 2016-2020
- Reorganize Educational Technology Services positions to better reflect the scope of work and responsibility
 - Create a Manager of Data Center, Network and Core Services position
 - Create three Core Systems Technologist positions (CUPE positions open to current CT/ITAs)

Building Partnerships and Schools as Hubs

- Enhance and develop interactive partnerships with community services
- Design and implement an Active School Travel Plan for all students
- Design and implement a School Renovation Plan 2017-2021
- Enhance the collaboration between the NCPIC and Catholic School Councils to improve student achievement and well-being

Strengthen Human Resource Practices and Develop Transformational Leadership

- Design and deliver professional learning sessions for school administrators on Maplewood tools, specifically Radar reports, to build data literacy
- Design and implement PI Leadership opportunities for the Human Resources and Business departments of the Board
- Design and deliver professional learning sessions for administrators on Collective Agreements
- Design and deliver professional learning sessions for Early Years Teams and Child and Youth Workers on ABA principles
- Provide professional learning sessions for administrators on the Pathstone Protocol, the Police Protocol and Suicide Protocol

Create Equity and Accessibility of Resources

- Conduct a review of the criteria used in the allocation of resources to deliver approved programs, supports and services.

Ensure Responsible Fiscal and Operational Management

- Maintain financial stability through a balanced budget for 2017-2018

Address Changing Demographics

- Design a Capital Plan 2017-2021
- Implement Year Two of the Long Term Accommodation Plan 2016-2021
 - Pupil Accommodation Review - St. Andrew/St. Augustine/St. Mary
 - French Immersion Relocation Consideration - Holy Name to Alexander Kuska
 - French Immersion Program Introduction Consideration - St. Michael

Principals at Director's Meeting

Provide Supports for Success

- consider implementing specialists (rotary) for numeracy and literacy in Grades 7 and 8 and provide team teaching cohorts to bridge increases in student achievement from grade 6 to grade 9.
- expedite ARC Reviews in declining enrolment areas.
- Increase support for Mental Health at the elementary level (address issues earlier).
- Increase supports for communication with parents of ELL learners (more access to interpreters, etc.)
- Student Service central staff engaged more often and visible in schools so they have a better foundational understanding of the students they serve.
- mental health support for students-(more social workers) - increase funding for Home Instruction, e-learning
- minimize the amount of time away from school for Principals (Director's meetings after the school day 4-6pm)
- increase EA support at schools
- additional funds to clean up backlog of assessments;
- release time to build instructional capacity in teachers;
- TPA process - extend the 'review' portion of assisting teachers who are found to be unsatisfactory;

- Transportation and boundary changes - need to be convenient for families
- Consideration of teaching principals - eliminate them
- allocation of ERT's - numbers don't reflect the needs in the school
- CYW should reflect the needs of the school/need to be better prepared-equalization of services throughout the board (family of school allocation including High Schools)
- Reinstatement of full time ERTs
- consider CYW daily in all elementary schools - mental health and wellness is a primary concern
- review the budget allocations to schools to respect diversity and local school needs - ie – economics
- Allocate appropriate funds to smaller schools (i.e. HC and SF) to assist in providing same co-curricular programs as larger schools (i.e. NDCS). Per pupil funding does not address that most programs exist regardless of population.
- refer to data from the Niagara region to support funding to the most needy schools -ie principals using up Consumable budgets to pay for necessities in schools
- if the PD is important so a staff member needs to leave the building during the school day - please consider providing supply coverage - internal coverage can be very challenging
- job embedded professional development in extended periods of times with opportunity for teacher reflection - build capacity between staff, students and administrators
- Reinstatement of Reading Recovery Program
- staff schools with a minimum of 1.0 FTE ERT to assist when other support staff (EAs) are lacking
- staff ERTS according to needs of schools not a 'magic' number
- increase in number of full time EAs - increase the hope that they can achieve a permanent position
- hire floating EAs - centralized - they have a permanent contract but can be assigned to different places on a daily basis depending on the needs of the system
- expand the portfolio of Library Technicians; provide training to Library Technicians to support classroom teachers with a diverse literacy program
- review and audit best practices and pedagogy since 2010 to ensure full implementation and provide appropriate professional development for teachers

Enhance Technology for Optimal Learning

- provide a more equitable distribution of resources at schools (haves/have nots)
- equalization of all IT resources at all elementary schools
- provide a schedule for IT techs on a 5 day cycle to ensure consistent support
- provide a data collection program/site/platform for assessment and evaluation of inquiry in Kindergarten
- provide all schools with an equal amount of technology based on school size
- re-engage and leverage secondary school technology resources and re-consider the Innovation Centre
- increase funding for chromebook sets at secondary level.
- review Field Services Technologist schedules for more support in Secondary Schools.
- chromebook grant- What schools received the chromebooks?
- the goal of the library tech to include technical support - librarians need more tech training
- simplify the order process - be able to order when you need it or have funds, not only 4 times per year.

Building Partnerships and Schools as Hubs

- Align community partnerships (ie Niagara College EA students) so that students are sent to schools that require additional supports
- continue to invite outside agencies to run programs after school for schools who need it.
- make experiential learning a higher priority with a higher profile - develop more contacts in the community.

- integrate services, design support that reflects the culture of particular schools, include local school liaison person that creates the hubs
- allow for a reserve to be put aside where Principals could bring in volunteers to help in the role of support staff when all resources have been exhausted and provide them a stipend
- create more after school opportunities for relationship building between the school community and the parish

Strengthen Human Resource Practices and Develop Transformational Leadership

- Create a pool of permanent EAs - they would be hired centrally and could be deployed to a different site daily depending on the needs of the system
- Build a stronger partnership with Niagara College and others to ensure we have access to their students (during and after schooling).
- Increased emphasis of wellness committee’s role in helping match the physical demands of specific job to the specific needs of pupils.

Create Equity and Accessibility of Resources

- examine school’s School Generated Funds when allocating centralized resources - some schools end up in a much better position to purchase additional items (technology, etc.), based on fundraising that they do at their school - more wealthy schools end up with more resources
- assistance with older schools who need to replace student desks that are aging and school budget leave little room to replace
- avoid ‘one size fits all’ allotment and distribution of resources
- invest/inject more funds for co-curricular activities in the smaller secondary schools who run the same activities but have far less funds to use.

Ensure Responsible Fiscal and Operational Management

- allow principals to disseminate all funds according to school needs - ie - Maintenance line - \$2000 allowed and included in total budget but in reality principals can’t touch this money, therefore it really shouldn’t be included in our total amounts allotted.
- ensure funds are spent improving the aesthetic features of our schools - especially aging ones - we are increasingly competing with new DSBN schools that look fantastic from the road - increase the curb appeal of our schools as well

Address Changing Demographics

- revisit boundaries to ensure schools are not overcrowded and to ‘fill up’ under crowded schools - more ARCs

Family of Schools Meetings – As scheduled by FOS Superintendents - *In Progress*

Elementary and Secondary Curriculum Councils – As scheduled by Program

Management Council Meetings – As scheduled in all secondary schools

Special Education Dept.

Provide Supports for Success

- Implement ABA strategies and Executive Function in the Secondary Classroom to support Learning for All, Knowing your Learner and Assessment “for” and “as” learning.
- Implement Executive Function and Works Systems in relation to self-regulation, organization, time management, planning and mental flexibility to support assessment, tiers of intervention and provincial reporting of learning skills from Growing Success.
- Support classroom teachers to be responsive, targeted and flexible to diverse student needs through three guiding questions:
 - i) What is the students’ most urgent learning need? (Knowing Your Learner)
 - ii) How do you know? (Conversations, Observations, Products, Data Collection)
 - iii) What are you going to do about it? (action plan with tiered interventions, strategies, collaboration and supports)
- Implementation of rich math tasks that support multiple mathematical competencies guided by the framework Mathematics Conversation Tool: Rich Tasks, Discourse, Learning Environment.

Enhance Technology for Optimal Learning

- Continue job embedded professional learning opportunities on Google APPS to support targeted and purposeful use of technology to reduce learning gaps in receptive and expressive language, to support full accessibility to curriculum, to build new generation competencies and to support a collaborative culture of inquiry for all learners from all entry points.

Strengthen Human Resource Practices and Develop Transformational Leadership

- Review, update and revise both the content and medium of the Educational Resource Teacher Guide, and establish a cycle review of the guide.

Athletic Association Convener

Provide support for success ...by continuing with NCAA/P.H.E support and adding **leads** from our 8 elementary areas to work with our 8 High School Program chairs. These elementary leads would assist their local schools with Athletics and P.H.E. curriculum. They would work with the NCAA/P.H.E. support person along with the Program Chair at our High Schools to improve Athletics and P.H.E. support at the Elementary level.

- These leads (could have stipends or release time) to assist Elementary Athletics and P.H.E.
- Curriculum delivery in their family of elementary schools.
- This will ensure equity and improve relationships between elementary and secondary athletics in 2017-18.

RAE&R Consultant

Provide Supports for Success

- Implement *Equity and Inclusive Education* policy through professional learning and student engagement opportunities
- Support school administrators, Mental Health Champions and Safe and Accepting and Schools Teams (SASTs) in knowledge mobilization of the Police and Suicide Protocols, administration and analysis of School Climate Surveys, and engagement of staff and students in restorative circles and development of self-regulation
- Mobilize knowledge from Grade 8 Transition and Grade 12 Graduation Survey results to support increased enrolment and retention, inform effective transitions, and to promote Catholic Education

- Sustain implementation of *Growing Success* and Board Assessment, Evaluation, Reporting and Homework policies and practices to improve the assessment literacy of administrators and educators
- Devise and implement an action plan for schools to develop the 21st century competencies students need to succeed

Strengthen Human Resource Practices and Develop Transformational Leadership

- Build capacity in data literacy for all administrators using Maplewood RADAR to analyze student data and make evidence-informed decisions for school improvement planning and monitoring

Building Partnerships and Schools as Hubs

- Engage community partners to support early childhood and poverty reduction through the coordination and delivery of shared learning opportunities for staff, families, students and parish and community members

Enhance Technology for Optimal Learning

- Facilitate learning for staff in Privacy and Information Management (PIM) to develop a culture of privacy
- Expand learning opportunities and resources for staff and students to further develop digital literacy and responsibility and engage in digital discipleship

Administrator of Education Technology

Develop education programs that fully prepare students for the diversity of a technologically advanced society.

Early Years Literacy Coach

Provide Supports for Success

- Support the learning of Kindergarten teams in the planning, implementing and delivery of the Kindergarten Program.
- Provide Kindergarten teams with strategies and resources to develop Self-Regulation skills and Well-Being for all students.

Building Partnerships and Schools as Hubs

- Develop a communication plan between community partners and Kindergarten teams to ensure seamless transitions.

K-12 Literacy / ESL Consultant

Provide Supports for Success

- Deliver after school English language programs at specific schools in both the Elementary and Secondary panel.
- Continue to deepen and expand the partnership with the Brock Learning Lab to provide reading intervention for below grade level readers
- Advocate for English as a Second Language teacher monitors in Secondary schools
- Through on-going professional learning, build intermediate teachers capacity in the area of disciplinary literacy to help close gaps in student literacy development

- Continue to build teacher capacity to support English Language Learners (ELL), especially in schools with upward trends in newcomer and international and VISA student enrollment
- Continue to connect 21st Century learning and literacy to build innovative classrooms

Building Partnerships and Schools as HUBS

- Continue to deepen and expand the partnership with the Brock Learning Lab to provide reading intervention for below grade level readers
- In partnerships with Settlement Workers in School, develop and deliver a series of family learning nights to help engage newcomer families

Accounts Payable Clerk

Build Trust

Student Senates - Elementary and Secondary

- Engage secondary students in the process deciding on the allocation of their school's budget.
- Integrate the structure of Niagara Catholic's student leadership system into the CHV2O course.

Catholic School Councils – As presented by Principals in all schools - *In Progress*

Our Lady of Victory

Building Partnerships as Hubs

- design support that reflects the culture, identity, priorities of the local school
- provide services according to local needs
- integrate services
- include local school Liaison (local voice) to support conversations related to creation of school hubs
- share the successes of hubs

Provide Supports for Schools

- avoid rigid and inflexible funding guidelines to avoid "one size fits all" possibilities
- continue to embrace "wrap around " strategies utilizing partnerships with community resources
- give Principals more of a say into what is required to support school
- review the Board's funding to school to respect the diversity and economic challenges that complicate several of the schools
- respect the unique needs and pressures that individual schools have due to diversity of population (i.e ELL, Aboriginal, Poverty, Isolation Factors) by including the voice of the principal when resources /funding/ pilot projects are being considered
- increase staffing of EA support
- increase staffing of social workers in schools
- staff ERT's according to needs of school not numbers

Create equity and Accessibility of Resources

- avoid " one size fits all" allotment and distribution of resources

Input from St. Alfred Catholic School Staff and CSC

- Develop and conduct an early identification tool for Kindergarten to identify at risk students and implement appropriate supports and intervention to decrease and prevent large learning gaps by schools.
- Design programs which honour teacher and student voice in uncovering curriculum and facilitate the sharing of best practices by engaging staff with in classroom student and teacher development.
- Review current mental health support initiatives and protocols and conduct an inquiry into more effective ways to quickly support students challenged with social, emotional and behavioural challenges to promote student success.
- Create a panel of teachers to dialogue, examine and provide feedback on current issues in the classroom which are impeding student learning and develop possible solutions to these challenges.
- Develop a closer connection between secondary and elementary through collaboration on projects which meet real world needs.

Provided by Parent from St. Joseph Grimsby

Provide Supports for Success

- Create increased opportunities for Arts-based experiences for all students to facilitate learning and growth through creative expression

Build Partnerships and Schools as Hubs

- Engage community cultural resources (such as galleries and professional artists/performers) to facilitate exposure to the Arts and collaborative projects/events

Staff at Sacred Heart

- Continue to enhance technology to support student achievement
- Creating an effective assessment tool for documenting student observations especially in Early Years
- Developing an early primary reading program/intervention program for struggling readers

Special Education Advisory Council (SEAC)

➤ Provide Supports for Success

- Explore creating fewer self-contained classes.
- Deliver appropriate supports to support students within an inclusive classroom environment.
- Strengthen parent understanding of the potential pathways of a child depending on what their child's profile is.
- Engage and empower students to participate in student decision making in their programming and pathway.

➤ Building Partnerships and Schools as Hubs

- Expanding on partnerships to enhance the range of supports for students and families in schools as hubs.

➤ **Create Equity and Accessibility of Resources**

- Ensure consistency of opportunity for resources at the school level.

➤ **Address Changing Demographics**

- Research and recognize demographic trends to determine supports and resources.
- Explore and understand trends and demographics to determine models of supports.

Niagara Catholic Parent Involvement Committee (NCPIC)

Provide Supports for Success

- Provide supports for all students within the Safe and Accepting Schools framework.
- Implement mental health supports, especially supports for “anxiety”, the whole “child”, and “student”.
- Implement Life Skills curriculum such as financial literacy from K-12.
- Provide study skills sessions and preparation for evaluation by organizing P3 to support and benefit students to improve student achievement.

Enhance Technology for Optimal Learning

- Engage parents in technology for optimal learning.
- Provide more devices such as Chrome Books, laptops and tablets for students.

Building Partnerships and Schools as Hubs

- Promote Catholic secondary schools as the “hub” for elementary Family of Schools.
- Implement a transition plan to focus on the activities for students from K to 12 to support interactions between elementary and secondary schools to increase retention.
- Communicate with newcomers and develop strong partnerships and ties about Board policies, resources and budget to retain families “All are welcome”.
- Engage families and students in collaborating with parish and school.

Strengthen Human Resource Practices and Develop Transformational Leadership

- Engage teachers in the Catholic education process to embody the whole “child”.
- Enhance relationships between parents and teachers to improve communication about student achievement and well-being.
- Enhance communication with parents regarding Board activities and potential disruptions to schools.
- Support professional development for teachers in literacy and numeracy to improve student achievement.
- Deliver “Rebuild, Refocus and Reconciliation” activities throughout the Board to rekindle positive relationships between parents and staff.

Create Equity and Accessibility of Resources

- Empower parents to seek information from administrators, teachers and support staff about Board activities and daily Catholic education in all schools.

Ensure Responsible Fiscal and Operational Management

- Maintain a balanced budget for the Board.
- Communicate with parents on the development of the Board budget and how the budget supports students at the schools.

Address Changing Demographics

- Communicate with parents about the Long Term Accommodation Plan through the Board website and local school meetings.
- Create a “welcome package” for new families including school support (MPAC) and information about Board and school activities to support, “All are welcome”.

Niagara Catholic Alliance Committee (NCAC)

OECTA - Niagara Elementary Unit President

1. Eliminate (completely) overspending/non-compliance on Board Administration and Governance for the onset of the 2017-18 school year and
2. Spend that money (referred to in #1) on resources for students.
3. Replace all teachers, EAs and ECEs when they're absent.

OECTA - Niagara Secondary Unit President – TBC

CUPE Local 1317 President

As of May 2, 2017

VISION 2020 STRATEGIC PLAN ENABLING STRATEGY (WHY)	SYSTEM PRIORITY 2017-2018 (WHAT)	ACTION PLAN WORKING DOCUMENT (WHAT)	MONITORING THE EVIDENCE (HOW)	MOST RESPONSIBLE PERSON (MRP)
<p><i>Provide Supports for Success</i></p>	<p>Increase student engagement, and student voice in student achievement, well-being and mental health awareness</p>	<p>Facilitate a Mental Health and Well-Being Student Conference with Mental Health Team and Mental Health Champions</p>		<p>Lee Ann Forsyth-Sells</p>
	<p>Engage in a review of specific programs, pathways, services and supports provided for all students</p>	<p>Continue to implement the Renewed Mathematics Strategy that focuses on individualized school needs</p>	<p>Compare 2016-2017 and 2017-2018 achievement data</p>	<p>Mark Lefebvre</p>
		<p>Include financial literacy in experiential ways across the curriculum</p>		<p>Mark Lefebvre</p>
	<p>Enhance global competencies and experiential learning opportunities for all students</p>	<p>Increase Specialty High Skills Majors Program and Dual Credit Program offerings in each secondary schools</p>	<p>Compare 2016-2017 with 2017-2018 plan</p>	<p>Mark Lefebvre</p>
		<p>Design and implement a plan to develop global competencies and experiential learning</p> <p>Enhancing the learning experience of Aboriginal students</p>	<p>Increase in number of FNMI student voice events</p>	<p>Mark Lefebvre</p>

		<p>Review the Early Years Program to focus supports in the areas of self-regulation and transitions</p> <p>Design a plan to improve recruitment and retention of casual staff</p>	<p>Implement specific self regulation strategies in each elementary school</p> <p>Working meetings to review/redesign of current processes/protocols with early years stakeholders (pre-school services, childcare, other stakeholder agencies) that support student transitions</p>	<p>Yolanda Baldasaro/Mark Lefebvre/Lee Ann Forsyth-Sells</p> <p>Yolanda Baldasaro/Mark Lefebvre</p> <p>Frank Iannantuono/ Yolanda Baldasaro</p>
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<p>Enhance Technology for Optimal Learning</p>	<p>Improve access and use of technology for all students and staff</p>	<p>Implement year two of the Technology Blueprint for 2016-2020</p> <p>Relocate the network infrastructure of Education Technology Services</p> <p>Establish and improve recovery time for information technology</p> <p>Continue innovative teaching practices and instructional methods to enable learning through technology via Digital Learning Coaches</p> <p>Monitor advancements in technology for staff and students (cloud technology)</p> <p>Complete a comprehensive Disaster Recovery Plan</p>	<p>Compare the actual budget allocation to the items identified in the 2016-2020 Technology Blueprint Plan</p> <p>Transition school learning to each school technology champion in 2017-2018</p> <p>Share and monitor SEA Per Pupil data re: technology deployment</p> <p>Monitor use of technology related to EQAO assessments</p>	<p>Ted Farrell</p> <p>Ted Farrell/Yolanda Baldasaro/Mark Lefebvre</p> <p>Ted Farrell</p> <p>Ted Farrell</p>
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Building Partnerships and School Hubs	Create opportunities for meaningful dialogue, feedback and input from students, parents and the community	Conduct a Climate Survey with the objective of increasing the public profile of the distinctiveness of Catholic education	Deliver a climate survey and report feedback to administrators, the Board and parent community	John Crocco Lee Ann Forsyth-Sells
	Improve brand awareness and communication with stakeholders	Design and implement a strategy to improve brand awareness and communication with students, parents/guardians, community members	Share strategy and outcome with Alliance, SEAC, NCPIC and CW	John Crocco Lee Ann Forsyth-Sells
	Enhance and develop wrap around partnerships with community services	Examine before and after school programs to develop a model(s) of integrated service delivery	Meetings, new plans, new partnerships established with childcare providers and other community agencies	Yolanda Baldasaro/Mark Lefebvre/Scott Whitwell

<p>Strengthen Human Resource Practices and Develop Transformational Leadership</p>	<p>Enhance professional development opportunities for all staff</p>	<p>Design and deliver a multi-year Professional Development Plan</p>	<p>Implement a Professional Development Committee representative of all employee groups to develop the Multi-Year Professional Development Plan</p>	<p>Frank Iannantuono</p>
		<p>Design and deliver a Customer Service model for all staff</p>		<p>John Crocco Frank Iannantuono</p>
	<p>Consolidate Board requirements for the Health and Safety of staff and students</p>	<p>Health & Safety lead to consolidate program and oversee compliance</p>	<p>Health & Safety Compliance Audit</p>	<p>Frank Iannantuono</p>
	<p>Address regulations regarding data management</p>	<p>Internal review of data management and processes within HR, IT security, IT operations and cloud technology</p>	<p>Risk Assessment Outcomes</p>	<p>John Crocco Ted Farrell Giancarlo Vetrone Frank Iannantuono</p>

<p>Create Equity and Accessibility of Resources</p>	<p>Conduct a review of the criteria used in the allocation of resources to deliver approved programs, supports and services within Board and School Improvement Plans</p>	<p>Develop models that offer opportunities for engagement for a wide variety of student profiles.</p>	<p>Principal PD sessions as a regular part of Director's Meetings</p>	<p>Giancarlo Vetrone</p>
<p>Ensuring Responsible Fiscal and Operational Management</p>	<p>Maintain financial stability through a balanced Budget 2017-2018</p> <p>Achieve Ministry of Education compliance for Grants for Student Needs</p>	<p>Ensure alignment of resources with 2017-2018 Ministry funding models and formulae.</p> <p>Continue to explore efficiencies in Board Administration to meet Ministry of Education compliance requirements.</p>	<p>Monitor any changes in revenue or unforeseen expenditures and identify a number of strategic alternatives to minimize financial risk.</p> <p>Full Ministry of Education compliance by August 2018</p>	<p>SAC Team</p> <p>Giancarlo Vetrone</p>
<p>Address Changing Demographics</p>	<p>Continue to optimize efficiency in capacity utilization in all Board facilities</p>	<p>Plan to outline proposed renovations to all schools within the system as well as any new additions and/or new schools.</p> <p>Implement Year Two of the Long Term Accommodation Plan 2016-2021</p> <p>Design a Capital Plan 2017-2018</p>	<p>Monitor the implementation to meet the needs of the system after the plan was developed/approved</p>	<p>Scott Whitwell</p>



**NIAGARA CATHOLIC
SYSTEM PRIORITIES 2017-2018**

To continue to achieve excellence, ensure equity, promote well-being and enhance public confidence in publically funded Catholic education through the delivery of innovative and supportive programs and services for students and staff rooted in the Board's Mission, Vision and Values.

STRATEGIC DIRECTIONS

Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

Advance Student Achievement for All

ENABLING STRATEGIES

Provide Supports for Success

- Increase student engagement, and student voice in student achievement, well-being and mental health awareness
- Engage in a review of specific programs, pathways, services and supports provided for all students
- Enhance global competencies and experiential learning opportunities for all students

Enhance Technology for Optimal Learning

- Improve access and use of technology for all students and staff

Building Partnerships and Schools as Hubs

- Create opportunities for meaningful dialogue, feedback and input from students, parents and the community
- Improve brand awareness and communication with stakeholders
- Enhance and develop wrap around partnerships with community services

Strengthen Human Resource Practices and Develop Transformational Leadership

- Enhance professional development opportunities for all staff
- Consolidate Board requirements for the Health and Safety of staff and students
- Address regulations regarding data management

Create Equity and Accessibility of Resources

- Conduct a review of the criteria used in the allocation of resources to deliver approved programs, supports and services within Board and School Improvement Plans

Ensure Responsible Fiscal and Operational Management

- Maintain financial stability through a balanced Budget 2017-2018
- Achieve Ministry of Education compliance for Grants for Student Needs

Address Changing Demographics

- Continue to optimize efficiency in capacity utilization in all Board facilities

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 9, 2017**

PUBLIC SESSION

**TITLE: INTERIM FINAL STAFF REPORT FOR THE MONSIGNOR
CLANCY CATHOLIC ELEMENTARY SCHOOL AND ST.
CHARLES CATHOLIC ELEMENTARY SCHOOL MODIFIED
PUPIL ACCOMMODATION REVIEW**

The Interim Final Staff Report for the Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review is presented for information.

Prepared by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Scott Whitwell, Controller of Facilities Services

Presented by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education

Date: May 9, 2017



INTERIM FINAL STAFF REPORT FOR THE MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL AND ST. CHARLES CATHOLIC ELEMENTARY SCHOOL MODIFIED PUPIL ACCOMMODATION REVIEW

BACKGROUND INFORMATION

The Niagara Catholic District School Board, approved at the February 28, 2017 Board Meeting the initiation of a Modified Pupil Accommodation Review for Monsignor Clancy Catholic Elementary and St. Charles Catholic Elementary Schools in accordance with the Pupil Accommodation Review Policy 701.2

As part of the open and transparent process, the Interim Final Staff Report for the Monsignor Clancy Catholic Elementary School Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review is provided to Trustees with:

- i. an update on the process to date and
- ii. information obtained through community consultation that formed the basis for the final staff recommended accommodation option.

A copy of the Interim Final Staff Report is provided as Appendix A.

The public continues to have the opportunity to provide input on the final staff recommended option, via public delegations, to be considered by the Trustees at a Special Board Meeting to be held at Monsignor Clancy Catholic Elementary School on Monday, May 29, 2017, at 7 p.m.

Input provided at the meeting may result in changes to the Interim Final Staff Report. The Final Staff Report will include the input provided by the public through delegations at the Special Board Meeting and be provided to Trustees for their consideration at the June 13, 2017, Committee of the Whole Meeting prior to the June 20, 2017, Board Meeting at the Catholic Education Centre.

A copy of a report prepared in partnership with Brock University and the Niagara Workforce Planning Board entitled GROWING NIAGARA: A closer look at Niagara's aging population by Carol Phillips and Adam Durrant has been provided as Appendix B. This report provides a regional perspective into the changing demographics of the Niagara Region.

The Interim Final Staff Report for the Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review is presented for information.

Prepared by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Scott Whitwell, Controller of Facilities Services

Presented by: Ted Farrell, Superintendent of Education
Kathy Levinski, Administrator of Facilities Services
Scott Whitwell, Controller of Facilities Services

Recommended by: John Crocco, Director of Education

Date: May 9, 2017



Interim Final Staff Report

Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review



Mission Statement

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.

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APPENDICES

Appendix A – Online Feedback

Appendix B – Minutes of Meeting April 20, 2017 and Feedback Collected Through The Process

1.0 INTRODUCTION

In accordance with the Pupil Accommodation Review Policy 701.2, this Interim Final Staff Report is provided to Trustees as part of the ongoing Modified Pupil Accommodation Review process for Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School.

The purpose of the Interim Final Staff Report is to update Trustees on the process to date and information obtained through community consultation that formed the basis for the final staff recommended accommodation option.

The public continues to have the opportunity to provide input on the final staff recommended option, via public delegations, to be considered by the Trustees at a Special Board Meeting to be held at Monsignor Clancy Catholic Elementary School on Monday, May 29, 2017, at 7 p.m. Input provided at the meeting may result in changes to the Interim Final Staff Report. The Final Staff Report will include the input provided by the public through delegations at the Special Board Meeting and be provided to Trustees for their consideration at the June 13, 2017, Committee of the Whole Meeting prior to the June 20, 2017, Board Meeting.

2.0 BACKGROUND

On February 28, 2017, the Niagara Catholic District School Board approved a Modified Pupil accommodation review process for Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School based on the Initial Staff Report prepared, and presented, by Board Staff. The recommended accommodation option, proposed by Board staff, was to consolidate Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School at Monsignor Clancy Catholic Elementary School, following any required renovations or addition, and close St. Charles Catholic Elementary School.

The Notice of Initiation of a Modified Pupil Accommodation Review was provided to the community within the five-day time frame prescribed by Pupil Accommodation Review Policy 701.2 and the Ministry of Education's Pupil Accommodation Review Guideline. March 2015.

A presentation was made at a combined Catholic School Council Meeting of the two schools on Thursday, March 28, 2016, at 6 p.m. at Monsignor Clancy Catholic Elementary School to introduce the process and to provide parents with the opportunity to ask questions and provide input. A verbal update about the meeting was provided to Trustees at the April 4, 2017, Committee of the Whole Meeting and approved as an information item at the April 25, 2017, Board Meeting.

3.0 MODIFIED PUPIL ACCOMMODATION REVIEW PROCESS

The proposed timeline for this Modified Pupil Accommodation Review is provided in Table 1 and is in full compliance with the Ministry of Education Pupil Accommodation Review Guidelines and Board's

Pupil Accommodation Review Policy, 701.2. An additional meeting was held with the Catholic School Councils on March 28, 2017, not required by Board policy.

Table 1

Date	Meeting	Expectation
February 14, 2017	Submission of Initial Staff Report to the Board (Committee of the Whole Meeting)	<ul style="list-style-type: none"> Initial Staff Report and School Information Profiles (SIPs) are presented to Board of Trustees with staff Accommodation Review Recommendation
February 28, 2017	Board Meeting	<ul style="list-style-type: none"> Approval by the Board to conduct Modified Pupil Accommodation Review
March 7, 2017	Notice of Initiation to public of Modified Accommodation Review Process	<ul style="list-style-type: none"> Notice of Initiation distributed within 5 business days of initiation of accommodation review (following approval at Board Meeting) Initial Staff Report and School Information Profiles will be made available to the public
March 28, 2017	Meeting of Catholic School Councils	<ul style="list-style-type: none"> Overview of process to Catholic School Councils
No later than April 4, 2017	Input to be received from single and upper-tier municipalities and community partners	<ul style="list-style-type: none"> A minimum of 10 business days prior to Public Meeting
April 20, 2017	Public Meeting held at Monsignor Clancy Catholic Elementary School	<ul style="list-style-type: none"> No sooner than 30 business days after Board approval to conduct modified ARC Review of Initial Staff Report Presentation of School Information Profile(s) Receive public input
May 10, 2017	Interim Final Staff Report posted on the Board Website	<ul style="list-style-type: none"> To be posted a minimum of 10 business days prior to Board Meeting for public input through public delegations
May 29, 2017	Special Board Meeting for Public Input through delegations at Monsignor Clancy Catholic Elementary School	<ul style="list-style-type: none"> Notice of Board Meeting for Public Input through Delegations

June 13, 2017	Final Staff Report to Committee of the Whole	<ul style="list-style-type: none"> ● To Board of Trustees through Committee of the Whole including public input from Delegations
June 20, 2017	Board Meeting to decide accommodation	<ul style="list-style-type: none"> ● No earlier than 10 business days after public delegations ● Public to be notified of meeting in advance
June 27, 2017	Notice of decision on accommodation	<ul style="list-style-type: none"> ● Public to be notified of decision of Board of Trustees within 5 business days of decision

This Interim Final Staff Report will be posted on the Board website, www.niagaracatholic.ca, on Wednesday, May 10, 2017, as part of an open and transparent process.

4.0 COMMUNICATION PLAN

The communication plan used throughout the process incorporated a variety of different strategies and involved the Communications Department of the Board and the Principals of the schools.

A dedicated page, and appropriate banner were posted on the Board website under the Accommodation Planning tab. The website was kept current.

The website included the:

- Initial Staff Report
- The Notice of Initiation to the public
- Letter to the community and guardians
- Online feedback form that permits the public to provide input into the process
- Modified Pupil Accommodation Review timelines
- Meeting Agendas, presentations and minutes
- A Frequently Asked Questions section that outlines general answers and responses that the public may have about the process.
- The Pupil Accommodation Review Policy, 701.2

The website also includes a section on Pupil Accommodation Reviews in general that contains information on:

- Niagara Catholic District School Board
 - Long Term Accommodation Plan, 2016-2021
 - The Pupil Accommodation Review Policy, 701.2
- Ministry of Education
 - Pupil Accommodation Review Guidelines, March 2015
 - Guide to Pupil Accommodation Reviews
 - Administrative Review of a Pupil Accommodation Review Process
 - Community Planning and Partnerships Guidelines, March 2015

An email account dedicated to the process, thoroldmpar@ncdsb.com was created and monitored by the Administrator of Facilities Services, Kathy Levinski. Each incoming email received a response.

The SchoolConnects system was used to inform the school communities via phone and/or email on March 1, 2017, that a Modified Pupil Accommodation Review Process was underway and advised the community of the combined meeting of the Catholic School Councils on March 28, 2017, and the Public Meeting on April 20, 2017. The system will also be used to inform the communities that the Interim Final Staff Report is available online and of upcoming meeting dates.

Letters were sent to all lower and upper-tier municipalities, the Bishop, local parish priest, Catholic School Council Chairs and Co-Chairs, the three coterminous school boards, childcare partner, and the Ministry of Education.

The broader community was informed that a Modified Pupil Accommodation Review was being conducted in the St. Catharines Standard, on Saturday March 5, 2017, in Niagara This Week (Thorold and St. Catharines) on Wednesday March 8 and Thursday March 9, 2017, and in the Thorold News on Thursday March 9, 2017.

Facebook and Twitter were used the day of the April 20, 2017, Public Meeting to remind the public of the meeting. Pictures were also posted, of attendees participating in the process, during the meeting.

The Principals of each of the schools also included updates on the process in the monthly Newsletters that went home with students.

5.0 COMMUNITY CONSULTATION

Members of the community have been provided an opportunity to provide feedback in a variety of ways, including meetings and via electronic means.

5.1 Combined Catholic School Council Meeting - March 28, 2017

This meeting was attended by 13 parents/guardians from the school community. Board staff in attendance outlined the Modified Pupil Accommodation Review process and responded to questions from those in attendance. Questions generated concerned the scope of renovations that would be required at Monsignor Clancy Catholic Elementary School and how renovations would be managed with students still attending the school, how student safety would be addressed during renovations and following consolidation, whether opening up school boundaries was considered, how school histories will be honoured, what would happen if funding was not granted and if there was a change in government.

One parent spoke against the consolidation and requested that the existing Principal of the school be appointed as the Principal of the consolidated school.

Parents also commented on the advantages of a consolidation for families and from a socialization perspective for students.

5.2 Online Feedback via the Board Website/Email

The Board website was an important part of the communication strategy. Two pieces of online feedback were received. (Appendix A)

One email was received at the thoroldmpar@ncdsb.com address that suggested the Board leave the two schools open in anticipation of future growth in the area.

One piece of online feedback was received using the website link that supported the recommendation to consolidate and renovate Monsignor Clancy Catholic Elementary School.

5.3 Public Meeting - April 20, 2017

The Public Meeting was attended by 22 people. Following a presentation, a facilitated feedback technique known as the Interview Matrix was used to get input on the recommended option proposed by Board staff. The technique facilitated 100% participation from those in attendance.

The minutes of the meeting and the feedback collected through the process have been provided to Trustees for their review. (Appendix B)

5.4 Municipality/Community Partner Feedback

The community feedback from the Community Partnerships Meeting, held on November 30, 2016, did not garner any interest from potential new partners in either Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School.

No feedback was received from any of the municipalities, either lower-tier or upper-tier, or potential community partners in response to the Notice of Initiation of the Modified Pupil Accommodation Review that they received.

The existing childcare provider, YMCA of Niagara at St. Charles Catholic Elementary School did express the desire to the Administrator of Facilities Services, Kathy Levinski to continue to provide service at a consolidated school.

6.0 STAFF RECOMMENDATION

The Initial Staff Report - Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School recommended, from among four options, that the schools be consolidated within the existing Monsignor Clancy Catholic Elementary School. Monsignor Clancy Catholic Elementary School would need to be renovated and an addition added if required. Renovations would be required to meet the needs of primary students. Kindergarten classrooms will also need to be renovated.

The rationale for the Board staff decision, in the Initial Staff Report, was based on:

- Program Benefits
- Social Benefits
- Co-Curricular Opportunities
- Staff Impact
- School boundaries do not need to change and the local parish, Holy Rosary Roman Catholic Church, remains the same
- Transportation Benefits.

Through the consultation process to date, and considering the feedback received, Board staff continues to recommend the recommended accommodation option presented in the Initial Staff Report.

6.1 Accommodation Plan

The recommended option, as initially proposed in the Initial Staff Report - Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School, is to renovate and/or add to Monsignor Clancy Catholic Elementary School and close St. Charles Catholic Elementary School and direct students to attend Monsignor Clancy Catholic Elementary School.

No boundary changes are required as a result of the consolidation of the schools.

7.0 NEXT STEPS

The Interim Final Staff Report will be available to the public on May 10, 2017, and posted on the Board's website, 14 days after the Public Meeting. This posting provides the public 12 business to review the report prior to public delegations. The link to the report, and how to delegate to the Board, will be provided to the Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School parents/guardians via the SchoolConnects system by email/phone.

Members of the public have the opportunity to provide feedback through public delegations to the Board of Trustees as per Board By-law 100.1 at a dedicated Board Meeting on Monday, May 29, 2017, at Monsignor Clancy Catholic Elementary School in the cafeteria at 7 p.m.

Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the Final Staff Report at the Committee of the Whole Meeting on Tuesday, June 13, 2017, to be considered at the Board Meeting on Tuesday, June 20, 2017.

If the recommended accommodation option is not approved by the Board, the schools will continue to exist status quo.

If the recommended accommodation is approved by the Board, a funding application will be made through the School Consolidation Capital funding process. If unsuccessful, the Board will then apply through the next round of Capital Priority funding by the Ministry of Education. Until such time as funding is approved the schools will continue to exist, status quo.

From: Kathy.Levinski@ncdsb.com
Sent: March 3, 2017 9:13 AM
To: ashleyross0410@gmail.com; thoroldmpar@ncdsb.com
Subject: RE: Feedback Form

Good Morning Ms. Ross

Thank you for your interest in the Thorold Pupil Accommodation Review. Your comments will be included in staff reports provided to Trustees as part of our open and transparent consultation process.

No decision has been made yet regarding the outcome of the potential consolidation, however, Board staff were required by Policy to provide a preferred option to Trustees in our Initial Staff Report to Trustees on February 14, 2017.

Staff did consider building a new school as one of four options provided, however, our preferred option was to renovate and/or add to Monsignor Clancy Catholic Elementary School and direct students from St. Charles Catholic Elementary School to attend Monsignor Clancy CES.

The reorganization could enhance program and learning opportunities for students and savings could be achieved by eliminating empty spaces.

Please continue to follow the Pupil Accommodation Review process on the Board website at www.niagaracatholic.ca. All of our meetings, reports, minutes, etc. are posted.

Kathy Levinski,
Administrator of Facilities Services
Niagara Catholic District School Board
427 Rice Road,
Welland, ON L3C 7C1
905-735-0240 ext. 273

-----Original Message-----

From: noreply@ncdsb.com [<mailto:noreply@ncdsb.com>]
Sent: Thursday, March 02, 2017 11:15 AM
To: Thorold MPAR <thoroldmpar@ncdsb.com>
Subject: Feedback Form

NAME: Ashley Ross

EMAIL: ashleyross0410@gmail.com

FEEDBACK:

It is to my understanding that the schools are thinking to merge together and potentially build a new 14 million dollar school to accommodate the students of Monsignor and St. Charles. I personally believe that the money to potentially be spent on the new building would be better invested into the current schools and help with the work to rule for the teachers and the sports and other activities both schools could benefit from like educational trips more sports fun activities within the school and to help with the schools programs for special needs and iep students. I personally don't think that spending that amount of money to build something new when there is nothing wrong with the 2 current schools now would be beneficial to anyone that attends both schools.

I understand we are still in the discussion aspects of the potential outcome and I think having the input from the community is a great chance for everyone including the government and city to see that why fix something that isn't broken is not a great idea but to help what we have now in place. In my eyes this funding would be better invested in what's currently there and taking care of the current issues at hand would be better spent with these funds.

Thank you for taking my feed back into consideration. I truly do hope our voices will be heard and not a do what we want to be voted into what us parents may not want.

Again thank you.
Have a great day
Ashley

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From: Levinski, Kathy
Sent: April-21-17 12:29 PM
To: paul feor <pwfeor@outlook.com>
Subject: RE: Monsignor Clancy and St. Charles Comments about Closing schools.

Good afternoon Mr. Feor,

Thank you for your comments on the Thorold Elementary Schools Pupil Accommodation Review. They will be provided to the Trustees in our Report.

Kathy Levinski,
Administrator of Facilities Services
Niagara Catholic District School Board
427 Rice Road,
Welland, ON L3C 7C1
905-735-0240 ext. 273

From: paul feor [<mailto:pwfeor@outlook.com>]
Sent: Thursday, April 20, 2017 11:16 AM
To: Thorold MPAR <thoroldmpar@ncdsb.com>
Subject: Monsignor Clancy and St. Charles Comments about Closing schools.

To whom it may concern:

As a parent and grandparent whose children have attended Holy Rosary (now closed and demolished) St. Charles and Monsignor Clancy both as a High School and Elementary School, I would like to state that I am totally against any closure of either school. I believe that school closures take away a sense of community both physically and spiritual and will not help develop a Christian path for the children to follow as they mature into adult life.

As a life long Thorold resident, I have attended all 3 Catholic Elementry Schools and would like to see a continuing growth of Catholic Education not a demise. I believe the Catholic community in Thorold will grow in the future and there will be a need for both schools to remain open.

Thank You,
Paul Feor
48 Water St.
Thorold Ont.
L2V 2K6
905-227-2770

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

MINUTES
Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School
Modified Pupil Accommodation Review

PUBLIC MEETING

April 20, 2017

7:00 p.m.

at

MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL

Minutes of the Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School Modified Pupil Accommodation Review Public Meeting of April 20, 2017 at 7:00 p.m. at Monsignor Clancy Catholic Elementary School.

The following staff members were in attendance:

Ted Farrell, Superintendent of Education; Kathy Levinski, Administrator of Facilities Services; Scott Whitwell, Controller of Facilities Services; Dan Trainor, Principal of Monsignor Clancy Catholic Elementary School; Susy Walsh, Acting Principal of St. Charles Catholic Elementary School; Deborah Ogilvie, Community Outreach Coordinator; Mary Gallardi, Administrative Assistant, Recording Secretary; Pat Vernal, Trustee.

There were 22 members of the public in attendance. (Appendix A)

A. WELCOME

Principal Trainor welcomed everyone to Monsignor Clancy Catholic Elementary School

B. OPENING PRAYER

Principal Walsh opened with a prayer.

C. BACKGROUND INFORMATION

Superintendent Farrell welcomed and thanked everyone for attending this evening and introduced Board staff and local Trustee in attendance.

Superintendent Farrell explained that the purpose of tonight’s meeting is to consult with the community on the recommended option contained in the Initial Staff Report. Community consultation is an important part of the open and transparent decision making process at Niagara Catholic.

The Initial Staff Report, available on the Board website, provides the rationale for the recommended option and supporting documentation. Paper copies of the report are also available at the school.

At this time, no decision has been made about consolidating the schools. Staff consults with the

community, gathers input and provides it to the Trustees who have full responsibility for the final decision.

Superintendent Farrell reviewed the agenda and indicated that there will be an opportunity for each attendee to provide input this evening.

Superintendent Farrell provided background information on the planning prior to the initiation of the Pupil Accommodation Review, including the development of the Long Term Accommodation Plan 2016-2021, that was approved last year by Trustees following extensive consultation. The Plan, which is available on the Board website, considered all school sites and provided potential recommendations to deal with enrolment pressures and the corresponding financial impact.

The Long Term Accommodation Plan recommended that St. Charles Catholic Elementary School and Monsignor Clancy Catholic Elementary School be considered this year for potential consolidation. All recommendations in the Long Term Accommodation Plan, including this one, are to provide the highest quality of Catholic Education possible in the highest quality facilities feasible.

The Initial Staff Report was presented to the Trustees at the February 14th, 2017 Committee of the Whole Meeting and the Modified Pupil Accommodation Review process was approved on February 28th, 2017. Board staff also made a presentation on the process to a combined Catholic School Council Meeting on March 28th, 2017.

Controller Whitwell described the Community Planning and Partnerships consultation process and the Community Planning and Partnerships Public Meeting to solicit potential partnerships on November 30, 2016. Sixty-six organizations were invited and 22 organizations attended. To date the Board has not received any additional new partnership proposals.

Kathy Levinski, Administrator of Facilities Services described some of the enrolment pressures highlighted in the Long Term Accommodation Plan with the Catholic elementary schools in Thorold. Declining enrolment is not only a Niagara Catholic issue, it is a provincial issue. A number of boards have the same problem and in order to address this the Ministry of Education has provided new guidelines to support school boards, including School Board Efficiencies and Modernization, Pupil Accommodation Review and Community Planning and Partnerships. The Board has updated policies accordingly.

Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School have been approved for an accommodation review because the reorganization of the two schools: 1) could enhance program and learning, 2) utilization is low for both schools and 3) one or more of the schools is experiencing higher building maintenance and operation costs than average for the Board.

Kathy Levinski presented several charts and graphs of board and local enrolment/surplus spaces within the Board. She explained that enrolment is the major factor considered when the Ministry of Education provides funding to school boards. Such funding affects the ability of the Board to address operating and capital expenditures, determine staffing and provide appropriate programming. Currently, an average size elementary school can fit into the 13 empty classrooms currently available at the two schools.

Superintendent Farrell noted that there are 49 elementary schools in the Niagara Catholic District School Board; the other 47 have an ELKP to Grade 8 structure which do not require an additional school transition prior to students attending their local Catholic high school.

Board staff consulted with the Principals at Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School, in addition to the Program and Special Education Departments at

the Board, to identify advantages of consolidating the two schools. Benefits of the combined structure were highlighted, such as, programming, social elements and co-curricular events. Combining the schools can also enhance the faith experience of students in preparing to receive the sacraments and attending Mass.

Additionally, the impact on staffing levels would be minimal and there are no boundary changes required and the association with the local parish, Holy Rosary Roman Catholic Church is unaffected. Opportunities for professional dialogue with colleagues from different divisions is enhanced. Transportation would be required by fewer students which would result in just under \$10,000 in annual savings. Families who have children in both schools would also benefit.

Financial considerations were highlighted. Board funding is reduced when schools fall below 65% of their capacity. The 2,000 underutilized pupil spaces last year cost the Board approximately \$1.83 million. The maintenance costs for the underutilized space at Monsignor Clancy and St. Charles Catholic Elementary Schools is \$333,793.00. Financial savings can be reallocated back into classroom resources.

Controller Whitwell described the four accommodation options considered by staff:

1. Renovate and/or add to Monsignor Clancy Catholic Elementary School, close St. Charles Catholic Elementary School and direct the students to attend Monsignor Clancy Catholic Elementary School.
2. Build a new elementary school on the Monsignor Clancy Catholic Elementary School site and close St. Charles Catholic Elementary School and redirect the students to Monsignor Clancy Catholic Elementary School.
3. Renovate and add to St. Charles Catholic Elementary School and close Monsignor Clancy Catholic Elementary School and
4. Keep both schools open, renovate Monsignor Clancy Catholic Elementary School for kindergarten programming, adjust the attendance area boundaries by doing an Attendance Area Review to increase the enrolment at St. Charles Catholic Elementary School and also to demolish any excess space at Monsignor Clancy Catholic Elementary School. Both schools would then have an ELKP - Grade 8 structure.

The recommended option, as indicated in the Initial Staff Report, is to renovate and/or add to Monsignor Clancy Catholic Elementary School and close St. Charles Catholic Elementary School and direct students to attend Monsignor Clancy Catholic Elementary School. Monsignor Clancy Catholic Elementary School would require retrofitting and/or an addition in order to deliver kindergarten programming and make the school appropriate for primary students.

The Monsignor Clancy Catholic Elementary School site is more than adequate to accommodate both school communities and a potential child care centre, if supported by the Region, and funded by the Ministry of Education. A renovation would provide the opportunity to ensure that accessibility requirements and technology upgrades are addressed. There are advantages that the current school has that are not generally funded when new schools are built such as the theatre, double gym, Chapel and cafeteria.

Superintendent Farrell explained tonight's mandate to collect feedback on the recommended option to consolidate the two schools at Monsignor Clancy Catholic Elementary School and retrofit appropriately. The public input will be provided to the Trustees so they hear from the community. A facilitated interview matrix process will be used which gives everyone a minimum of twenty minutes to provide their input. Examples of out of scope issues not to be discussed tonight include the selection of an

architect, transition plan and how to honour the school history. Such issues will be dealt with later pending any decision by the Trustees.

Superintendent Farrell shared that the child care provider has been contacted and child care will continue to be provided if the schools are consolidated.

Superintendent Farrell asked if there were any questions on the information presented this evening that need to be answered prior to providing input.

Heather Sartor – Parent of children in both schools:

I would like clarification with respect to the timelines for the schools to actually be combined.

Ted Farrell

That timeline is not relevant if a consolidation does not get approved. I can speak to a potential timeline later.

D. FACILITATED SESSION FOR PUBLIC INPUT

Members of the public were directed into groups of four to answer four questions provided to them:

1. What do you like about the recommended option?
2. What do you dislike about the recommended option?
3. What is one change you would make to the recommended option that would have a significant, positive effect on the outcome of the final decision?
4. What actions can be taken to lessen the impact of implementing the recommended option?

The public answered the question they were assigned and then interviewed each other in five-minute timed sessions. Feedback is included in Appendix B.

Following the interviews, members of the public were grouped by the question that they were assigned originally to consolidate their thinking and put common themes on a flipchart. Feedback from this part of the process is included in Appendix C.

Members of the public returned to their original seats and one member from each group presented the information they recorded on the flipchart.

E. REVIEW OF TIMELINES

Superintendent Farrell reviewed the timelines and shared future meeting dates. The process to delegate to the Board was described and it was explained that submissions must be made in advance.

Following approval by the Board, and pending Ministry funding, it can take three to four years to complete the entire consolidation process and have students in the same school.

F. OTHER OPPORTUNITIES FOR INPUT

Superintendent Farrell pointed out the banner on the website to click on in order to provide feedback. The public can submit an online form with comments, email thoroldmpar@ncdsb.com or call Kathy Levinski. All input gathered will be provided to Trustees in staff reports.

G. QUESTIONS

Superintendent Farrell opened the floor for questions. No questions asked.

H. FURTHER ACTION

Special Board Meeting for Public Input through Delegations to be held on May 29th, 2017 at 7:00 p.m. at Monsignor Clancy Catholic Elementary School in the cafeteria.

Superintendent Farrell thanked everyone for their attendance and input this evening.

I. ADJOURNMENT

The meeting was adjourned at 8:45 p.m.



**Monsignor Clancy and St. Charles Catholic Elementary Schools
Modified Pupil Accommodation Review**

PUBLIC MEETING
April 20, 2017 – 7:00 p.m.

PRINT NAME	SCHOOL
Cassandra Paulbird	St Charles Elementary
Pat Vernal	Granter
RODNEY RIBOLFO	ST. CHARLES ELEMENTARY
Angela Coleman	St. Charles / Monsignor
Jennifer Hamm	Monsignor Clancy.
Candice Stonham	St Charles / Monsignor
Vicky Stonham	" "
Millie Robertson	Monsignor Clancy.
Christine Parlatore	St. Charles / Monsignor Clancy
MIKE PERSIA	ST. CHARLES.
Audrey Weber	St. Charles.
Patricia Thompson	St. Charles
Robert Hunt	St. Charles / Monsignor -
Jaime Taylor	St. Charles
Ashley Serravalle	St. Charles



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

**Monsignor Clancy and St. Charles Catholic Elementary Schools
Modified Pupil Accommodation Review**

PUBLIC MEETING
April 20, 2017 – 7:00 p.m.

PRINT NAME	SCHOOL
Melissa Nievas	St. Charles
Lauren Lynds	St. Charles / monsignor
Rosanne + Sam Rotundo	Monsignor Clancy.
Tanya Masales	Monsignor Clancy.
Heather Sartor	St Charles / Clancy
Sergio Sartor	St. Charles / Clancy
Sonia Mullins	" "

Question 1

What do you like about the recommended option?

1. What do you like about the recommended option? (Please Print)

Name: Rob Hunt

School: Monsignor Clancy St. Charles Both

- Right sized facilities to students
- Employment stays steady
- Keeps double gym, chapel, theatre (not funded in new schools)
- Schools close - minimal impact.
- Consider reasonable response to current demographics
- Better funding.
- Full utilization of the school.

Name: Candice

School: Monsignor Clancy St. Charles Both

- Not losing Clancy
- Eliminate tennis court
- funding will be better - "bring back cafeteria"

Name: Vicky

School: Monsignor Clancy St. Charles Both

- ~~•~~ - Family in same school.

Name: Mike

School: Monsignor Clancy St. Charles Both

- family all in one school.
- funding increase.

1. What do you like about the recommended option? (Please Print)

Name: Heather Sartor School: Monsignor Clancy St. Charles Both

As a family with children in both schools, it is important to have our children at one school. It is difficult to manage 2 school schedules as well as bus times that are different. The recommendation would ensure that our schools align with all other schools in Niagara Catholic.

Name: Sergio Sartor School: Monsignor Clancy St. Charles Both

- #1 - Keep families together
- Older children and younger children can interact more - right now they have to schedule taxis
- Bus times is very difficult with two schools, having them together eases this for both children and parents
-

Name: Rosanne Rotundo School: Monsignor Clancy St. Charles Both

- Students in Thorold will have the same opportunity as students in the rest of the province of being in a K-8 school - have experiences of JK-8 school life.
- All families are in one building with one bus schedule, one school schedule and communication from one school
-

Name: SAM Rotundo School: Monsignor Clancy St. Charles Both

Siblings will be able to go to the same school ~~and to~~

1. What do you like about the recommended option? (Please Print)

Name: _____ School: Monsignor Clancy St. Charles Both

Both communities will be together.

Name: _____ School: Monsignor Clancy St. Charles Both

It will be nice for the grade 8 students and the ELKP students to learn from each other.

Name: _____ School: Monsignor Clancy St. Charles Both

Most schools are ELKP - Grade 8

Name: _____ School: Monsignor Clancy St. Charles Both

More parent volunteers - all at one school

1. What do you like about the recommended option? (Please Print)

Name: Lauren Lynds School: Monsignor Clancy St. Charles Both

- I believe that the recommended option is the best option.
- I think Monsignor is a good school and there is no need to re-build entirely. St. Charles is not big enough to accommodate everyone.
- It is best to keep students together regardless of the grade - I would like all my children to be in the same school.
- Eliminating the grade 4 transition is in everyone's best interest.
- Eliminating different schedules, different environments and unfamiliar faces. - Grade 4 distraction to education eliminated.

Name: Melissa Nevias School: Monsignor Clancy St. Charles Both

I like the fact that both my children will be at the same school, will have the same start time and schedule.

Name: Jaime Taylor School: Monsignor Clancy St. Charles Both

- I like that my kids will be at the same school.
- That the older students can help the younger students.
- Positive professional development between staff members.

Name: Ashley Serravalle School: Monsignor Clancy St. Charles Both

- All 3 of my children will attend the same school.
- Same start/end time.

Question 2

What do you dislike about the recommended option?

2. What do you dislike about the recommended option? (Please Print)

Name: Candice Stonham School: Monsignor Clancy St. Charles Both

↳ the construction / safety
- the loss of St. Charles
- the bullying is already hard to handle at Clancy so it will be harder with more little kids
↳ playground, no little one & not loss one at St Charles
↳ loss of each schools identity - their mascot

Name: Rob School: Monsignor Clancy St. Charles Both

↳ doesn't tell us what happens to St Charles
↳ what will come next for Clancy - revolving school.

Name: Mike School: Monsignor Clancy St. Charles Both

↳ all one with all kids. and bullying - it vs grade & well being of all the kids

Name: Vicky School: Monsignor Clancy St. Charles Both

↳ lose job
↳ loss of St Charles my school (everything put in to St Charles to be brought over and memory lane at Clancy of St Charles so the little ones identity is remembered and brought forward.

2. What do you dislike about the recommended option? (Please Print)

Name: Sergio Sartor School: Monsignor Clancy St. Charles Both

- The timeline of 3 or 4 years is too long
- Will housing bubble positively impact Thorold's population? - Could our children end up in portables?
- Lack of Air Conditioning in older school

Name: Heather Sartor School: Monsignor Clancy St. Charles Both

The potential length of time that ~~new~~ renovations would take to complete.
An older facility being used
The loss of a principal

Name: Sam Rotundo School: Monsignor Clancy St. Charles Both

To Much Discussion, Just Make the decision & execute it

Name: Rosanne Rotundo School: Monsignor Clancy St. Charles Both

- length of time for this process to see completion
- MC an older building will there be upgrades to maintain building - airconditioning?
- Thorold again loses out on a New School → schools are moved around and renamed

2. What do you dislike about the recommended option? (Please Print)

Name: Melissa Nieves School: Monsignor Clancy St. Charles Both

-only thing that concerns me is if the kids move into an unfinished school and is not completely renovated by the time the merge takes place. I want to ensure my kids are in a safe environment and ready to experience a new school at its fullest potential.

Name: Lauren Lynds School: Monsignor Clancy St. Charles Both

There is nothing that I dislike about the recommended option. I believe that renovating Clancy to accommodate both schools is the best option.

Name: Ashley Serravallo School: Monsignor Clancy St. Charles Both

→ That construction will be done during school time.
→ Kids will be moved to an unfinished school.

Name: Jamie Taylor School: Monsignor Clancy St. Charles Both

I believe this is the best option. I am excited for both my children.

Question 3

What is the one change you would make to the recommended option that would have a significant, positive effect on the outcome of the final decision?

3. What is the one change you would make to the recommended option that would have a significant, positive effect on the outcome of the final decision? (Please Print)

Name: Ashley Serravalle School: Monsignor Clancy St. Charles Both

~~That all 3 of my children will attend the same school.~~
That construction be done when children are out of school. (summer/ or evenings)

Name: Jaime Taylor School: Monsignor Clancy St. Charles Both

I agree to the recommended option.

Name: Melissa Nievas School: Monsignor Clancy St. Charles Both

To ensure the renovation is complete on time and not while the kids are in school.

Name: Lauren Lynds School: Monsignor Clancy St. Charles Both

-making sure that the renovation is done during summer and if it continues into the school year to ensure that each classroom has a class to teach in.

3. What is the one change you would make to the recommended option that would have a significant, positive effect on the outcome of the final decision? (Please Print)

Name: Sam Rotundo School: Monsignor Clancy St. Charles Both

Ensure there is enough time allotted to ensure all classrooms are fully ready so that no portables are needed.

Name: Rosanne Rotundo School: Monsignor Clancy St. Charles Both

• time factor - that the school is ready for the students for the first day of school - no delays or disruption to students.

• get this job done ASAP so our students in the Thorold Community have the same experiences of a K-8 school as the rest of the province!!

Name: Sergio Sarter School: Monsignor Clancy St. Charles Both

- Speed it up

Name: Heather Sarto School: Monsignor Clancy St. Charles Both

ensure that completion of renovations is "on time and on budget."

Renovations done in the summer and not during school months

3. What is the one change you would make to the recommended option that would have a significant, positive effect on the outcome of the final decision? (Please Print)

Name: VICKY STONHAM School: Monsignor Clancy St. Charles Both

THAT THE SAFETY OF ALL CHILDREN + ADULTS
ARE MET ABOVE + BEYOND NORMAL CONDITIONS.
AND THAT ALL ARE HAPPY WITH MOVING ON.
HAVE PARENTS UPDATED FULLY + FREQUANTLY

Name: MIKE School: Monsignor Clancy St. Charles Both

WOULD NOT LIKE TO SEE CLANCY DEMOLISHED
AND TO ADD ON TO CLANCY, BUT WOULD LIKE
TO SAVE ST. CHARLES AS A CONSTRUCTIVE
BUILDING FOR SR. OR OTHER.

Name: ROB School: Monsignor Clancy St. Charles Both

DONT HAVE ANY RECOMMENDATIONS AT THIS
TIME.

Name: CADDICE School: Monsignor Clancy St. Charles Both

KEEPING ALL STAFF FROM ST. CHARLES
AND MONS. CLANCY AS WELL AS MR.
TRAINOR + MRS. WAHSH. THIS WAY ALL
STUDENTS WILL ADJUST WELL TO THE
TRANSITION.

Question 4

What actions can be taken to lessen the impact of implementing the recommended option?

4. What actions can be taken to lessen the impact of implementing the recommended option? (Please Print)

Name: Rosanne Rotundo School: Monsignor Clancy St. Charles Both

- make this as smooth and seamless for the students
- get students motivated to amalgamate as one. (ie school events, assemblies)

Name: SAM Rotundo School: Monsignor Clancy St. Charles Both

For the students at St. Charles that will be impacted by the move ensure they are well communicated to, get involved in the planning for the move, also come to MS to see their new school, new classrooms and orientation session before the start of new school year.

Do a buddy system with older grades to ~~ensure~~ help the younger kids get a custom to the new school.

Name: Heather Sartor School: Monsignor Clancy St. Charles Both

Not having a mid year transition for staff and students.

Try to maintain consistent staff for the transition.

Communication with parents is clear.

Name: Sergio Sartor School: Monsignor Clancy St. Charles Both

- Demolish St. Charles as quickly as possible to not have abandoned buildings in Thorold
- sell the land for profit
- Improve the curb appeal of Monsignor Clancy

4. What actions can be taken to lessen the impact of implementing the recommended option? (Please Print)

Name: Jaime Taylor School: Monsignor Clancy St. Charles Both

- not having students in gym while construction is taking place (multiple classes learning all day)
- transitions/visits for early years students, primary etc.

Name: Ashley Serravalle School: Monsignor Clancy St. Charles Both

- visits to Clancy
- open house or parent tour of proposed renovation plan. (X)

Name: Lauren Lynds School: Monsignor Clancy St. Charles Both

- making sure all classes are within a class during renovation stage.
- making a decision sooner than later to help improve enrollment, + keep family in NCDSB.
- speed up this process.

Name: Melissa Nevas School: Monsignor Clancy St. Charles Both

- Have kids visit Clancy more often
- Speed up the process and make construction complete before the transition

4. What actions can be taken to lessen the impact of implementing the recommended option? (Please Print)

Name: MIKE PERSIA School: Monsignor Clancy St. Charles Both

~~REBUILD~~ - TO NOT BUILD A NEW BUILDING ON CURRENT SITE (MC) BUT ADD TO IT OR UTILIZE ALL THE DEAD SPACE!

Name: VICKY School: Monsignor Clancy St. Charles Both

THAT THE SAFETY OF ALL CHILDREN/ADULTS ARE MET ABOVE + BEYOND NORMAL CONISITIONS AND THAT ALL ARE HAPPY WITH MOVING ON.

Name: CANACE School: Monsignor Clancy St. Charles Both

WHEN THE ~~IS~~ GET TO INTERACT WITH JK KIDS AT RECESS, BULLYING IS AN ISSUE
WHAT ARE THE CONSTRUCTION STEPS GOING FORWARD,

Name: ROB School: Monsignor Clancy St. Charles Both

HOLDING PUBLIC FORMS
BETTER COMMUNICATE ON CONSTRUCTION
FUNDING FROM CAFFETERIA

Question 1

What do you like about the recommended option?

- 1) Children all in same school
- 2) Same bus schedule
- 3) All volunteers @ one school
- 4) Will match other elementary schools (K-8)
- 5) Opportunity for Grade 8's to help K. and vice versa
- 6) Maintaining double gym, chapel, and theater and cafeteria
- 7) Only one transition (to High school)
- 8) Lower costs = more \$ in class rooms
- 9) Better opportunities for staff development
- 10) Same school schedule

Question 2

What do you dislike about the recommended option?

2

What do you dislike about the recommended option:

- Unfinished School → construction
- Safety's health
- St. Charles Heritage
- Possibility of Bullying
- Lack of playgrounds
- Lack of history
- Lost over runs
- unknown what happens to St. Charles
- The length of transition
- loss of principal
- Walking would be too far for some students.

Question 3

What is the one change you would make to the recommended option that would have a significant, positive effect on the outcome of the final decision?

3) • Construction be done
when the kids are not in school
(ie/ after school hours/ summer)

Done in a sooner time frame

Be sure there is enough space so
that it can fit future students
if enrollment goes up (no
portables)

Question 4

What actions can be taken to lessen the impact of implementing the recommended option?

④

- construction to be done over summer months
- smooth transitions for students
- no mid-year transition
- maintain consistent staff
- communication to students, parents, community, get students motivated about the move
- open house for parents to tour the renovation plan
- keep students housed in a regular classroom during renovations
- funding from cafeteria



Niagara Community Observatory



GROWING NIAGARA: A closer look at Niagara's aging population

Policy Brief #26, January 2017

By Carol Phillips and Adam Durrant

The attraction of a younger skilled workforce has become a goal of municipalities across Canada. The presence of young people and young families is seen as a sign of a healthy, growing community. A younger labour force supports a stable tax base. As older workers enter retirement and exit the workforce, they are replaced by younger workers, continuing the flow of tax revenues needed to fund desirable services for both younger and older citizens. And so, communities across Ontario, across Canada and even around the world develop strategies to attract and retain its younger citizens.

The ideas of population attraction and retention have become even more of a challenge globally as the baby boomer generation enters retirement and the numbers of younger workers are not there to replace them in the workforce. Like many of the world's major economies, Canada has an aging population which could ultimately put a strain on its economy, its pension and health-care systems. By 2035, the Conference Board of Canada estimates 24.4 per cent of Canada's population will be over the age of 65 – that will be a greater proportion than the U.S. or Australia (both around 20 per cent), comparable to the U.K. and France, but less than Japan (32.2 per cent), Germany (31 per cent) and Italy (29.4 per cent) (Conference Board of Canada 2015, p13).

This study takes a closer look at the Niagara numbers to see how they stand up to the ongoing narrative that the region has trouble attracting younger workers. It is an update to our 2009 policy brief, *The Young Are the Restless*, which found that Niagara could retain its younger workers, but struggled in efforts to attract new people. Seven years later, this current study has found the 20-29 age cohort, based on recent population estimates, has grown over the past 15 years, perhaps due to the existence of both a university and a college in this region. However, growth is not keeping pace with the Ontario average.

Regional Council set its Strategic Priorities Implementation Plan in 2015 to increase Niagara's "global attractiveness" and improve economic prosperity in the region. Two main pillars of this strategy are to attract immigrants and to attract and retain a younger skilled labour force in an effort to grow the population. The Niagara Region youth retention strategy targets the age range of 20-34 years old.

Our subsequent examination of the age of Niagara residents identified another trend. Niagara's population in the 0-15 and 30-44 age cohorts is falling. This suggests that efforts to reverse Niagara's aging population and slow growth by singularly attracting "youth" would likely benefit from a wider focus.

WHY IS THIS A PROBLEM?

An aging population has become of great policy concern as more people leave the workforce due to retirement than those entering the workforce to replace them. Economists fear that not only would this stunt economic growth, but would put pressure on the tax system as insufficient revenue would be generated to support the growing need for services.

The Canadian population is aging, much like Niagara, due to a low birth rate coupled with a low mortality rate (i.e. fewer babies are being born while more people are living longer). In this scenario, Canada's natural rate of population growth is expected to decline steadily over approximately the next 20 years (Fields 2014). Immigration is now considered a key component to population growth. On a local level, this is expressed as a desire for positive net-migration – that is, more people moving into the area from other cities and provinces, as well as other countries, than are leaving.

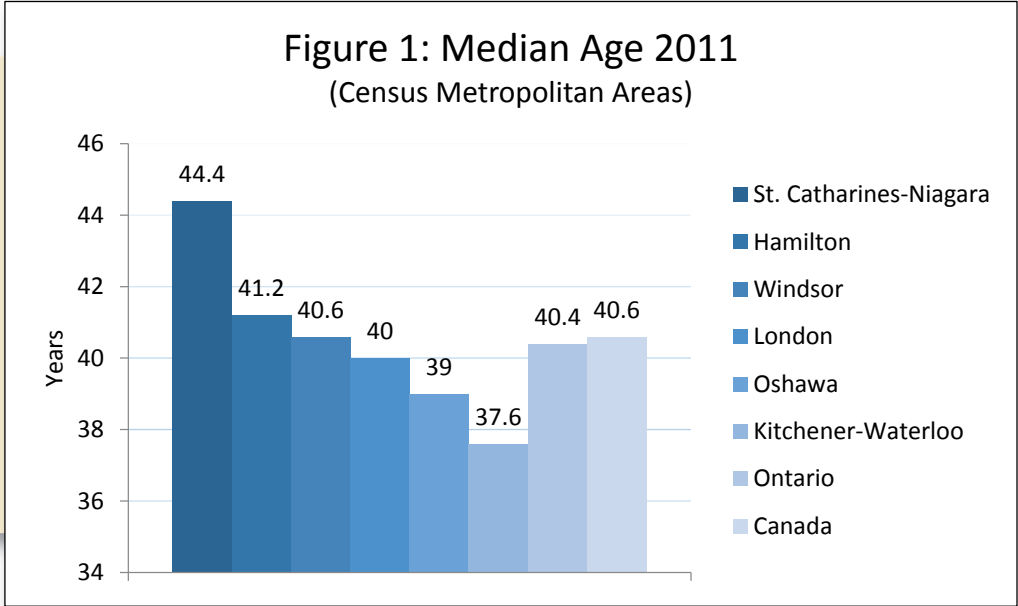
¹A Conference Board of Canada 2006 report on Canada's aging population and its economic impact suggests three ways to combat the workforce challenges: increase immigration, increase number of births, encourage later retirement. It proposes later retirement as its preferred strategy.

The largest generational cohort in Canada is the baby boomers (b. 1947-1966) which made up 27.7 per cent of the population in 2014 and are now entering the stage at which they leave the workforce (Fields 2014). The foremost consequence of this population shift, in terms of national policy significance, is the strain it will put on the pension and health-care systems. The Conference Board of Canada estimates the “significant” strain will occur leading up to 2035, when the youngest of the boomers will have left the workforce. Finance Canada also reported on this looming policy challenge in 2012. It warned an aging population could lead to slower economic growth, possible labour shortages, tax increases and service reductions.²

Ministry of Finance identifies St. Catharines-Niagara as having the lowest share of working-age population in the country at 65.7 per cent.

The Regional Municipality of Niagara is measured as a Census Division by Statistics Canada and includes all 12 municipalities. The inclusion of Grimsby and West Lincoln alters the age numbers slightly. Niagara CD has a median age of 44.1 years. Some 18.8 per cent of its population is over the age of 65 and 15.5 per cent is 14 and under, with the proportion of working-age people still at approximately 65.7 per cent. We have used St. Catharines-Niagara CMA numbers in this brief

NIAGARA'S DEMOGRAPHIC PORTRAIT
 St. Catharines-Niagara CMA, which does not include Grimsby or West Lincoln, has one of the highest median ages (44.4 years) in Ontario when compared to comparable census metropolitan areas, as seen in Figure 1. Ontario's median age is 40.4 years and Canada's is 40.6 years.



Niagara suffers from relatively low population growth and has one of the oldest populations in Canada, already with more elderly citizens than youth. St. Catharines-Niagara CMA has a natural increase rate in population growth of -1.86 per thousand (the lowest in Canada) as per the 2011 Census. That means there were more deaths than births and if people had not moved to this area from other communities, the population would have fallen.³

only where comparative population research at Statistics Canada focuses on the CMA.

St. Catharines-Niagara has a greater proportion of senior citizens than children, as per the 2011 Census. Some 19.2 per cent of the population is 65 years and older while 15.2 per cent is 14 and under. That means St. Catharines-Niagara has the second-largest share of seniors in its population, just behind Peterborough with 19.5 per cent (Ontario 2012). Ontario's

Niagara's 2011 population of 431,346 was a 0.9 per cent increase over 2006 (compared to national population growth of 5.9 per cent). Grimsby had the highest growth rate during that five-year period of 5.8 per cent. The rural community of Wainfleet saw its population decrease by 3.7 per cent (Statistics Canada 2012).

In comparison, the City of Hamilton saw its population grow 3.1 per cent over that period, and the Regional Municipality of Waterloo grew 6.1 per cent.

²Economist Mark Pisano (2014) summarizes: "There is an even more significant correspondence between aging and taxes – the amount of taxes we pay follows a correlative pattern of change, rising at first and then falling, though the increases and decreases are even steeper. These natural shifts in the demographic cycle send ripples through the economy that can have far-reaching consequences."

³All population figures come from Statistics Canada unless otherwise noted. See References for details.

⁴NWPB identifies Kitchener-Waterloo-Cambridge, London, Oshawa, and Windsor as comparable CMAs in terms of population size. Hamilton is included as it is the neighbouring centre to Niagara.

⁵Statistics Canada identifies "working-age population" as being between the ages of 15 and 64

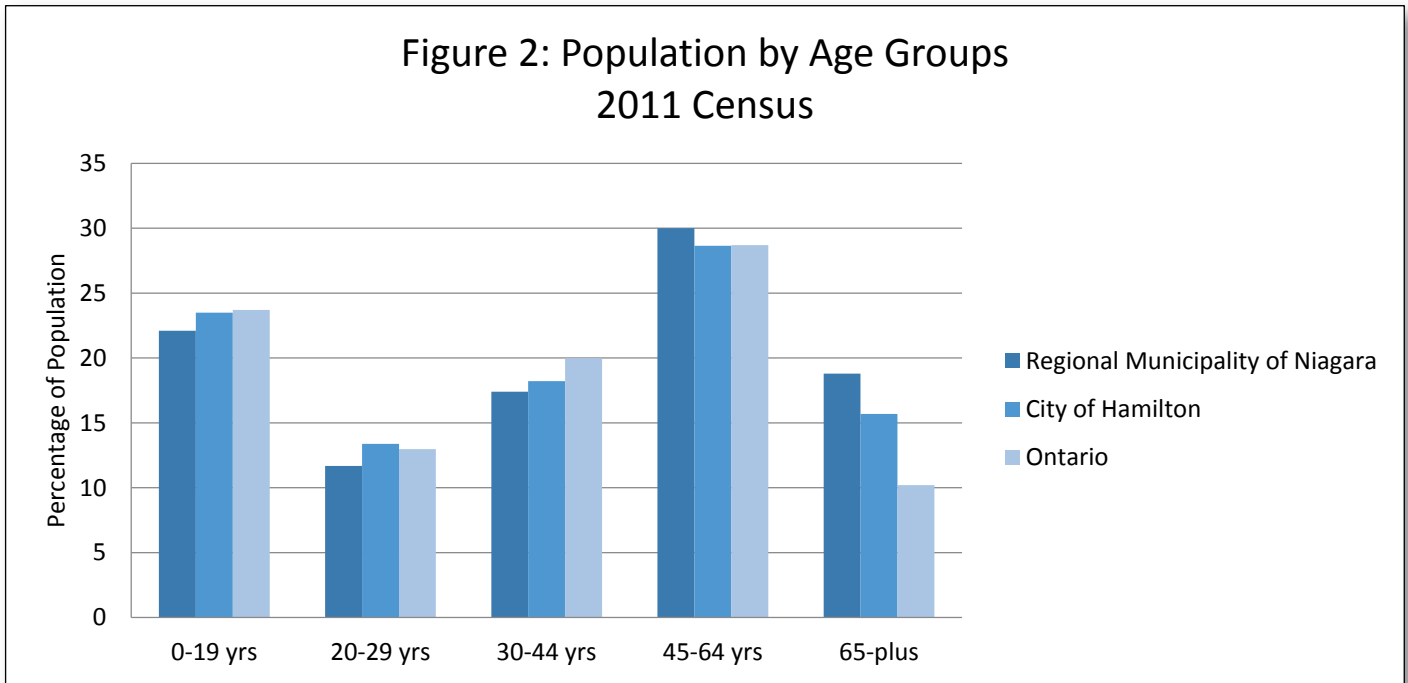


Figure 2 illustrates that as of the 2011 Census, the proportion of Niagara’s population in the 20-29 and 30-44 age cohorts is noticeably less than what is observed in neighbouring Hamilton and the province, and its proportion of those over 45 is greater.

NIAGARA’S POPULATION CHANGES - BY AGE GROUP

One common perception over the years has been that Niagara has struggled to grow its youth population. As Table 1 shows, the 18-24 age cohort is the only category where Niagara has suffered from migration losses over a five-year period. Historically, Niagara has been much stronger at attracting an older migrant, which is particularly seen in the 45-64 cohort.

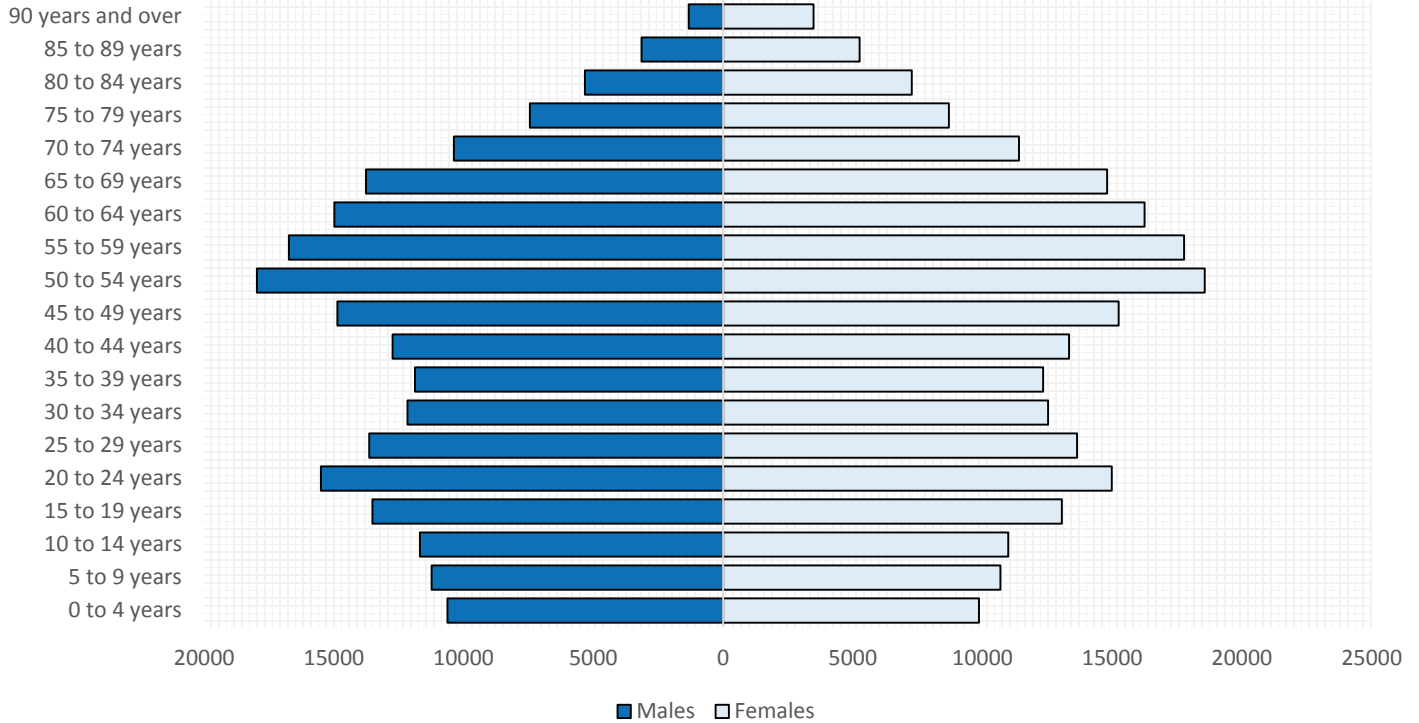
Age Group	In-migrants	Out-migrants	Net-migrants
0-17	10,909	8,086	2,823
18-24	8,382	8,791	-409
25-44	20,556	19,407	1,149
45-64	13,290	8,471	4,819
65+	6,139	4,498	1,641
Total	59,276	49,253	10,023

Taken in isolation, the migration data in Table 1 supports the perception that young people are leaving Niagara. These figures are not wrong, but they only reveal part of the picture – that of people moving into and out of the region. It is also important to note that the 18-24 demographic represents the primary age group attending post-secondary education. This age group is highly mobile which likely affects migration figures. A deeper understanding of Niagara’s population patterns requires going beyond mere migration flows.

⁶Population growth 2006-11 for the 12 Niagara municipalities: Grimsby 5.8 per cent, Niagara-on-the-Lake 5.6 per cent, West Lincoln 5.1 per cent, Lincoln 3.5 per cent, Pelham 2.7 per cent, Niagara Falls 1.0 per cent, Welland 0.6 per cent, Fort Erie 0.1 per cent, St. Catharines -0.4 per cent, Port Colborne -0.9 per cent, Thorold -1.6 per cent, Wainfleet -3.7 per cent.

⁷Population data in this section is representative of the entire Niagara region and not the St. Catharines-Niagara CMA, which excludes Grimsby and West Lincoln. Population numbers post-2011 are Census estimates.

Figure 3: Niagara Region, 2015 Population (Intercensal estimates)



The population pyramid in Figure 3 gives us a better snapshot of Niagara's demographic breakdown in 2015. Here, the 20-24 cohort looks reasonably robust compared to other age groups, which may be due to the presence of post-secondary institutions. Despite migration losses, the 20-24 cohort, typically defined as part of the youth cohort, is very comparable to the 45-49 cohort, which represents the oldest segment of "Generation X".

The pyramid also illustrates why Niagara's population challenge should go beyond youth-focused initiatives and extend into "young families". Specifically, Figure 3 reflects considerably smaller-sized population cohorts between the ages of 30-44 and, likewise, between the ages of 0-14. Assuming the latter are typically the children of the former, this illustrates the extent to which Niagara is not replacing its aging population. Figures 4 and 5 explore how the age cohorts identified in the Niagara population pyramid have changed over time, compared to Ontario.



Figure 4: 2001 to 2015 Population Change, Age 0-19

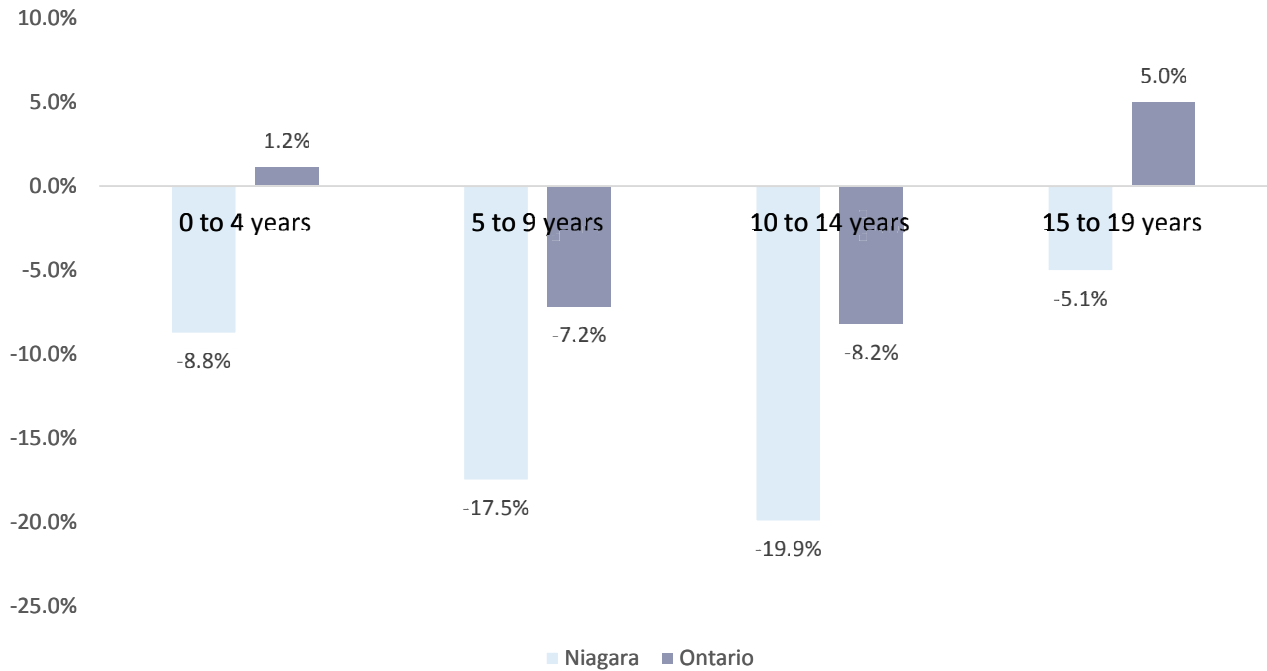
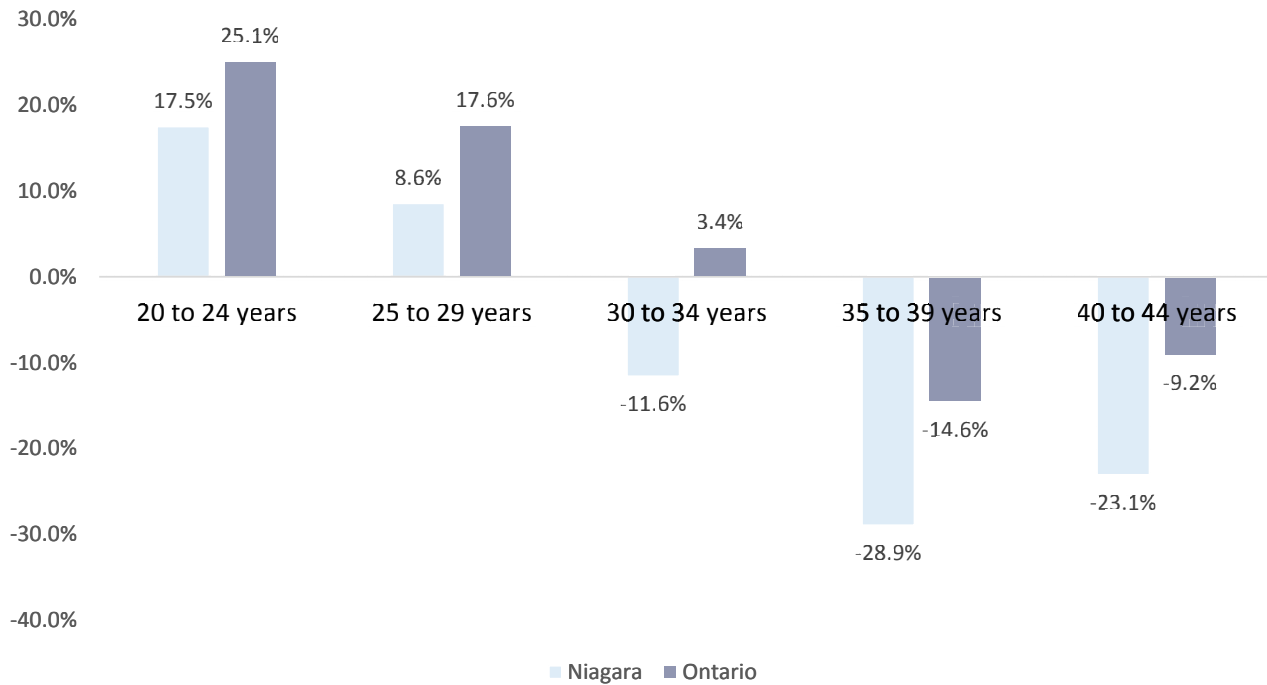
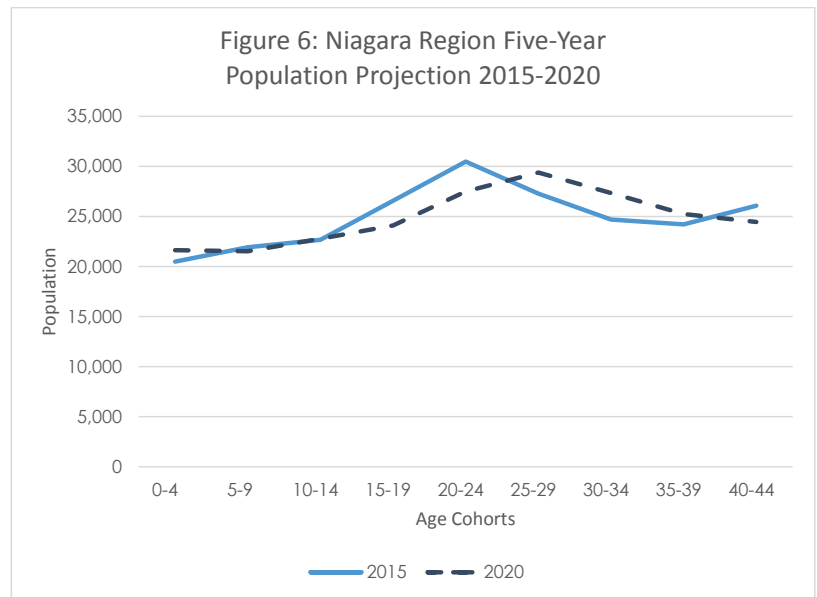


Figure 5: 2001 to 2015 Population Change, Age 20-44



Our graphs of Niagara’s population-change as compared to Ontario illustrate where population losses are occurring. While Niagara is part of Ontario’s broader demographic shift toward an aging population, the extent of that shift is pronounced at a local level. In many age cohorts, our rate of population loss is double that observed at the provincial level. And contrary to popular theory, Niagara’s population has grown in the 20-29 age cohort. Though our growth is less than what was seen at the provincial level, this is the only area where we don’t have population losses, perhaps due to our post-secondary institutions. Ontario’s Ministry of Finance estimates Niagara’s current population trend in the age 15-29 cohorts will remain consistent as they age into the 20-34 year cohorts (Figure 6).

The size of this group in 2020 will be steady, suggesting we should not anticipate any significant shifts with in- or out-migration, absent a plan for growth.⁸



WHAT CAN BE DONE

Attracting and retaining younger citizens is usually part of an overall strategy to grow a community’s population. Attracting immigrants and implementing policies that encourage higher birth rates are other pieces of the puzzle. This brief has focused on the age component of population growth.

An aging population is a trend across Canada (and many of the world’s major economies) and strategies to turn the tide have been discussed from coast to coast. Job-creation has been at the core of these initiatives, as people tend to go where there is employment.

That was one of the high-level findings of a 2015 Niagara Region

survey of young professionals and post-secondary students under the age of 35 who had left the community.⁹ Job opportunities and cost of living ranked highest in the factors that influence where they live. While this survey group generally rated Niagara as a beautiful and safe place to raise a family with a favourable cost of living, they also felt job opportunities were poor.

Anecdotal evidence of what attracts young families specifically (our 30-44 years old cohort) can be found in the various magazine surveys that measure and rank the attractiveness of cities to this group. As an example, St. Catharines ranked No. 139 out of 219 cities in MoneySense magazine’s 2016 survey of

⁸ Ontario’s Ministry of Finance has projected the Niagara region’s population out to the year 2020. These are high-quality projections that factor for base population, as of the 2011 census, as well as fertility rates, mortality rates, inter- and intra-provincial net-migration, immigration, and emigration.

⁹ The Niagara’s Region’s U35 online engagement survey obtained almost 900 responses (647 young professionals and 241 post-secondary students) from former Niagara residents under 35 years old, reached through social media, email alerts and a YouTube video between Friday, Oct. 23, 2015 and Monday, Nov. 9, 2015. The goal was to establish their perception of Niagara as a place to live and work, including questions on cost of living, transit, job opportunities, culture and entertainment, diversity and community assets and services.

the “Best Places to Live” measuring quality of life. Niagara Falls ranked No. 152 and Welland ranked No. 177. The magazine used such indicators as high incomes, unemployment rate, affordable housing, access to health care, population growth, low taxes, low crime rates, transit, walkable or bike-friendly neighbourhoods, weather, existence and vibrancy of the sports and arts community (Brown 2016).¹⁰

With that in mind, we present briefly some strategies that have been either suggested or implemented in Canada. On a provincial level, Newfoundland launched an initiative in 2009 that included a youth jobs strategy with apprenticeships, wage subsidies and a best-practices manual on creating family friendly workplaces. The strategy also included a marketing campaign, an international graduate retention incentive, and training programs for Aborigines. A 2015 study by the Canadian Centre for Policy Alternatives has since recommended the original report be revisited and updated. In 2014, a report by StudentsNS (an alliance of Nova Scotia post-secondary student associations) recommended the province reach out to employers with assistance programs such as wage subsidies and tax incentives for hiring young people, establish training and skills programs for vulnerable youth, and invest in immigrant settlement assistance.

On a local level, the Vancouver Island community of Qualicum Beach, B.C., with a population of 8,687 and a median age of 63.9 years, set out in 2012 to attract more young workers and young families to its community through better marketing on its website – highlighting amenities such as schools, events and extra-curricular activities with live links – an inventory of housing to identify needs, expanding its pool complex to a multi-use facility including youth-friendly indoor spaces, and opening a dialogue between generations to discuss what they wanted in a community. Hamilton is also investigating ways to attract and keep its younger citizens, identifying issues such as the perception of a lack of jobs and a lack of diversity in the industries that are hiring. Strategies suggested have been a marketing campaign, improved mentoring, internship and networking programs to connect skilled youth with jobs, and an overall better outreach to post-secondary students during their years in university and college.

CONCLUSION

The Niagara region’s population grew less than one per cent between the Census years of 2006 and 2011, well below the national average of 5.9 per cent, and estimates show this has not changed over the past few years. One component of population growth strategy is attracting and retaining young people – considered vital to a growing economy – and this has been both the focus of our brief and a strategic priority of Niagara Region.

We caution, however, that talking about demographics is like talking about time travel. Because people are aging through historical comparisons, it adds a dimension to the conversation that tends to be confusing. Not to mention that one generally has to look at the existing age data and ask questions in terms of causality from 25 years ago. The data on its own is important, but the more interesting questions always emerge from identifying what happened in the past to cause this, and if left unchecked, what would these trends mean for the future? The purpose of this brief has been to provide the numbers available at this point in time, to inform the current conversation.

Niagara has proportionally fewer young people and young families than the Ontario average. We know Niagara has proportionally the fewest working-age people in the country and is home to more seniors than youth. This has implications for economic growth as well as program funding particularly as baby boomers enter retirement and there are fewer in the workforce to financially support the growing demands. The numbers show us that Niagara’s population since 2001 has grown in the 20-29 age cohort, and it is actually the 0-14 and 30-44 age cohorts that have declined, suggesting that the focus of “youth” retention and attraction be broadened. The Ontario government’s population estimates also show that the numbers currently in the 15-29 age cohorts will remain steady as they shift into the 20-34 cohorts in 2020. Population growth has become a competitive arena as communities across Canada face similar challenges and vie for young skilled workers from across the country. Niagara is in a unique position – with a university, a college and in a world-renowned location with such proximity to the border – to leverage its strengths and take the lead in establishing itself as a desirable destination for people of all ages.

¹⁰ The top three cities in the survey were Ottawa, Burlington and Oakville. Nearby Hamilton ranked No. 62.

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An electronic version of this brief can be found at www.brocku.ca/nco and at www.niagaraworkforceboard.ca

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2017**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – APRIL 25, 2017**



April 25, 2017

Committee of the Whole Recommends Policies

During the April 25 Board Meeting, Trustees approved one revised Policy.

Once approved, the Trustee Honorarium Policy (100.11) is available in the [Policies](#) section of the Board website for public review.

Shining the Spotlight on St. Mark Catholic Elementary School

St. Mark Catholic Elementary School opened its doors in 2001 to serve a growing need for Catholic education in West Niagara; specifically in Beamsville. Today, 631 students are proud to be "St. Mark Mountain Lions."

During the April 25 Board Meeting, Principal Steven Ward attended the meeting to share why St. Mark is such a vital part of its community. It was especially fitting that the meeting fell on the day dedicated to the Feast of St. Mark!

In his presentation, Principal Ward talked extensively about the climate of the school; about how faith is truly lived in the classrooms, the schoolyard and in the offices and staff areas. The presentation showcased the many faith-based events at the school each year, including special Advent and Easter family Masses, the Catholic Choir, Rosary Club, Stations of the Cross and participation in the Annual Pilgrimage with Blessed Trinity Catholic Secondary School.

Principal Ward was joined by Vice-Principal Joseph Romeo, Educational Resource Teacher Emmanuel Roussos and Noah Seca, co-chair of Student Council. Their presentation also focused on the many events and activities designed to bring together home, school and parish, including family movie nights, fun fairs and evenings funded through Parents Reaching Out (PRO) grants.

The school's EcoTeam is very active. Comprised of the Junior Student Council, the EcoTeam conducts site audits and energy checks, schoolyard cleanup and plants the front garden in the spring. There are also many sports teams and other clubs for students with a wide range of interests to enjoy.

Students say they feel very connected to the school and to Blessed Trinity Catholic, as past students frequently return to St. Mark Catholic to act as role models for younger

students. Students say they leave St. Mark Catholic ready for the last stage of their formal education, as students at Blessed Trinity.

To ensure the school's goals for student achievement are met, all club meetings and activities are scheduled at recess or before or after school. Language and math are taught in uninterrupted blocks of time and there is a commitment to differentiated instruction through engaging student activities. Students and staff also use a diverse range of 21st century technology and teaching tools to ensure that students have all the tools they need to succeed in classrooms and workplaces well into the 21st century.

Trustees Support Name of New Technology Centre

Niagara Catholic has leased the former Target store inside Seaway Mall, to use as a technology centre for students.

During the April 25 Board Meeting, Trustees approved naming the new centre Niagara Launch Centre – Powered by Niagara Catholic District School Board. The name was selected by an Ad Hoc committee comprised of Superintendent of Education Mark Lefebvre, Administrator of Alternative Programs and Community Partnerships Marco Magazzeni, Co-ordinator of Student Success Jennifer Pirosko, Ivana Galante, Consultant-Technological Education/SHSM/OYAP, Construction Technology teacher Joe Sciarra, Manufacturing Technology teacher Mike Stevenson, and students Eric Goss and Jacob Boughton.

In accordance with Policy 100.15, Naming of a Board Facility, Designated Area or Chapel, the committee consulted with a myriad of stakeholders, including local trustees and Chair of the Board, Director of Education John Crocco, the Vice-President of Finance and Administration at Brock University, the Manager of Student Recruitment and Info Centres at Niagara College, the Executive Director of the Niagara Workforce Planning Board, the Business Consultant Organizational Performance Team of Niagara Region, the President of Seaway Mall (Doral Holdings) and staff of the Niagara Launch Centre.

Niagara Launch Centre – Powered by Niagara Catholic District School Board is a facility where students will be engaged in the development of 21st century skills and competencies. Students will be connected with stimulating possibilities presented through technological education, robotics and related activities, which will lead to opportunities for the development of interactive, collaborative, entrepreneurial and problem-solving skills, which will ultimately launch them into promising and lucrative careers.

Monsignor Clancy/St. Charles Catholic Elementary Schools Accommodation Review

On February 28, Niagara Catholic's Board of Trustees approved the initiation of a Modified Pupil Accommodation Review for Monsignor Clancy and St. Charles Catholic Elementary Schools.

As part of Niagara Catholic's open and transparent process, the school community was informed of this process on March 1 via a SchoolConnects message, and the Thorold community was advised by a notice in local newspapers. A presentation was made to the joint Catholic School Councils on March 28 to introduce the process, and a public meeting to discuss the amalgamation of the two schools took place on April 20, 2017. The public may view the presentation and the minutes from the March 28 meeting in section C2 of the the April 25 agenda

Stay up to date with our Good News!

Have you checked out the [Good News](#) section of the Board website lately? If not, you're missing some great stories and photos about our students. Be sure to check it out often to keep up to date on the fantastic things happening in our schools and across the system, including [our blog from Vimy](#). There's also some great stories on the In the News section of our website, accessible through the [home page](#). Don't forget our monthly Director's Video is also available on the main page of this website.

Follow us!

To ensure you stay connected with Niagara Catholic news and events, please be sure to like us on [Facebook](#) and follow us on [Twitter](#) and [Instagram](#), and check our website often for updates and breaking news. It's the best way to stay in the know.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2017**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS MAY 2017**

MAY 2017



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Catch the Spirit Student Awards of Excellence	2	3 Elementary Open House 9am-5pm SEAC Meeting	4	5 Distinguished Alumni Award and Luncheon	6
Catholic Education Week April 30-May 5						
7	8	9 SAL Meeting CW Meeting	10	11 Student Leadership Symposium NCPIC Meeting	12	13
14	15	16	17	18 Graduation Celebration Partners in Catholic Education	19 Elementary and Secondary PA Day	20
21	22 Victoria Day	23 Policy Committee Board Meeting	24	25 Catholic Education Congress	26	27
28	29 Special Board Meeting 7 pm - ARC Public Input through Delegations	30	31			

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2017**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA INFORMATION – APRIL 21 & 28, 2017**

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

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April 21, 2017

WEEKLY ROUNDUP

NO WYNNE SITUATION – Finance Minister **Charles Sousa** will table the 2017-18 provincial Budget in the Legislature next Thursday, but the person with the most at stake will be sitting beside him. Premier **Kathleen Wynne** will no doubt be applauding vociferously throughout the Budget speech, hoping the enthusiasm will rub off on voters. If it doesn't ... well, she might not have to worry about voters' opinions for much longer. A front-page *Toronto Star* story this week added to the growing mass of conjecture that Wynne's historically low popularity will force her to step aside. The latest evidence of Liberal discontent cited by the *Star* includes "public and private polling showing the Liberals languishing in third place," more than a dozen incumbent MPPs contemplating retirement because they think they can't get re-elected with Wynne at the helm, the resignation of chief party fundraiser **Zak Bailey** – who was struggling for donations amid restrictive new fundraising rules the LIBs themselves imposed – and, perhaps most damning, comments overheard at a recent caucus meeting. "[My constituents] just don't like you, Premier," the *Star* reported a veteran MPP gently telling Wynne. "I do, but they don't and I don't know why." This last notion – that Wynne's supporters are still behind her, but they recognize the broader populace doesn't share their affection – is at the root of the mounting unease in the Liberal camp. As another insider anonymously quoted in the same story put it, "The Premier won us the last election and we know that. But the dislike toward her now – unfair and undeserved as it is – borders on the irrational." For Wynne, the way forward is anything but clear. Like all politicians facing popularity challenges, she is being inundated with suggestions from all sides about what to do. As she drolly noted at last week's meeting with Toronto-area mayors, "I live in a world of heightened advice right now." (See also Rumours and Rumbings, below).

CHARLES'S CHARGE – The Liberals' effort to use the Budget to reverse their sagging fortunes got off to a rather inauspicious launch, when a placeholder draft news release was mistakenly sent out, announcing in both the subject line and headline, "Ontario Sets Budget Date for April XX." The corrected April 27 release followed shortly thereafter. Sousa certainly hopes for a smoother roll-out of the Budget content, which has already started. We know, for instance, that the books will be balanced – the Liberals have been boasting about that for months. Sousa has also promised "a series of important announcements to help you and your family" (read: pre-election pocketbook perks) such as a tax credit for seniors using public transit. He evidently wants those goodies to be the focus of Budget-day coverage, given that another key component, a much-touted package of measures to curb skyrocketing house prices, will have ceased to be news by then. Sousa, Wynne and Housing Minister **Chris Ballard** publicized details this week, unveiling a 16-point Fair Housing Plan that includes expansion of rent control to newer buildings – previous limits only applied to properties built before 1991 – as well as new levies on speculators, foreign buyers and vacant properties. Education Minister **Mitzie Hunter** also dropped a preview of her own, announcing that

education-related plans for the coming year will include capping class sizes for Full-Day Kindergarten and Grades 4-8, hiring 875 new teachers and adding 1,600 special education support staff.

MARIE'S THE NAME – Often cited as a sign the Liberals are in trouble was their inability to secure a candidate for the pending by-election in Sault Ste. Marie. That quandary appears to be resolved, however, as former Mayor **Debbie Amaroso** announced she will seek the Liberal nomination to fill the vacancy created when Liberal MPP **David Oraziotti** resigned back in December. Amaroso was the Soo's first elected female mayor, serving one term from 2010-14. Aside from her political career, she describes herself as “a grandmother, small business owner and a former manager of our local March of Dimes.” A nomination date hasn't been set, but given the dearth of interest thus far a challenge to Amaroso seems unlikely. Once the Liberals have a candidate in place, a date for the by-election is sure to follow.

LEFTORIUM – In the aforementioned *Toronto Star* story, a Liberal source was quoted as saying that PC Leader **Patrick Brown** is not necessarily their biggest threat. “If our vote collapses, there's a very real possibility **Andrea Horwath** could be the next Premier of Ontario,” the insider predicted. “Andrea is more dangerous to us than Patrick.” The NDP Leader, who has been criticized for a lacklustre performance for several years now, will be looking to boost her stature this weekend, as she addresses the party's annual convention in Toronto. She faces a mandatory leadership review – that's non-negotiable, enshrined in the Ontario NDP's constitution – and is hoping to better the 77% support she got the last time her leadership was put to a vote following the 2014 election. More importantly, she wants to make a splash in her convention speech. The NDP website gushes that Horwath “will deliver a keynote address on the challenges people are facing across Ontario, and will announce a bold next step in her plan to do something about it.”

THAT'S FAIR – Ontario has a new Fairness Commissioner, with Ottawa-based lawyer **Grant Jameson** appointed to the post shaped by former MP **Jean Augustine**. The Office of the Fairness Commissioner is the first agency of its kind, tasked with making sure that licensing for regulated professions, especially for applicants from other countries, is objective and impartial. It was originally inspired a decade ago by engineers-driving-cabs concerns, amid stories of immigrants having trouble getting licensed in Ontario despite their credentials.

RUMOURS & RUMBLINGS

CAMPBELL SOUP

As the should-she-stay-or-should-she-go debate rages around Premier Wynne, more than a few pundits – including no less a luminary than former Finance Minister and Ontario Liberal Party President **Greg Sorbara** – have concluded that the Liberals *can't* get re-elected as long as Wynne is fronting the party. But without an obvious heir apparent, other Liberals fear that with a new leader they'd be at risk of getting “Kim-Cambelled.” That's the verb coined in reference to one-time federal Conservative Leader **Kim Campbell**, successor to Prime Minister **Brian Mulroney** — who, like Wynne, had seen his popularity plummet – presiding over the decimation of the party to just two seats in the 1993 election. There is no way of knowing if things would have been better had Mulroney stayed on, but conventional wisdom is that the destruction wouldn't have been so total. Applying that logic to present-day Ontario, the thinking is that if the Liberals went with a new leader, whoever it is would – like Campbell – still wear the sins of the previous regime, while adding the baggage of their own inexperience to the mix. This damned-if-they-do-damned-if-they-don't conundrum is keeping many a Liberal awake at night, with most praying for a post-Budget bump for Wynne in the polls to ease the pressure.

IN THE HOUSE

- The House did not sit this week. MPPs return Monday for a four-week stint – including next Thursday's provincial Budget – with one more constituency week break before the spring session wraps up in early June. Right now there are eight government bills on the Order Paper – two at Third Reading awaiting final passage,

and another five at committee, expected to be passed before the House rises for the summer.

FOR THE RECORD

“There are those who go into new developments, buy up a slew of properties, and then flip them, while avoiding paying their fair share of taxes. I call them property scalpers.”

- Finance Minister **Charles Sousa**, teeing up next week’s Budget by targeting real estate speculators as one of the villains in a package of measures to cool off Toronto’s overheated housing market.

“Overall, Ontario has one of the lowest levels of auto accidents and fatalities in Canada and the most expensive auto insurance premiums.”

- **David Marshall**, the former head of the Workplace Safety Insurance Board who was appointed to review auto insurance, concluding in his report that Ontario motorists are being gouged.

“Gordon Carton was part of a breed of politician that doesn’t exist anymore. A true gentleman. You can keep looking and you won’t find anybody that didn’t like him.”

- Toronto Mayor **John Tory**, paying tribute to Davis-era cabinet minister **Gordon Carton**, an MPP from 1963 to 1975, who passed away this week at age 95.

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ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

 enterprisecanada.com/ontario-legislative-highlights-april-28/

April 28, 2017

WEEKLY ROUNDUP

LET'S ROLL-OUT – As always, the government side of the Legislature erupted in thunderous applause as Finance Minister **Charles Sousa** tabled the 2017-18 provincial Budget yesterday, cheering on cue at each key point. Now, the reception becomes much less predictable – and probably much less enthusiastic – as Sousa, along with virtually every one of those Liberal MPPs, starts selling the Budget to voters. Sousa is setting out on his annual speaking tour, reiterating Budget highlights to key stakeholder groups, with particular focus on the financial community both in Ontario and internationally, while other MPPs replicate his presentation at the local level. With the Liberals languishing in the polls, this Budget is a critical first step in trying to win back electoral hearts. Of course, there's still one more Budget before next year's general election, but if the LIBs can't get traction in 2017 chances next spring will be too late.

INCOME AND GET IT – Premier **Kathleen Wynne** got a jump-start on her party's re-election effort earlier this week, with a major speech in Hamilton. By the sounds of it, Wynne wants to keep tracking left – leaving Sousa to cover off the economic, balanced-budget bona fides with the money set. Oh, Wynne talked about eliminating the deficit, but mostly as part of a bigger thrust about Ontario now having the means to improve security and opportunities in a precarious job environment. Central to this theme was the unveiling of an initiative first announced in last year's Budget, a basic income pilot project. The three-year experiment will see people with low incomes in Hamilton, Lindsay and Thunder Bay receive payments “no matter what,” with no strings attached, unlike current social assistance rules that see some personal income clawed back. “It's not an extravagant sum by any means,” Wynne said. “For a single person, we are talking about just under \$17,000 a year, but even that amount may make a real difference to someone who is striving to reach for a better life.”

LEFT LIFT – If Wynne is indeed focusing on the left, the traditional occupiers of that space aren't about to cede it without a fight. NDP Leader **Andrea Horwath** took a giant stride forward this week, announcing a blockbuster policy that just might put her party back in the game after years of also-ran status. Horwath promised to implement a universal pharmacare program, which would start by covering about 125 commonly prescribed drugs under the provincial OHIP plan. (Later in the week, the Liberals launched a pharmacare initiative of their own in the Budget. Theirs covers *all* drugs in the formulary, but only for Ontarians under age 25. While that was a major Budget thrust, in some ways Horwath had already stolen their thunder.) “Nobody should be forced to skip their medications or actually cut their pills in half because they can't afford their prescriptions,” Horwath proclaimed, to a rapturous ovation from about a thousand delegates at the NDP's annual convention. That response was noteworthy in itself – another sign that the party may be poised to awaken from its slumber. In a mandatory leadership vote, Horwath got

an impressive 89% approval, and the whole convention reportedly had a much more upbeat atmosphere than in recent years. Some of that enthusiasm was generated by the glossy, 40-page vision document launched at the conference, titled *“It’s About Change. It’s About You.”* While not a platform per se, it does outline arguably more policy ideas than the NDP offered in the entire 2014 election. Among them are points aimed at appeasing the party’s socialist base, including a pledge to raise the minimum wage to \$15 an hour and to make it easier for workers to unionize. When confronted about how much this would all cost the province, Horwath was cagey, neither promoting nor rejecting the possibility of higher taxes. She was also non-committal – but not afraid – about going into the red again, telling reporters, “When necessary a deficit, but not necessarily a deficit.”

THEY THE NORTH – Northern Ontario has largely been a two-party race for decades – the Tories haven’t been able to muster much support above North Bay – but the Liberals and NDP are facing another challenger doggedly refusing to go away. Unlike most “fringe” parties (a designation the Northern Ontario Party will wear until and unless they can seriously contend for a seat) the NOP is behaving like the real deal. Last weekend two riding associations were created, and candidates chosen in Algoma-Manitoulin and Timiskaming-Cochrane. And now the NOP is releasing its platform, a central plank of which could have some appeal to voters – especially those who feel their views go unheeded around the provincial capital in Toronto. The NOP vows to have no party Whip, with their MPPs mandated to vote on “how the majority of their constituents wish him/her to vote” – based on “a standard polling method that we commit to using prior to all votes in the provincial legislature.”

IN THE HOUSE

For the current status of government legislation, click [Government Bills](#).

- Housing Minister **Chris Ballard** introduced Bill 124, the *Rental Fairness Act*, to strengthen protections for tenants, including expanding rent control to all private rental units.
- Finance Minister **Charles Sousa** introduced Bill 127, the *Stronger, Healthier Ontario Act (Budget Measures)*, to implement the 2017-18 provincial Budget.

FOR THE RECORD

“We are entering a new and very different era. From technology to Trump, it is a time of greater uncertainty and change. I believe that government has a responsibility to respond. To step up. To protect the wages and the well-being of our people by continuing to be bold, and active, and inventive.”

- Premier **Kathleen Wynne**, in a major speech in Hamilton, offering what figures to be the basis of the Liberal re-election message.

“Supply management is a non-negotiable item. From an Ontario perspective, we’re not going to cede one inch. We’re prepared to take on President Trump on any given day, when it comes to defending the dairy sector.”

- Agriculture Minister **Jeff Leal**, pushing back at U.S. President **Donald Trump**’s threat to fight Canadian taxes on dairy imports.

“I’m well aware of the complexities and competing interests and feel confident I can fight for

| *a good deal for Ontario.*”

- **Jim Peterson**, the former federal cabinet minister – and brother of ex-Premier David Peterson – appointed as Ontario’s chief negotiator in the Canada-U.S. softwood lumber dispute.

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
MAY 9, 2017**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
RENEWING THE PROMISE SYMPOSIUM**



“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.”

MEMO: Director’s Memorandum – DM 182 (2016-2017)

MEMO TO: Trustees, Senior Administrative Council,
Principals, Vice-Principals, Administrators,
Chairs of Student Senate - Elementary and Secondary,
Chair of NCPIC, Chair of SEAC,
Catholic School Council Chairs, President of CUPE,
President of OECTA Elementary, President of OECTA Secondary,
Alliance Committee Members



FROM: John Crocco, Director of Education

DATE: Friday, April 28th, 2017

RE: *Renewing the Promise* Catholic Educational Symposium 2017

Through the partnership of the Assembly of Catholic Bishops of Ontario and members of the Institute of Catholic Education, a province-wide symposium on Catholic Education focusing on the theme of *“Renewing the Promise: Exploring the Critical Role of Catholic Education in Contemporary Society”* will be held, in partnership with the French Catholic education community, in Toronto on November 14th and 15th, 2017.

Each Catholic school board in Ontario has been invited to send to the *Renewing the Promise* Symposium a local team. Through invitations, we are currently confirming our Niagara Catholic team representing the Board, Senior Staff, Principals, CUPE, OECTA, students, parents, the Diocese of St. Catharines and Chaplaincy Leaders.

A significant part of the *Renewing the Promise* Symposium is designed to “dialogue about Catholic education in Ontario, the way it fulfills its mandate as well as the challenges and opportunities of the present moment to help to guide the future.”

As part of the provincial consultation dialogue, you are invited to share your ideas and thoughts on-line through *Thoughtexchange*. Log into <http://signup.thotex.com/iceont/Pyv> and input your email address and click Niagara Catholic. You will then receive an email from *Renewing the Promise – Thoughtexchange* to then follow the consultation input process.

Thoughtexchange will provide background information on the process and provide the three open-ended questions that you are invited to answer anonymously by May 19th, 2017. The input process should take approximately 15 minutes to complete. The questions are:

How do you see Catholic Education in Ontario supporting students to be living witnesses to their faith in Jesus Christ?

What are some current challenges facing Catholic Education in Ontario?

What are some opportunities for Catholic Education in Ontario that will help shape a positive future?

When the survey closes, responses will be sorted into themes. You will then receive another email by Renewing the Promise inviting you back to view emerging provincial themes and to participate in an input process to prioritize the themes.

Your ideas and feedback will provide important input for the Discover session at the Symposium in November 2017 on the theme of *Renewing the Promise*.

When the Symposium is completed, results and analysis will be available on a designated website. Catholic Education Week 2018 will be the occasion to celebrate all that was learned.

Following the Symposium, the Bishops of Ontario will develop a pastoral letter, *Renewing the Promise*. This pastoral letter will reflect on the challenges and opportunities at this moment in time and in the future for Catholic education in Ontario.

Please consider accepting this invitation to participate in the provincial pre-symposium engagement process across Ontario. A reminder that your input is due by May 19th, 2017.

Chairs of Committees / Councils are asked to place this invitation to participate in the Renewing the Promise engagement process on upcoming meeting agenda's, if possible, or to email this invitation to committee / council members. Principals are asked to share this invitation to participate in the process with staff and Catholic School Council members.

We will provide updated information following the Renewing the Promise Symposium in November 2017.

If you have any questions, please call (905.735.0240 x 220) or email me at john.crocco@ncdsb.com

Thank you for your support of this provincial consultation on Renewing the Promise and for your continued support of Catholic education within the Niagara Catholic District School Board.