



*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, JANUARY 15, 2019
7:00 P.M.**

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



A. ROUTINE MATTERS

- | | |
|--|------|
| 1. Opening Prayer – Trustee Burtnik | - |
| 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 December 4, 2018 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Holy Childhood Association | A6.1 |
| 6.2 2018-2019 Parents Reaching Out (PRO) Grants | A6.2 |
| 6.3 Staff Development Department Professional Development Opportunities | A6.3 |
| 6.4 Capital Projects Update | A6.4 |
| 6.5 In Camera Items F1 and F3 | - |

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

- | | |
|---|--------|
| 1. Committee of the Whole System Priorities and Budget 2018-2019 Update | C1 |
| 2. International Education | C2 |
| 3. St. Elizabeth Catholic Elementary School Joint Use School Proposal | C3 |
| 4. Design of System Priorities and Budget 2019-2020 Consultation and Collaboration Schedule | C4 |
| 5. Accountability Financial Report 2018-2019 | C5 |
| 5.1 Education Programs – Other 2018-2019 Update | C5.1 |
| 6. Monthly Updates | - |
| 6.1 Student Senate Update | - |
| 6.1.1 Ontario Catholic School Leadership Conference | C6.1.1 |
| 6.2 Senior Staff Good News Update | - |

D. INFORMATION

- | | |
|--|------|
| 1. Trustee Information | |
| 1.1 Spotlight on Niagara Catholic – December 18, 2018 | D1.1 |
| 1.2 Calendar of Events – January 2019 | D1.2 |
| 1.3 OCSTA 2019 Catholic Trustees Seminar - January 17-19, 2019 | - |
| 1.4 Ontario Legislative Highlights – December 21, 2018 | D1.4 |
| 1.5 EQAO Information for Trustees | D1.5 |
| 1.6 Draft 2019 Board Committee Membership | D1.6 |
| 1.7 Draft School Year Calendar 2019-2020 | D1.7 |

E. OTHER BUSINESS

- | | |
|--|---|
| 1. General Discussion to Plan for Future Action | - |
| 1.1 School Excellence Presentations at Board Meetings Discussion | - |

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF DECEMBER 4, 2018**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 4, 2018, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY DECEMBER 4, 2018

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, December 04, 2018 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 8:19 p.m. by Vice-Chair Sicoli.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Krista Wood, Board Chaplaincy Leader

2. Roll Call

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

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Frank Fera	✓			
Larry Huibers	✓			
Daniel Moody	✓			
Leanne Prince	✓			
Dino Sicoli	✓			
Paul Turner	✓			
Student Trustees				
Jade Bilodeau	✓			
Madison McKinney	✓			

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Pat Rocca**, 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

Special Guests: **Bishop Gerard Bergie**, Bishop of St. Catharines Diocese; **Honourable Madame Justice Jane Milinetti**; **Marc DiGirolamo**, Board Solicitor

3. Approval of the Agenda

Moved by Trustee Turner

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of December 4, 2018, as amended.

Item C1 Deferred to December 18, 2018 Board Meeting

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 November 13, 2018

Moved by Trustee Burtnik

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of November 13, 2018, as presented.

CARRIED

6. Consent Agenda Items

6.1 Unapproved Minutes of the Policy Committee Meeting of November 27, 2018

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of November 27, 2018, as presented.

6.2 Catholic School Councils Policy (800.1)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Catholic School Councils Policy (800.1), as presented.

6.3 Staff Development Department Professional Development Opportunities

Presented for information.

6.4 Capital Projects Update

Presented for information.

Moved by Trustee Moody

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

Nil

C. COMMITTEE AND STAFF REPORTS

1. Catholic Education in Niagara

Deferred to the December 18, 2018 Board meeting.

2. Accountability Financial Report 2018-2019

Director Crocco highlighted the Accountability Financial Report 2018-2019 on behalf of Giancarlo Vetrone, Superintendent of Business & Financial Services.

3. Monthly Updates

3.1 Student Trustees' Update

Jade Bilodeau and Madison McKinney, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

3.2 Senior Staff Good News Update

Deferred to December 18, 2018 Board meeting.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – November 27, 2018

Director Crocco highlighted the Spotlight on Niagara Catholic – November 27, 2018 issue for Trustees information.

1.2 Calendar of Events – December 2018

Director Crocco presented the December 2018 Calendar of Events for Trustees information.

1.3 OCSTA Memorandum – 2019 AGM Resolutions

Director Crocco highlighted the OCSTA Memorandum regarding the 2019 AGM Resolutions and noted the submission date for the AGM resolutions is January 31, 2019.

Director Crocco reminded Trustees of the Annual Faith Formation Session at 11:00 a.m. on Thursday, December 13, 2018 at Club Roma.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1** Staff continues to work on reports for upcoming Committee of the Whole meetings in the New Year, including the Board's Mid-Year 2018-2019 System Priorities Achievement Report.

F. ADJOURNMENT

Moved by Trustee Huibers

THAT the December 4, 2018 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 8:28 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **December 4, 2018.**

Approved on **January 15, 2019.**

Dino Sicoli
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

TITLE: HOLY CHILDHOOD ASSOCIATION

The Holy Childhood Association report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: January 15, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JANUARY 15, 2019

HOLY CHILDHOOD ASSOCIATION

BACKGROUND INFORMATION

Each school year the Niagara Catholic District School Board coordinates a board wide effort in support of the Holy Childhood Association. The Holy Childhood Association is a Mission Club for Elementary School Children. The goal of the Holy Childhood Association is to awaken missionary consciousness in children. Their motto is: *Children Helping Children*. This motto helps us to encourage children to pray for, learn more about, and share our material resources with children around the world.

In 2018 the Holy Childhood Association provided assistance to projects in Uganda, Nigeria, Haiti, India, Pakistan and Sri Lanka. The material lives of thousands of children throughout the world have been improved. More importantly, these children will come to know Jesus' love for them. The Niagara Catholic District School Board elementary schools have supported the Holy Childhood Association for the last thirty-four (34) years. This year, thirty-nine (39) elementary schools participated in the Holy Childhood Walkathons in an effort to raise money for various countries. The walkathons were conducted through October and early November and raised \$12,095.99.

Our message to the students is that any contribution is meaningful – all of our small contributions as children, when added together, make a difference for children in the countries that we are helping.

The schools of the Niagara Catholic District School Board have raised over \$688,000.00 since we began our involvement in 1984.

Monies raised through schools are directed towards self-help programs involving the building of schools, the provision of health and nutrition programs and medications, school fees, and teaching and learning resources. Children in communities, orphanages, homes for the disabled, refugees, and those living on the streets are assisted by the generosity of children who wish to make the love of Jesus know everywhere.

The Niagara Catholic District School Board and the Holy Childhood Association would like to thank everyone who supported the Holy Childhood Association in our local school communities.

The Holy Childhood Association report is presented for information.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: January 15, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

TITLE: 2018-2019 PARENTS REACHING OUT (PRO) GRANTS

The Report on 2018-2019 Parents Reaching Out (PRO) Grants is presented for information.

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

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

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

Date: January 15, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JANUARY 15, 2019

2018-2019 PARENTS REACHING OUT (PRO) GRANTS

BACKGROUND INFORMATION

The Ministry of Education continues to support parental involvement in Ontario schools by funding Parents Reaching Out (PRO) Grants.

For 2018-2019 twenty-two (22) schools in the Niagara Catholic District School Board have received PRO Grants to support parent engagement as partners in their child's Catholic education, dialogue to foster confidence in publicly funded Catholic education, and endeavours to strengthen connections with the Board, schools, parishes and school communities. The list of approved schools and funding amount has been attached to this report (Appendix A).

Catholic School Councils continue to work with parents/guardians in school communities to build strong Catholic identity and to advance student achievement of all students in the Niagara Catholic District School Board.

In addition, the Ministry of Education has approved \$9500.00 for a Niagara Catholic PRO Grant project entitled "Learning Together-A Shared Responsibility" to facilitate increased participation by First Nation, Metis and Inuit parents in the education of their children.

The report on Parents Reaching Out (PRO) Grants 2018-2019 is presented for information.

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

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

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

Date: January 15, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

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: January 15, 2018



REPORT TO THE COMMITTEE OF THE WHOLE MEETING JANUARY 15, 2019

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 January 15, 2019 through February 12, 2019.

Wednesday and Thursday, January 16 & 17, 2019

First Aid Training (Monsignor Clancy Catholic Elementary School)

- 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. The board provides first aid training services through a different provider, Workplace Medical Corp. The training is two-full days. When it is time for employees to renew their First Aid certificate, the one-day Recertification course will be offered with this provider.

Friday, January 18, 2019

Elementary Professional Activity Day (all sites)

- All elementary teachers will participate in the PA Day dedicated to report card writing.
- All elementary Educational Assistants will participate in an annual BMS recertification training.
- Child and Youth Workers will participate in a half-day training session at the Catholic Education Centre.

Wednesday, January 23, 2019

New Teacher Induction Program (NTIP) – Session 4 (White Oaks Conference Centre)

- Protégés and mentors will participate in a full-day workshop focusing on safeTALK and empathy lead by the board Mental Health Lead and Social Workers.

Thursday, January 24, 2019

Leadership Identification Program (LIP) Session 2 (Catholic Education Centre)

- The LIP candidates will participate in an Emotional Intelligence Workshop. In today's world of education, work environments call for strong and effective relationships. Emotional Intelligence (EI) competencies are at the heart of effective workplace relationships and productivity. They provide an integrated set of skills that support highly effective, fast-reacting and innovative organizations. This workshop emphasizes the practical application of EI concepts over theory. Achieve greater personal awareness, connect with others, manage stress, engage in healthy conflict and collaboration, and be more optimistic and resilient using these tools.

Tuesday, February 12, 2019

Understanding the Needs of Deaf and Hard of Hearing Students (Catholic Education Centre)

- Educational Resource Teachers (ERT's) and regular Classroom Teachers, who will be working with deaf or hard of hearing students in their schools during the second semester, are invited to attend the afternoon workshop from 12:00 pm – 2:30 pm on Tuesday February 12, 2019.
- Caterina (Cathy) Ruggirello, Resource Services-Outreach Programs Provincial Schools, together with a Niagara Catholic team of Teachers of the Deaf and Hard of Hearing will be presenting on:
 - o hearing loss / the audiogram
 - o FM systems in the classroom
 - o academic and social implications of a student's hearing loss in the classroom.
 - o strategies and accommodations that are necessary to meet the needs of students who are deaf or hard of hearing.

The Report on Staff Development:
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: January 15, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

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: January 15, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

IN PROGRESS

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

The Capital Projects Progress Report Update is presented for information.

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: January 15, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
JANUARY 15, 2019**

APPENDIX A

OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL

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

Current Status: Design work is underway.

Project Information:

New Area to be Constructed 5,317 sq. ft.
Child Care Spaces Added 49 spaces



Project Funding:

Child Care	1,557,887
	<hr/>
	\$1,557,887

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Construction Contract	TBD	0
Fees & Disbursements	TBD	\$55,146
Other Project Costs	TBD	\$10,756
	<hr/>	<hr/>
	\$1,557,887	\$65,902

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 21, 2017	December 21, 2017
Ministry Approval (space)		
Architect Selection	July 17, 2018	
Design Development		
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2019	
Official Opening & Blessing		

Project Team:

Architect	Venerino V.P. Panici Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Pat Rocca
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
JANUARY 15, 2019**

APPENDIX B

MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL

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

Current Status: Design work is underway.

Project Information:

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



Project Funding:

Capital Priorities	3,482,495
Child Care	1,557,887
	<u>\$5,040,382</u>

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Construction Contract	TBD	0
Fees & Disbursements	TBD	76,326
Other Project Costs	TBD	8,901
	<u>\$5,040,382</u>	<u>85,227</u>

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	March 13, 2018	March 13, 2018
Ministry Approval (space)		
Architect Selection	July 19, 2018	
Design Development		
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2020	
Official Opening & Blessing		

Project Team:

Architect	Venerino V.P. Panici Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Dan Trainor

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND
BUDGET 2018-2019 UPDATE**

The Committee of the Whole System Priorities and Budget 2018-2019 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: January 15, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

**COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET
2018-2019 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 2018-2019.

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

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

Appendix A – Committee of the Whole System Priorities and Budget January 2019

Appendix B – Emergency Instructor Package

The Committee of the Whole System Priorities and Budget 2018-2019 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: January 15, 2019



SEEDS OF FAITH
MASS · MERCY · MISSION
2018-2021

Committee of the Whole Meeting

January 15th, 2019





NIAGARA CATHOLIC SYSTEM PRIORITIES 2018-2019

Mission Statement

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



Vision 2020

MEETING SOULS NO BUILDING WALLS

MINISTRY GOALS

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

BOARD 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

- Enhance student and parent engagement and voice in student achievement, equity, well-being and mental health for all students
- Improve equitable and inclusive outcomes for students
- Explore next generation career pathway programs for students
- Continue to address the special needs of students on the margin

Enhance Technology for Optimal Learning

- Implement a system-wide electronic platform to facilitate communication between staff and parents
- Improve the learning experience of students through access and use of technology

Building Partnerships and Schools as Hubs

- Continue to nurture community partnerships to achieve strategic priorities
- Strengthen relationships and support between schools, parishes and families
- Enhance communication opportunities with parents and community partners to increase pathway opportunities for students

Strengthen Human Resource Practices and Develop Transformational Leadership

- Enhance staff wellness supports and programs to ensure consistency in delivering programs and supports for students
- Diversify the delivery of professional development opportunities through collaborative planning with a variety of stakeholders
- Implement health and safety awareness and training initiatives focused on employee safety
- Design a Workplace Violence Awareness program

Create Equity and Accessibility of Resources

- Explore a predictive data analytic model and strategy to enable school and system staff to make more precise, evidence-based decision
- Implement and review differentiated resource allocation to individual schools based on specified indicators

Ensure Responsible Fiscal and Operational Management

- Maintain financial stability through a balanced budget 2018-2019
- Increase economies of scale in the allocation of financial resources

Address Changing Demographics

- Continue to optimize efficiency in capacity utilization in all Board facilities
- Enhance strategies to optimize enrolment and retention of students



Provide Supports for Success

- Enhance student and parent engagement and voice in student achievement, equity, well-being and mental health for all students
- Improve equitable and inclusive outcomes for students
- Explore next generation career pathway programs for students
- Continue to address the special needs of students on the margin

Enhance Technology for Optimal Learning

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Create Equity and Accessibility of Resources

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Ensure Responsible Fiscal and Operational Management

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Address Changing Demographics

- Continue to optimize efficiency in capacity utilization in all Board facilities
- Enhance strategies to optimize enrolment and retention of students





Niagara Catholic System Priorities Mid-Year Achievement Report 2018-2019

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.

NURTURING SOULS AND BUILDING MINDS



Vision 2020





Niagara Catholic Alignment



Achieving Excellence

A Renewed Vision for Education
in Ontario



April 2014



Consultation: Education in Ontario

We invite everyone – parents, students, educators and interested individuals or organizations – to provide feedback on the education system in Ontario.

Our goal is to prepare Ontario students for success, improve their academic achievement and equip them with the tools needed to enter the working world.



- Provincial Consultation on Educational Reform
- Provincial Consultation on Education Funding
- Health and Physical Education – Elementary 2010
- Fundamentals of Mathematics
- School Closure Moratorium
- Cannabis
- Pro-Grants
- Executive Compensation / Trustee Remuneration Freeze
- Employee Absenteeism, Occasional Teachers and Employee Health Benefits
- Student Transportation
- Negotiations 2019
- Education Funding Other (EPO's)



Senior Staff System Portfolio Updates

- Program and Innovation
- Student Support
- Equity and Inclusion
- Alternative Programs and Planning
- Human Resources
- Business and Finance
- Facilities







Niagara Catholic District School Board

EMERGENCY INSTRUCTOR PACKAGE





Elementary Emergency Instructor General Administrative Procedures

DEFINITION

An Emergency Instructor, as named by the Niagara Catholic District School Board, is a person who is not certified as a teacher, is 18 years of age or older, holder of an Ontario secondary school diploma and who is appointed, on a daily basis to a maximum of ten consecutive school days, to instruct in the case of an emergency.

The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon to cover a classroom in the absence of the classroom teacher. This procedure will outline the process for the use of Emergency Instructors when extenuating circumstances do occur.

1. APPLICATION PROCESS

The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon, as a casual worker, to cover a classroom in the absence of the classroom teacher for a part or a full day. Careful consideration is given to the selection of people to fulfill these roles, and the Emergency Instructor is given training in school procedures and is subject to a Criminal Background Check/ Vulnerable Sector Screening before entering the classroom. If there are any questions, please contact the Principal of the school.

- a) The Principal is to create an unqualified instructor list at each elementary school.
- b) The Principal and/or Vice principal will interview prospective Emergency Instructors as selected by the Principal. The interview will include such issues as confidentiality, classroom procedures, and the safety and well-being of all students in the classroom. (Documentation package is attached)
- c) Prior to commencing employment, Emergency Instructors will be required to provide a Criminal Background Check/ Vulnerable Sector Screening, to the Human Resources Department

2. SUPPORT PROCESS

As Emergency Instructors have no formal training, expertise or certification as professional educators, it is imperative that arrangements be made, under the direction of the Principal or Vice-Principal to ensure that all Emergency Instructors maintain “proper order and discipline in the teacher’s classroom and while on duty in the school and on the school ground,” (Section 264 Education Act). In order to facilitate this, the Principal or Vice-Principal is required to remain in contact with the Emergency Instructor on a frequent basis throughout the school day to ensure safety of all students.

3. BEFORE ENTERING THE CLASSROOM FOR THE FIRST TIME

Emergency Instructors should be given information/training on the following prior to entering

a classroom for the first time:

- a) the use of the telephone in the classroom, school and classroom rules and procedures including all safety plans (Fire Drill, Bomb Threat, Intruder Alert, Emergency Evacuation etc.). This information is to be provided to all individuals replacing the regular teacher.
- b) schedules and procedures for lunch, recess and preparation / planning time as well as arrival, dismissal and transportation routines and times;
- c) debriefing on the unique needs of certain students in the classroom, so they are prepared to handle any situation that may arise (e.g. high-risk students, medical needs, special education needs, emotional or physical needs and any issues of court orders - i.e. custody situations); and,
- d) an introduction to at least one classroom teacher in close proximity to their designated classroom, in case of a delay in contacting a member of the administrative team.

At the conclusion of the interview or prior to the first working day, the Emergency Instructor will sign an acknowledgement form confirming that they are aware of school routines, emergency routines and the importance of confidentiality. Once signed, this Documentation and Acknowledgement Form should be sent along with the completed package to the attention of Brianna Spence, Human Resources.

4. DAILY PLANS / EMERGENCY PLANS

Where possible, an Emergency Instructor should follow a teaching plan left by the classroom teacher. Where this is not possible, the Principal/Vice Principal should work with the Emergency Instructor to develop a classroom routine for the day. Activities which require the expertise of a qualified teacher, specific skills, safety knowledge, or specific knowledge of an activity should not be undertaken unless the Principal/Vice Principal is satisfied that the Emergency Instructor is able to perform the tasks involved.

5. COMMUNICATING WITH YOUR COMMUNITY

- i) Principals should ensure that the use of an Emergency Instructor is undertaken after all attempts to obtain a qualified teacher have failed.
- ii) To ensure an open communication with parents/guardians, the following shall be placed in a school newsletter during the first month of school -

The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon, as a casual worker, to cover a classroom in the absence of the classroom teacher for a part or a full day. Careful consideration is given to the selection of people to fulfill these roles, and the Emergency Instructor is given training in school procedures and is subject to a Criminal Background Check/ Vulnerable Sector Screening before entering the classroom. If there are any questions, please contact the Principal of the school.

6. COMPENSATION

Emergency instructors will be paid an hourly rate of \$17.00 per hour.

.....



Niagara Catholic District School Board **Emergency Instructors Checklist**

You are required to complete the list of requirements below **prior to starting** your new position. Step-by-step instructions are provided to you in your new hire package.

- Contact Shannon Hingston (**905-225-8216**) to retrieve your Board user name and password credentials and to set up your email account; **you must set up this account in order to access the Board's Staff Portal - "My Niagara Catholic" for your e-mail, training & information.** Please see sheet titled "Niagara Catholic District School Board Account and Email Information" for her contact information.

The following training is web-based and to be completed via My Niagara Catholic - Training Center (refer to the instruction sheet for further information):

- Violence in the Workplace Awareness Training
- Accessibility Standards for Customer Service Awareness Training
- Accessibility for Educators Awareness Training
- The Human Rights Code and the Integrated Accessibility Standards Awareness Training
- Workplace Hazardous Materials Information System (WHMIS) Training – You must receive a grade of 100% to complete the training successfully
- Health and Safety Awareness Training for **Workers** (unless you are in a Supervisory/Management role, then you are to complete the Health and Safety Awareness Training for Supervisors module).

***You must email your certificate as proof of completion to Brianna Spence in Human Resources at brianna.spence@ncdsb.com.**

Please e-mail brianna.spence@ncdsb.com once all trainings are complete.

Submit the following to Human Resources:

- Baptism Certificate
- Birth Certificate or Passport
- Results of a one-step Tuberculosis (T.B.) Test
- Vulnerable Sector Police Criminal Reference Check (dated within a year)
- Health and Safety Awareness Training Certificate – email to brianna.spence@ncdsb.com
- Banking Information to set up Direct Deposit – either a voided cheque or direct deposit form from your financial institution is acceptable
- Provincial & Federal Tax Forms
- The four (4) policies provided to you through e-mail

Please be advised once you have set up your E-mail account with Shannon Hingston **905-225-8216**– all correspondence from Human Resources Services will be done through your board email address. Any questions related to your pay can be directed to payroll.



TRAINING CENTER INSTRUCTIONS

**Please note that you must have a Board Username and Password to access the Training Center. Please contact 905-682-5580 ext. 216 to retrieve your credentials.*

1. Launch the Niagara Catholic website at **www.niagaracatholic.ca** and click on 'My Niagara Catholic' (top right, located under the "Staff" tab), enter your Board username & password credentials. On the left side of the My Niagara Catholic home page, under 'My Weblinks' click on the "Training Center" link.
2. Log on to the Training Center using your Board username and password. Once you successfully log in, you will be directed to the Training Center home page which lists all of the available training modules.
3. Under the Course column, click the applicable training module to be completed as per instructions provided to you by Human Resources. Proceed through the slides by clicking "Next". Once you have completed the module, you are automatically directed back to the home page. From here, select the next applicable training module to be completed and repeat until all of the training requirements have been met.

Please note that when you have successfully completed the training, there will be a checkmark under the "Status" column. You are able to log in at any time to confirm the status of your training.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Niagara Catholic District School Board Account and Email Information

You will be receiving a Board Account in which you will be activated on the Board's Staff Portal - "My Niagara Catholic" and Internal Email System. Please see below for information on how to access "My Niagara Catholic" and your Board email.

Prior to using this account, please refer to Board Policy # 201.12 - Electronic Communications Systems Policy (Employees) located via www.niagaracatholic.ca, select "Board" and then select "Policies".

This Policy outlines the expectations and proper use of the Board's Communication System and must be adhered to. A section on Message Management has been included in the guidelines to help users maintain their mailboxes efficiently.

Before you can access "My Niagara Catholic", you will be provided a Username and default Password. To receive these credentials, please contact **Shannon Hingston** at 905-225-8216. You will be required to change your password the first time you logon.

Please note that the login information below can be used on any board computer for login purposes or via your personal computer/devices:

To get started, logon to www.niagaracatholic.ca

Select the Staff tab (*top right side of the page*) and click on "My Niagara Catholic" and login using the credentials below (provided to you as noted above):

Username:

Password:

From here, you will be able to access a number of pertinent links for employees.

To access your Board email, select "Outlook (OWA) Email" link and login using the same credentials as above.

Your email address follows this format: `firstname.lastname@ncdsb.com`

***NOTE: you are required to regularly check your email, as important information is communicated to employees via this means.**

If you require assistance with your Board account or email, please contact shannon.hingston@ncdsb.com or at 905-225-8216.

427 Rice Road, Welland, Ontario L3C 7C1
Telephone (905)735-0240 Facsimile (905)734-8828 Email: info@ncdsb.com
www.niagaracatholic.ca

John Crocco, Director of Education / Secretary Treasurer



Elementary Emergency Instructor - Confidentiality Agreement

CONFIDENTIALITY

The Emergency Instructor acknowledges that, during the course of employment, the Emergency Instructor will be exposed to private and confidential business information belonging to the Board which gives it a commercial advantage over others as well as other confidential information of the Board entrusted to the Emergency Instructor. Except as may be required by law, the Emergency Instructor agrees to not use, directly or indirectly, for the Emergency Instructor's own account or for the account of any person, firm, board or other entity or disclose to any person, firm, board or other entity, the Board's proprietary or confidential information disclosed or entrusted to the Emergency Instructor or developed or generated by the Emergency Instructor in the performance of the Emergency Instructor's duties hereunder, including but not limited to information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets, personal information of Emergency Instructors, or other work produced, developed by or for the Board, whether on the premises of the Board or elsewhere. The foregoing provisions shall not apply to any proprietary, confidential or private information which is, at the commencement of the Term or at some later date, publicly known under circumstances involving no breach of this Agreement or as lawfully and in good faith made available to the Emergency Instructor without restrictions as to disclosure to a third party.

SURVIVAL

The obligations set out in the Confidentiality paragraph above shall survive, notwithstanding the termination or expiration of the Term of this Agreement, in full force and effect for the benefit of the Board.

Breach of this agreement may lead to discipline up to and including termination of employment. I understand and agree to the above conditions of employment:

Emergency Instructor Name

Signature

School

Date

Principal or designate

Signature



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD EMERGENCY INSTRUCTOR DOCUMENTATION FORM

Name: _____

Date: _____

School you will be an Emergency Instructor at: _____
school name

_____ school address

Roman Catholic: Yes No

Please provide HR with a pastoral reference

Topics Covered with Instructor by Principal

Professionalism... Respect for all staff and guarding the confidentiality of information	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Classroom Management... The need to provide activities which will occupy the students and deal effectively with disruptions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student Safety... The need to have a comprehensive knowledge of all safety procedures, alerts and evacuations.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	School Procedures... The use of PA and/or phone system in class, times for breaks, attendance verification and hospitality of staffroom/coffee location.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Religion Commitment... The need to be supportive of religious education programming and Gospel values.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Relationship with Students... The need to be student centered and the need to refrain from any physical contact with pupils.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Acknowledgement

Information provided is accurate and I am aware of school routines, emergency procedures and the importance of confidentiality.
I acknowledge that failure to conform to these conditions will result in my not being invited to participate in the Emergency Instructor program.

Signature of Candidate: _____

Date: _____

This candidate is recommended as an Emergency Instructor

Signature of Principal: _____

Date: _____

Please indicate Instructor start date: _____

Municipal Freedom of Information and Protection of Privacy Act, 1989. Personal information on this form is collected under the regal authority of the Education Act, R.S.O. 1980, Ch. 129. This information will be used to process Payroll. Questions regarding this collection can be referred to the Superintendent of Education, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD NEW EMPLOYEE INFORMATION FOR IPPS

This information is being collected under the Authority of The Education Act and will be used for the purposes of providing new employee identification information for the IPPS system.

*Questions about this collections should be directed to the Manager of Payroll Services-
Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240*

PLEASE PRINT CLEARLY

Last Name	First Name	Middle Name
Social Insurance Number		Ministry Educator Number (if available)
Employee Group	Teacher Certified? <input type="checkbox"/> Yes <input type="checkbox"/> No	
OCT # / ECE Registration #		
Birthdate <i>year month day</i>		
Identified as: Male <input type="checkbox"/> Female <input type="checkbox"/>		
Title <i>(Mr. , Mrs. , Ms. Miss, Rev. , Sister, Dr.)</i>		
Employee known as <i>(preferred name)</i>		
Address <i># street apt #</i>		
City/Town		
Postal Code	Telephone Home: Cell:	
Home E-Mail:		
Marital Status <i>(see codes below)</i>		
Former Name		
Birth Name		
Original Hire Date		

- | | | | |
|----------------------|--|---|--------------------------|
| Marital Status Codes | 1- Single
4- Divorced
7- Widow/Widower | 2- Married
5- Religious
8- Common Law | 3- Separated
6- Other |
|----------------------|--|---|--------------------------|

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BANKING INFORMATION FOR PAYROLL DIRECT DEPOSIT

see reverse

*This information is being collected under the Authority of The Education Act and will be used for the purposes of providing Payroll Direct Deposit. Questions about this collection should be directed to the Manager of Payroll Services -
 Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240*

PLEASE PRINT CLEARLY

EMPLOYEE SURNAME	GIVEN NAME & INITIAL	EMPLOYEE NO.
SOCIAL INSURANCE NUMBER	TELEPHONE NO.	
POSITION	SCHOOL NAME/BASE	LOCATION

In future, and until these instructions are cancelled by me in writing and received by you, please deposit my pay directly to my chequing or savings Bank account as indicated below. These instructions cancel all previous instructions by me for direct deposit of above payments. The term "pay" shall include payment of any kind from the payroll department.

CHEQUING ACCOUNT

A voided cheque of my bank account, where I would like any payment directed, is attached in the box below.

Please attach your voided cheque
 (a blank personal cheque with "VOID" written on it) in this box.

SAVINGS ACCOUNT

If you do not have a chequing account you can have a Bank Official at the financial institution where you want your money deposited, stamp and complete the section below.

NAME OF BANK (please have your bank stamp this box making sure the branch name and address is indicated)	Bank #
	Transit #
	Account #

CERTIFICATION

EFFECTIVE DATE	EMPLOYEE SIGNATURE
day month year	

Read page 2 before filling out this form. Your employer or payer will use this form to determine the amount of your provincial tax deductions.
Fill out this form based on the best estimate of your circumstances.

Last name	First name and initial(s)	Date of birth (YYYY/MM/DD)	Employee number
Address	Postal code	For non-residents only – Country of permanent residence	Social insurance number
<p>1. Basic personal amount – Every person employed in Ontario and every pensioner residing in Ontario can claim this amount. If you will have more than one employer or payer at the same time in 2018, see "More than one employer or payer at the same time" on page 2.</p>			10,354
<p>2. Age amount – If you will be 65 or older on December 31, 2018, and your net income from all sources will be \$37,635 or less, enter \$5,055. If your net income for the year will be between \$37,635 and \$71,335 and you want to calculate a partial claim, get Form TD1ON-WS, <i>Worksheet for the 2018 Ontario Personal Tax Credits Return</i>, and fill in the appropriate section.</p>			
<p>3. Pension income amount – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter \$1,432, or your estimated annual pension income, whichever is less.</p>			
<p>4. Disability amount – If you will claim the disability amount on your income tax return by using Form T2201, <i>Disability Tax Credit Certificate</i>, enter \$8,365.</p>			
<p>5. Spouse or common-law partner amount – If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be \$879 or less, enter \$8,792. If his or her net income for the year will be between \$879 and \$9,671 and you want to calculate a partial claim, get Form TD1ON-WS and fill in the appropriate section.</p>			
<p>6. Amount for an eligible dependant – If you do not have a spouse or common-law partner and you support a dependent relative who lives with you and whose net income for the year will be \$879 or less, enter \$8,792. If his or her net income for the year will be between \$879 and \$9,671 and you want to calculate a partial claim, get Form TD1ON-WS and fill in the appropriate section.</p>			
<p>7. Ontario caregiver amount – You may be supporting an eligible infirm dependant aged 18 or older who is either your or your spouse's or common-law partner's:</p> <ul style="list-style-type: none"> • child or grandchild; or • parent, grandparent, brother, sister, aunt, uncle, niece or nephew who is resident in Canada. <p>If this is your situation, get Form TD1ON-WS and fill in the appropriate section.</p>			
<p>8. Amounts transferred from your spouse or common-law partner – If your spouse or common-law partner will not use all of his or her age amount, pension income amount, or disability amount on his or her income tax return, enter the unused amount.</p>			
<p>9. Amounts transferred from a dependant – If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount.</p>			
<p>10. TOTAL CLAIM AMOUNT – Add lines 1 to 10. Your employer or payer will use this amount to determine the amount of your provincial tax deductions.</p>			

Filling out Form TD1ON

Fill out this form **only** if you are an employee working in Ontario or a pensioner residing in Ontario and any of the following apply:

- you have a new employer or payer and you will receive salary, wages, commissions, pensions, employment insurance benefits, or any other remuneration;
- you want to change amounts you previously claimed (for example, the number of your eligible dependants has changed); or
- you want to increase the amount of tax deducted at source.

Sign and date it, and give it to your employer or payer.

If you do not fill out Form TD1ON, your employer or payer will deduct taxes after allowing the basic personal amount **only**.

More than one employer or payer at the same time

If you have more than one employer or payer at the same time and you have already claimed personal tax credit amounts on another Form TD1ON for 2018, you **cannot claim them again**. If your total income from all sources will be **more** than the personal tax credits you claimed on another Form TD1ON, **check** this box, enter "0" on line 10 and do not fill in lines 2 to 9.

Total income less than total claim amount

Check this box if your total income for the year from **all** employers and payers will be **less** than your total claim amount on line 10. Your employer or payer will not deduct tax from your earnings.

Additional tax to be deducted

If you wish to have more tax deducted, fill in "Additional tax to be deducted" on the federal Form TD1.

Reduction in tax deductions

You can ask to have less tax deducted on your income tax return if you are eligible for deductions or non-refundable tax credits that are not listed on this form (for example, periodic contributions to a registered retirement savings plan (RRSP), child care or employment expenses, charitable donations, and tuition and education amounts carried forward from the previous year). To make this request, fill out Form T1213, *Request to Reduce Tax Deductions at Source*, to get a letter of authority from your tax services office. Give the letter of authority to your employer or payer. You do not need a letter of authority if your employer deducts RRSP contributions from your salary.

Forms and publications

To get our forms and publications, go to canada.ca/cra-forms-publications or call 1-800-959-5525.

Personal information is collected under the *Income Tax Act* to administer tax, benefits, and related programs. It may also be used for any purpose related to the administration or enforcement of the Act such as audit, compliance and the payment of debts owed to the Crown. It may be shared or verified with other federal, provincial/territorial government institutions to the extent authorized by law. Failure to provide this information may result in interest payable, penalties or other actions. Under the *Privacy Act*, individuals have the right to access their personal information and request correction if there are errors or omissions. Refer to Info Source at canada.ca/cra-info-source, Personal Information Bank CRA PPU 120.

Certification

I certify that the information given on this form is correct and complete.

Signature _____

It is a serious offence to make a false return.

Date _____



Read page 2 before filling out this form. Your employer or payer will use this form to determine the amount of your tax deductions. Fill out this form based on the best estimate of your circumstances.

Last name	First name and initial(s)	Date of birth (YYYY/MM/DD)	Employee number
Address	Postal code	For non-residents only – County of permanent residence	Social insurance number
<p>1. Basic personal amount – Every resident of Canada can claim this amount. If you will have more than one employer or payer at the same time in 2018, see "More than one employer or payer at the same time" on page 2. If you are a non-resident, see "Non-residents" on page 2.</p>			11,809
<p>2. Canada caregiver amount for infirm children under age 18 – Either parent (but not both), may claim \$2,182 for each infirm child born in 2001 or later, that resides with both parents throughout the year. If the child does not reside with both parents throughout the year, the parent who is entitled to claim the "Amount for an eligible dependant" on line 8 may also claim the Canada caregiver amount for that same child who is under age 18.</p>			
<p>3. Age amount – If you will be 65 or older on December 31, 2018, and your net income for the year from all sources will be \$36,976 or less, enter \$7,333. If your net income for the year will be between \$36,976 and \$85,863 and you want to calculate a partial claim, get Form TD1-WS, Worksheet for the 2018 Personal Tax Credits Return, and fill in the appropriate section.</p>			
<p>4. Pension income amount – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter \$2,000 or your estimated annual pension income, whichever is less.</p>			
<p>5. Tuition (full time and part time) – If you are a student enrolled at a university or college, or an educational institution certified by Employment and Social Development Canada, and you will pay more than \$100 per institution in tuition fees, fill in this section. If you are enrolled full time or part time, enter the total of the tuition fees you will pay.</p>			
<p>6. Disability amount – If you will claim the disability amount on your income tax return by using Form T2201, Disability Tax Credit Certificate, enter \$8,235.</p>			
<p>7. Spouse or common-law partner amount – If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be less than \$11,809 (\$13,991 if he or she is infirm), enter the difference between this amount and his or her estimated net income for the year. If his or her net income for the year will be \$11,809 or more (\$13,991 or more if he or she is infirm), you cannot claim this amount. In all cases, if his or her net income for the year will be \$23,391 or less and he or she is infirm, go to line 9.</p>			
<p>8. Amount for an eligible dependant – If you do not have a spouse or common-law partner and you support a dependent relative who lives with you and whose net income for the year will be less than \$11,809 (\$13,991 if he or she is infirm and you cannot claim the Canada caregiver amount for children under age 18 for this dependant), enter the difference between this amount and his or her estimated net income. If his or her net income for the year will be \$11,809 or more (\$13,991 or more if he or she is infirm), you cannot claim this amount. In all cases, if his or her net income for the year will be \$23,391 or less and he or she is infirm and is age 18 or older, go to line 9.</p>			
<p>9. Canada caregiver amount for eligible dependant or spouse or common-law partner – If, at any time in the year, you support an infirm eligible dependant (aged 18 or older) or an infirm spouse or common-law partner whose net income for the year will be \$23,391 or less, get Form TD1-WS and fill in the appropriate section.</p>			
<p>10. Canada caregiver amount for dependant(s) age 18 or older – If, at any time in the year, you support an infirm dependant age 18 or older (other than the spouse or common-law partner or eligible dependant you claimed an amount for on line 9, or could have claimed an amount for if his or her net income were under \$13,991) whose net income for the year will be \$16,405 or less, enter \$6,986. If his or her net income for the year will be between \$16,405 and \$23,391 and you want to calculate a partial claim, get Form TD1-WS and fill in the appropriate section. You can claim this amount for more than one infirm dependant age 18 or older. If you are sharing this amount with another caregiver who supports the same dependant, get the Form TD1-WS and fill in the appropriate section.</p>			
<p>11. Amounts transferred from your spouse or common-law partner – If your spouse or common-law partner will not use all of his or her age amount, pension income amount, tuition amount, or disability amount on his or her income tax return, enter the unused amount.</p>			
<p>12. Amounts transferred from a dependant – If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount. If your or your spouse's or common-law partner's dependent child or grandchild will not use all of his or her tuition amount on his or her income tax return, enter the unused amount.</p>			
<p>13. TOTAL CLAIM AMOUNT – Add lines 1 to 12. Your employer or payer will use this amount to determine the amount of your tax deductions.</p>			

Filling out Form TD1

Fill out this form only if:

- you have a new employer or payer and you will receive salary, wages, commissions, pensions, employment insurance benefits, or any other remuneration;
- you want to change amounts you previously claimed (for example, the number of your eligible dependants has changed);
- you want to claim the deduction for living in a prescribed zone; or
- you want to increase the amount of tax deducted at source.

Sign and date it, and give it to your employer or payer.

If you do not fill out Form TD1, your employer or payer will deduct taxes after allowing the basic personal amount only.

More than one employer or payer at the same time

If you have more than one employer or payer at the same time and you have already claimed personal tax credit amounts on another Form TD1 for 2018, you cannot claim them again. If your total income from all sources will be more than the personal tax credits you claimed on another Form TD1, check this box, enter "0" on line 13 and do not fill in lines 2 to 12.

Total income less than total claim amount

Check this box if your total income for the year from all employers and payers will be less than your total claim amount on line 13. Your employer or payer will not deduct tax from your earnings.

Non-residents (Only fill in if you are a non-resident of Canada.)

As a non-resident of Canada, will 90% or more of your world income be included in determining your taxable income earned in Canada in 2018?

- Yes (Fill out the previous page.)
- No (Enter "0" on line 13, and do not fill in lines 2 to 12 as you are not entitled to the personal tax credits.)

If you are unsure of your residency status, call the international tax and non-resident enquiries line at 1-800-959-8281.

Provincial or territorial personal tax credits return

If your claim amount on line 13 is more than \$11,809, you also have to fill out a provincial or territorial TD1 form. If you are an employee, use the Form TD1 for your province or territory of employment. If you are a pensioner, use the Form TD1 for your province or territory of residence. Your employer or payer will use both this federal form and your most recent provincial or territorial Form TD1 to determine the amount of your tax deductions.

If you are claiming the basic personal amount only (your claim amount on line 13 is \$11,809), your employer or payer will deduct provincial or territorial taxes after allowing the provincial or territorial basic personal amount.

Note: If you are a Saskatchewan resident supporting children under 18 at any time during 2018, you may be able to claim the child amount on Form TD1SK 2018 Saskatchewan Personal Tax Credits Return. Therefore, you may want to fill out Form TD1SK even if you are only claiming the basic personal amount on this form.

Deduction for living in a prescribed zone

If you live in the Northwest Territories, Nunavut, Yukon, or another prescribed northern zone for more than six months in a row beginning or ending in 2018, you can claim:

- \$11.00 for each day that you live in the prescribed northern zone; or
- \$22.00 for each day that you live in the prescribed northern zone if, during that time, you live in a dwelling that you maintain, and you are the only person living in that dwelling who is claiming this deduction.

\$

Employees living in a prescribed intermediate zone can claim 50% of the total of the above amounts.

For more information, go to canada.ca/taxes-northern-residents.**Additional tax to be deducted**

You may want to have more tax deducted from each payment, especially if you receive other income, including non-employment income such as CPP or QPP benefits, or old age security pension. By doing this, you may not have to pay as much tax when you file your income tax return. To choose this option, state the amount of additional tax you want to have deducted from each payment. To change this deduction later, fill out a new Form TD1.

\$ **Reduction in tax deductions**

You can ask to have less tax deducted on your income tax return if you are eligible for deductions or non-refundable tax credits that are not listed on this form (for example, periodic contributions to a registered retirement savings plan (RRSP), child care or employment expenses, charitable donations, and tuition and education amounts carried forward from the previous year). To make this request, fill out Form T1213, Request to Reduce Tax Deductions at Source, to get a letter of authority from your tax services office. Give the letter of authority to your employer or payer. You do not need a letter of authority if your employer deducts RRSP contributions from your salary.

Personal information is collected under the Income Tax Act to administer tax, benefits, and related programs. It may also be used for any purpose related to the administration or enforcement of the Act such as audit, compliance and the payment of debts owed to the Crown. It may be shared or verified with other federal, provincial/territorial government institutions to the extent authorized by law. Failure to provide this information may result in interest payable, penalties or other actions. Under the Privacy Act, individuals have the right to access their personal information and request correction if there are errors or omissions. Refer to Info Source at canada.ca/arc-info-source, Personal Information Bank CRA PPU 120.

Certification

I certify that the information given on this form is correct and complete.

Signature _____

It is a serious offence to make a false return.

Date _____



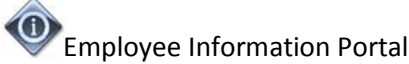
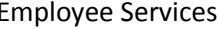
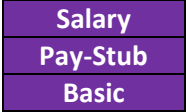
YYYY/MM/DD



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD EMPLOYEE INFORMATION PORTAL WEB ACCESS

Employee Personnel and Payroll Information

Instructions on how to access your personal employee information from your school/home computer and laptop. The configuration of Niagara Catholic's website varies on each tablet or mobile device however the icons are all the same.

1. Enter the Niagara Catholic DSB web site www.niagaracatholic.ca
 2. Go to the **right** of the screen to the drop down box 
 3. Click on and sign in with your Board User Name and Password 
 4. Go to the **left** of the screen and click on 
 5. Sign in using your Board User Name and Password
 6. Go to the left of the screen and click on 
 7. Click on **Personal** to view and you can choose from 
- ✓ You can see your own, up-to-date employee information
 - ✓ No need for a paper copy of your pay-stub
 - ✓ You can view your pay stub as soon as Payroll has completed the pay process, which usually occurs 2-4 days before your pay date. This feature would enable staff to view their pay stubs during the summer months when courier services are suspended.
 - ✓ See all of your pay-stubs for the current year.
 - ✓ If you are paid by timesheet you can now see the daily values entered for payment relating to each pay
 - ✓ Request a copy of your T4 and T4A

2018-2019 SCHOOL LIST



427 Rice Road, Welland, ON, L3C 7C1 Website: www.niagaracatholic.ca E-mail: info@ncdsb.com

Tel: 905.735.0240 Toll Free No's: 905.382.3108 / 905.562.1321 / 905.684.8565

Fax No's: Business 905.735.2940 / Consultants 905.735.1687 / Director 905.734.8828 / Student Services 905.735.9850 / Superintendents 905.735.9710

AREA	GR.	*SN	*SD	SCHOOL	ADDRESS	P/CODE	PHONE	PRINCIPAL	VICE-PRINCIPAL	SECRETARY
Fort Erie	K-8	114	614	Our Lady of Victory	300 Central Ave.	L2A 3T3	905.871.3092	Adrian (Rian) Bishop	.	Melanie Gilligan
	K-8	111	611	St. George	3800 Wellington Rd., Crystal Beach	LOS 1B0	905.894.3670	Rosanne Sandel	.	Jennifer Hemphill (Temp)
	K-8	116	616	St. Joseph	3650 Netherby Rd., Stevensville	LOS 1S0	905.382.3822	Diane Pizale	.	Chevon Cook (Temp)
	K-8	115	615	St. Philomena	1332 Phillips St.	L2A 3C2	905.871.1842	Roger Demers	.	Tracy Lanteigne
	Adult	386	.	St. John South Centre	54 Jarvis St.	L2A 2S3	905.991-8951	Robert DiPersio	Mario DiVittorio	.
Grimsby	K-8	191	691	Our Lady of Fatima	69 Olive St.	L3M 2C3	905.945.5500	Brian Palujanskas	Maria Romano	Laurie Ann Avon, Angela Psloyenis
	K-8	192	692	St. Joseph	5 Robinson St. N.	L3M 3C8	905.945.4955	Lisa Incaviglia	.	Holly Humphreys
	9-12	290	609	Blessed Trinity	145 Livingston Ave.	L3M 5J6	905.945.6706 905.945.2205 Fax	Joseph Zaroda	Frances Brockenshire Dominico Scozzafava	Suzanne Yule, Amanda Rankie, Josephena Sampson, Melissa Ciarlo, Rosemarie Schappert

Lincoln & West Lincoln	K-8	194	694	St. Edward	2807 4th Ave., Jordan	L0R 1S0	905.562.5531	Carla Bianco	.	Elizabeth Finley (Temp)
	K-8	195	695	St. John	5684 Reg. Rd. 81, Beamsville	L0R 1B0	905.945.5331	Lisa Selman	Timothy Atkinson	Melanie Luciw, Carla Bufalino
	K-8	197	697	St. Mark	4114 Mountain St., Beamsville	L0R 1B7	905.563.9191	Steven Ward	John Romano	Bonnie Manchuk, Vilma Traficante
	K-8	196	696	St. Martin	18 Streamside Drive, Smithville	L0R 2A0	905.957.3032	Christopher Zanuttini	Angela Villella	Kate Dyson-D'Onofrio
Niagara Falls	K-8	117	617	Cardinal Newman	8120 Beaverdams Rd.	L2H 1R8	905.354.9033	Blaine MacDougall	Paolo Sirianni	Kristi Berklund-Hill, Lisa Pierson
	K-8	119	619	Father Hennepin	6032 Church St.	L2G 2X1	905.354.4469	Amanda Cybala	.	Angelina Luliano
	K-8	129	629	Loretto Catholic	6855 Kalar Rd.	L2H 2T3	905.356.4175	Antonio Cardamone	Yvonne Benyo	Mary Fazzari, Kirstin Twardawsky
	K-8	120	620	Mary Ward	2999 Dorchester Rd.	L2J 2Z9	905.354.9221	Joseph Tornabuono	.	Mara Mannela
	K-8	121	621	Notre Dame	6559 Caswell St.	L2J 1C2	905.358.3861	Christopher Moscato	.	Rebecca Anderson
	K-8	118	618	Our Lady of Mount Carmel	6525 Carlton Ave.	L2G 5K4	905.354.2523	Domenic Massi	Paul Moccia	Sandra Stranges
	K-8	122	622	Sacred Heart	8450 Oliver St.	L2G 6Z2	905.295.3732	Irene Ricci	.	Darlene Plyley
	K-8	125	625	St. Gabriel Lalemant	6121 Vine St.	L2J 1L4	905.354.5422	Sheri Bassett	.	Christine Sims
	K-8	127	627	St. Mary	5719 Morrison St.	L2E 2E8	905.354.7744	Rosetta Araujo	.	Linda McQueen
	K-8	128	628	St. Patrick	4653 Victoria Ave.	L2E 4B8	905.354.6631	Gustine Marchio	.	Karen Iannantuono
	K-8	124	624	St. Vincent de Paul	3900 Kalar Rd.	L2H 0K2	905.356.7505	Jeff LaFontaine	.	Debra Farnum
	9-12	220	602	Saint Michael	8699 McLeod Rd.	L2H 0Z2	905.356.5155 905.356.6626 Fax	Glenn Gifford	Mary-Ann McKinley Antonio Soares	Mary Jo D'Amelio, Nicola Colavecchia, Teresa LeVasseur, Lily Jones (Temp)

	9-12	230	603	Saint Paul	3834 Windermere Rd.	L2J 2Y5	905.356.4313 905.356.6605 Fax	Bradley Johnstone	Brandon Alamanyk Luigi Stranges	Linda Guglielmi, Sheila Purvis, Karen Sorrell, Carla Matthews
	Adult	386	623	St. Ann Centre	5895 North St.	L2G 1J7	905.354.3531	Robert DiPersio	Mario DiVittorio	Janette Morrison, Laura Humble
NOTL	K-8	198	698	St. Michael	387 Line 3, R.R. # 2, NOTL	LOS 1J0	905.684.1051	Janice Barretto-Mendonca	.	Tracey Beattie
Pelham	K-8	131	631	St. Alexander	26 Regional Road 20 E., Fonthill	LOS 1E0	905.892.3841	Anne Marie Crocco	.	Lucy Scodellaro
	K-8	132	632	St. Ann	832 Canboro Rd., Fenwick	LOS 1C0	905.892.3942	Jennifer DeCoff	.	Angela Rubino
Port Colborne	K-8	133	633	St. John Bosco	191 Highland Ave.	L3K 3S7	905.835.1930	Mary Kay Kalaqian	.	Monique Marion
	K-8	137	637	St. Patrick	266 Rosemount Ave.	L3K 5R4	905.835.1091	Mark Venzon	.	Diana Handley
	K-8	134	634	St. Therese	530 Killy St. E.	L3K 1P5	905.835.8082	Jay Lennox	.	Maria Saxton
	9-12	210	601	Lakeshore Catholic Toll Free	150 Janet St.	L3K 2E7	905.835.2451 905.382.3846 905.835.0434 Fax	Denice Robertson	Andrew Bartley Adele Filice	Michelle Masciovecchio, Janelle Sauer, Nancy Bodis, Fiona Alford,
St. Catharines	K-8	171	671	Assumption	225 Parnell Rd.	L2M 1W3	905.935.5281	Wendy Brant	.	Luisella Baiocco
	K-8	172	672	Canadian Martyrs	502 Scott St.	L2M 3X2	905.934.9972	Alan Creelman	Julie Mangiacasale	Cheryl LaFlamme, Andrea Towne
	K-8	184	684	Mother Teresa	125 First Street Louth	L2R 6P9	905.682.6862	Margaret Marion	.	Gillian Olsson
	K-8	174	674	Our Lady of Fatima	439 Vine St.	L2M 3S6	905.935.4343	Branka Jones	.	Rita Colling (Temp)
	K-8	175	675	St. Alfred	280 Vine St.	L2M 4T3	905.934.9922	Emma Fera-Massi	Christopher Spagnol	Shelley Berardelli, Mary Rotella
	K-8	176	676	St. Ann	218 Main St.	L2N 4W1	905.934.1755	Scott Root	.	Yvonne Donker
	K-8	177	677	St. Anthony	81 Rykert St.	L2S 1Z2	905.685.8859	Loredana Spadafora	Melissa Turcotte	Kimberly Inksater, Liana Dellaire-Pavelich
	K-8	178	678	St. Christopher	33 Woodrow Ave.	L2P 2A1	905.684.3963	Greg Morawek	.	Adrienne Wilson
	K-8	179	679	St. Denis	175 Carlton St.	L2R 1S1	905.682.4156	Kevin Lamb	.	Diane Korsmit
	K-8	180	680	St. James	615 Geneva St.	L2N 2J3	905.934.3112	Jackie Watson	.	Kathleen Keivins
	K-8	181	681	St. Nicholas	149 Church St.	L2R 3E2	905.685.7764	Theo Dagenais	.	Kim Winstanley
	K-8	182	682	St. Peter	7 Aberdeen Circle	L2T 2B7	905.984.3040	Victoria Wegelin	.	Melissa Vanatte (Temp)
	K-8	183	683	St. Theresa	58 Seymour Ave.	L2P 1A7	905.682.0244	Deborah Merchnik	.	Kristine Read
	9-12	260	606	Denis Morris	40 Glen Morris Dr.	L2T 2M9	905.684.8731 905.684.4050 Fax	Danny Di Lorenzo	Sam Gualtieri Colleen Quinn-Boyer	Susan Conway, Christine Dionne-Taylor, Virginia Mattiazzo, Rhonda Pavan,
	9-12	270	607	Holy Cross	460 Linwell Rd.	L2M 2P9	905.937.6446 905.937.0630 Fax	Andrew Boon	John Belcastro	Joanne Vinc, Rita Mason, Carol Boccia, Kandy Vahrmever
	9-12	280	608	Saint Francis	541 Lake St.	L2N 4H7	905.646.2002 905.646.1452 Fax	James Whittard	Antonio Della Ventura	Sharlene Hendriks, Ida Cuvillo, Carmella D'Intino, Krys Bemke
	Adult	382	688	St. John Centre	145 Niagara St.	L2R 4L7	905.682.3360 905.682.1219	Robert DiPersio.	Mario DiVittorio.	Barb Swift, Jennifer Orlando, Rita Covre
	Thorold	4-8	139	604	Monsignor Clancy	41 Collier Rd. S.	L2V 3S9	905.227.4910	Dan Trainor	.	Catherine Lalonde
K-3		141	641	St. Charles	25 Whyte St.	L2V 2T4	905.227.3522	Susy Walsh	.	Rachel Roberto
Wainfleet	K-8	142	642	St. Elizabeth	31950 Sugarloaf Street	LOS 1V0	905.899.3041	Kimberly Kuchar	.	Josephine Citrigno
Welland	K-8	143	643	Alexander Kuska	333 Rice Rd.	L3C 2V9	905.735.4471	Carlo Archittu	.	Cathv Giovenazzo
	K-8	144	644	Holy Name	290 Fitch St.	L3C 4W5	905.732.4992	Terry Antoniou	Dwane Smolders	Lisa Humphries, Louanne Penny
	K-8	145	645	St. Andrew	16 St. Andrews Ave.	L3B 1E1	905.732.5663	Christopher Kerho	.	Maria Venzon
	K-8	146	646	St. Augustine	300 Santone Ave.	L3C 2J8	905.734.4659	Jeff Moccia	.	Kristine Infantino
	K-8	148	648	St. Kevin	182 Aqueduct St.	L3C 1C4	905.734.7709	Maria Solomon	.	Shirley Nero
	K-8	149	649	St. Mary	120 Plymouth Rd.	L3B 3C7	905.734.7326	Joseph Romeo (Acting)	.	Sue Napper
	9-12	250	605	Notre Dame	64 Smith St.	L3C 4H4	905.788.3060 905.788.2375 Fax	Kenneth Griepsma	Kelly Majka Kevin Timmins	Lorrie Fordy, Sabina Zuba, Karen Wallace, Patricia Ruessen, Marilyn McKenna,
	.	.	.	.	.	.	.	.	.	Josie Rocca
	Adult	384	663	Father Fogarty Centre	269 Thorold Rd.	L3C 3W1	905.734.4495	Robert DiPersio	Mario DiVittorio	.
.	433	.	Pope Francis Centre	8 Merritt Island, Welland	.	905.735.8668	Robert DiPersio	Mario DiVittorio	Babs Schenck	
.	552	.	Our Lady of Grace Spiritual Ctr	243 Gorham Rd. Ridgeway	LOS 1N0	905.894.8910	.	.	.	
.	425	.	Saint Kateri Tekakwitha Centre	3054 Orchard Hill Road, Thorold	LOS 1E6	905.892.9111	.	.	.	
.	.	.	Niagara Launch Centre	800 Niagara St., N.S. Rollup, Welland	L3C 5Z4	289.449.1003	.	.	.	
.	354	.	EarlyON Child & Family Centre	2999 Dorchester Rd., Niagara Falls	L2J 2Z9	905.357.2398	Donna Dalglish, Co-ordinator	.	Louise Morinello, Enza Cimato	
.	.	.	On-Line Learning Virtual Centre	.	.	1.866.727.8401	.	.	Anastasia Martin (Temp)	

*SD (Speed Dial) only for calls originating at CEC

*SN (School Number)



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

2018-2019 School Year Calendar & Meeting Dates

SEPTEMBER 2018							OCTOBER 2018							NOVEMBER 2018							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
						1		1	2	3 SEAC	4	5	6					1 NCPIC	2	3	
2	3	4	5 SEAC	6 NCPIC	7	8	7	8	9 SAL CW	10	11	12	13	4	5	6	7 SEAC	8	9	10	
9	10	11 SAL CW	12	13	14	15	14	15	16	17	18	19	20	11	12	13 SAL CW	14	15	16	17	
16	17	18	19	20	21	22	21	22	23 PC BD	24	25	26	27	18	19	20	21	22	23 AC	24	
23 30	24	25 PC BD	26	27	28 AC	29	28	29	30	31				25	26	27 PC BD	28	29	30		
DECEMBER 2018							JANUARY 2019							FEBRUARY 2019							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
						1			1	2	3	4	5							1	2
2	3	4 INAUG BD CW	5 SEAC	6	7	8	6	7	8	9 SEAC	10 NCPIC	11	12	3	4	5	6 SEAC	7	8	9	
9	10	11 SAL	12	13	14	15	13	14	15 SAL CW	16	17	18	19	10	11	12 SAL CW	13	14	15	16	
16	17	18 BD	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
23 30	24 31	25	26	27	28	29	27	28	29 PC BD	30	31			24	25	26 PC BD	27	28			
Christmas																					
MARCH 2019							APRIL 2019							MAY 2019							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
						1	2		1	2	3 SEAC	4	5	6				1 SEAC	2 NCPIC	3	4
3	4	5	6	7	8	9	7	8	9 SAL CW	10	11	12	13	5	6	7	8	9	10	11	
10	11	12	13	14	15	16	14	15	16	17	18 Holy Thursday	19 Good Friday	20 Holy Saturday	12	13	14 SAL CW	15	16	17	18	
17	18	19	20	21	22	23	HOLY WEEK							19	20	21	22	23	24	25	
24 31	25	26 PC BD	27	28	29	30	21	22 Easter Monday	23 PC BD	24	25	26	27	26	27	28 PC BD	29	30	31		
Easter							28	29	30												
JUNE 2019							JULY 2019							AUGUST 2019							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
						1		1	2	3	4	5	6					1	2	3	
2	3	4	5 SEAC	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
9	10	11 SAL CW	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
16	17	18 BD	19	20	21 AC	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
23 30	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	

REGULAR SCHEDULE OF MEETINGS

- Committee of the Whole Meetings
- Supervised Alternative Learning Meetings
- Board Meetings
- Inaugural Meeting of the Board
- Special Education Advisory Committee Meetings
- Policy Committee Meetings
- Niagara Catholic Parent Involvement Committee Meetings
- Audit Committee Meetings

- 7:00 p.m. 2nd Tuesday of each month
- 2:00 p.m. 2nd Tuesday of each month
- 7:00 p.m. 4th Tuesday of each month
- 6:00 p.m. 1st Tuesday of December
- 7:00 p.m. 1st Wednesday of each month
- 4:30 p.m. 4th Tuesday of each month
- 7:00 p.m. 1st Thursday every other month
- 10:00 a.m.

<p>CW SAL BD INAUG SEAC PC NCPIC AC</p>	<p> Elementary P.A. Day</p> <p> Secondary P.A. Day</p> <p> Elementary & Secondary P.A. Day</p>	<p> Statutory & Other Holiday</p> <p> School Holiday</p> <p> Secondary Exams</p>	<p> Board Office Shutdown</p>
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Employment Standards in Ontario

The *Employment Standards Act, 2000* (ESA) protects employees and sets minimum standards for most workplaces in Ontario.

Employers are prohibited from penalizing employees in any way for exercising their ESA rights.

**FAIR AT
WORK
ONTARIO**

What you need to know

Minimum wage

Most employees are entitled to be paid at least the minimum wage. For current rates visit: [Ontario.ca/minimumwage](https://www.ontario.ca/minimumwage).

Hours of work and overtime

There are daily and weekly limits on hours of work, and rules around meal breaks, rest periods and overtime.

Public holidays

Ontario has a number of public holidays each year. Most employees are entitled to take these days off work and be paid public holiday pay.

Learn more about your rights at:

[Ontario.ca/employmentstandards](https://www.ontario.ca/employmentstandards)
1-800-531-5551 or TTY 1-866-567-8893

 @ONlabour  @OntarioMinistryofLabour

Vacation time and pay

Most employees earn vacation time after every 12 months of work. There are rules around the amount of vacation pay an employee earns.

Termination notice and pay

In most cases, employers must give advance written notice when terminating employment and/or termination pay instead of notice.

Leaves of absence

There are a number of job-protected leaves of absence in Ontario. Examples include pregnancy, parental, family caregiver, personal emergency leave (paid and unpaid) and sexual and/or domestic violence leave (paid and unpaid).

Other employment rights, exemptions and special rules

There are other rights, exemptions and special rules not listed on this poster including rights to severance pay and special rules for assignment employees of temporary help agencies.



Subscribe to stay up-to-date on the latest news that can affect you and your workplace:
[Ontario.ca/labournews](https://www.ontario.ca/labournews)

IMPORTANT NOTICE

**Help Keep the Air we share
Healthy and Fragrance Free**

For the Health and consideration of all co-workers and/or students, please try to refrain from using perfume/cologne and other scented products.





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

I, _____, upon an offer of employment
Name of Applicant (print)

with the Niagara Catholic District School Board, agree to a Police
Vulnerable Sector Check and agree that:

Upon receipt of a Police Vulnerable Sector Check, will use this
information exclusively for the purpose of determining an applicant's
suitability for employment and will not disseminate this information to any
other person or agency.

A Police Vulnerable Sector Check with a conviction for which a pardon
had not been granted, may not necessarily disqualify an applicant from
an offer of employment but it may require further investigation and
determination.

<http://www.policeresolutions.ca/checks/services/niagara/>

The Niagara Catholic School Board reserves the right to offer an
applicant employment, on an interim basis, subject to approval of a
Police Vulnerable Sector Check.

Applicant's Signature

Date

Superintendent of Human Resources/Designate

Date

Information for Police Vulnerable Sector Check.

Please find attached the new application form for the Police Vulnerable Sector Check.

Please be aware that effective January 2, 2018 the fees have increased as per below:

Paid Employees – from \$45.00 to \$50.00

Volunteers – from \$15.00 to \$20.00

NRP also offers on-line applications however be aware there is an additional \$9.95 processing fee when applying on line.

Note:

*average processing time right now is 2 weeks or less for paid employees and 30 days for volunteer applications unless there is a criminal record

*provided there is no criminal record, the police checks can be done while you wait at the Niagara Falls location at 5700 Valley Way, they are open Monday – Friday 8:00 a.m. – 6:00 p.m.

*2 pieces of Identification are required at the time of application

*completed police checks will be mailed to the applicant unless otherwise stated

Additional processing and pick up information may be accessed through this link:

<https://www.niagarapolice.ca/en/whatwedo/processingtimeandpickup.asp>

Locations:

1 District - St. Catharines - Records Reception

68 Church St.

8 a.m. to 4 p.m. Monday to Friday (closed statutory holidays)

2 District - Niagara Falls

5700 Valley Way Niagara Falls

8:00 to 7:30 pm

3 District - Welland

5 Lincoln Ave.

Open 24 hours

5 District - Fort Erie

650 Gilmore Rd.

8 a.m. to 4 p.m. Monday to Friday

6 District - Port Colborne

501 Fielden Ave.

8 a.m. to 4 p.m. Monday to Friday

8 District - Grimsby

45 Clark St.

8 a.m. to 4 p.m. Monday to Friday



NIAGARA REGIONAL POLICE SERVICE POLICE RECORD CHECK APPLICATION FORM

Last Name:		First Name:		Middle Name:	
Maiden Name or other Surnames used:			Date of Birth (YYYY-MM-DD):		Gender:
Number and Street Name:			Apt/Unit #		City:
Province:		Postal Code:			Place of Birth:
E-Mail Address:			Phone Number:		
Address History: (indicate all addresses in the past five (5) years)					
Number and Street Name:		City		Province	
Postal Code					
<input type="checkbox"/> Volunteer		Self Declaration (Do you have a Criminal Record?)			
<input checked="" type="checkbox"/> Employment		<input type="checkbox"/> Yes		<input type="checkbox"/> No	
<input type="checkbox"/> Other (Specify):		If indicated yes above, please complete the Declaration of Criminal Record form			
<input type="checkbox"/> Mail <input type="checkbox"/> Pickup					
<input type="checkbox"/> Police Criminal Record Check A Police Criminal Record Check is NOT intended for applicants seeking to work or volunteer directly with vulnerable persons. The search will include: <ul style="list-style-type: none"> - Criminal convictions, from CPIC and/or local databases - Summary convictions (previous 5 years) when identified - Findings of guilt under the <u>Youth Criminal Justice Act</u> within the applicable disclosure period 					
<input type="checkbox"/> Extra Copies required # _____					
<input type="checkbox"/> Police Criminal Record and Judicial Matters Check A Police Criminal Record and Judicial Matters Check is NOT intended for applicants seeking to work or volunteer directly with vulnerable persons. The search will include: <ul style="list-style-type: none"> - Criminal convictions from CPIC and/or local databases. - Summary convictions (previous 5 years) when identified - Outstanding entries, such as charges and warrants, judicial orders, peace bonds, probation and prohibition orders - Findings of guilt under the <u>Youth Criminal Justice Act</u> within the applicable disclosure period. - Absolute and Conditional Discharges (for 1 or 3 years respectively) - Dispositions of not criminally responsible by reason of mental disorder 					
<input type="checkbox"/> Extra Copies required # _____					
<input checked="" type="checkbox"/> Police Vulnerable Sector Check A Police Vulnerable Sector Check is intended for applicants who will be in a position of trust or authority over children or vulnerable persons <u>in Canada only</u> . (This means more than having contact with children or vulnerable persons.) This search will include: <ul style="list-style-type: none"> - Criminal convictions from CPIC and/or local databases - Summary convictions (previous 5 years) when identified - Outstanding entries, such as charges and warrants, judicial orders, peace bonds, probation and prohibition orders - Findings of guilt under the <u>Youth Criminal Justice Act</u> within the applicable disclosure period. - Absolute and Conditional Discharges (for 1 or 3 years respectively) - Dispositions of not criminally responsible by reason of mental disorder - Where it meets the exceptional disclosure assessment, non-conviction dispositions including, but not limited to, withdrawn and dismissed charges. - Record suspensions (formerly known as pardons) as authorized for release by the Minister of Public Safety 					
NOTE: Extra copies cannot be obtained for Police Vulnerable Sector Checks					

I am an applicant for a paid or volunteer position with a person or organization responsible for the wellbeing of children or vulnerable persons, and I will be in a position of trust or authority with children or vulnerable persons.

Description of the paid or volunteer position: PAID EMPLOYEE	Name of the person or organization: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
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Details regarding the responsibilities towards the children or vulnerable sector:
WORKING WITH STAFF AND/OR STUDENTS

I hereby consent to a search being made in the automated criminal records retrieval system maintained by the Royal Canadian Mounted Police to find out if I have been convicted of, and been granted a record suspension (formerly known as a pardon) for any of the sexual offences that are listed in the schedule of the Criminal Records Act. I understand, as a result of giving this consent, if I am suspected of being the person named in a criminal record for one of the sexual offences listed in the schedule of the Criminal Records Act in respect of which a record suspension (formerly known as a pardon) was granted or issued, I will be requested to provide fingerprints to confirm that record and that record may be provided by the Commissioner of the Royal Canadian Mounted Police to the Solicitor General of Canada, who may then disclose all or part of the information contained in that record to a police service or other authorized body. That police service or authorized body will then disclose that information to me. If I further consent in writing to disclosure of that information to the person or organization referred to above that requested the verification, that information will be disclosed to that person or organization.

Applicants Signature: _____

1. I hereby release and discharge the Niagara Regional Police Service and all members and employees of the said Service from any and all actions, claims and demands for damages, loss or injury howsoever arising which may hereafter be sustained by myself as a result of the disclosure of information by the Niagara Regional Police Service. I hereby authorize the Niagara Regional Police Service to inquire into and disclose the results of any police records check and to conduct a local police contact search with any police service in Canada.
2. I certify that the information provided by me in this application is true and correct to the best of my knowledge and belief. I have read this consent, understand it and agree to it in its entirety.

Applicant's Name (Please Print): _____

Applicant's Signature: _____

Identification Shown

<input type="checkbox"/>	Valid Driver's Licence	<input type="checkbox"/>	Health Card (with photo)
<input type="checkbox"/>	Citizenship Documents	<input type="checkbox"/>	Student Card (with photo)
<input type="checkbox"/>	Birth Certificate	<input type="checkbox"/>	Valid Passport
<input type="checkbox"/>	Immigration Documents / Permanent Residence Card	<input type="checkbox"/>	Native Status Card
<input type="checkbox"/>	Marriage Certificate	<input type="checkbox"/>	Employment ID (with photo)
<input type="checkbox"/>	Ontario Photo Card	<input type="checkbox"/>	Vehicle Insurance / Ownership
<input type="checkbox"/>	Possession and Acquisition Licence	<input type="checkbox"/>	Other (specify):

Clerk ID	Date Received	Receipt #
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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: May 23, 2017

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: May 23, 2017

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.

Signature: _____ Date: _____

- * Occupational Health & Safety Policy is reviewed annually and posted at all Niagara Catholic District School Board facilities.



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: May 23, 2017

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: May 23, 2017

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 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.

Signature: _____ Date: _____

- * Employee Workplace Harassment Policy is reviewed annually and posted at all Niagara Catholic District School Board facilities.



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: May 23, 2017

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: May 23, 2017

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 Employee Workplace Violence Incident Report 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.

Signature: _____ Date: _____

- * Employee Workplace Violence Policy is reviewed annually and posted at all Niagara Catholic District School Board facilities.



Niagara Catholic District School Board
**ELECTRONIC COMMUNICATIONS
SYSTEMS POLICY (EMPLOYEES)**

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.12

Adopted Date: January 31, 2006

Latest Reviewed/Revised Date: June 12, 2012

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the use of electronic communications to share information and knowledge in support of the Board's mission is encouraged. Towards this end, the Board provides its employees with access to the Board's electronic communication system.

For this Policy the term "Electronic communications systems" refers to any electronic means used to send and receive information, including graphic images and photographs. They include, but are not limited to, Internet, Intranet, Electronic Mail, Fax, Telephone, Pagers, Personal Electronic Devices (PEDs), TV, DVD, CD and Radio.

The system is also meant to increase communication, enhance productivity and assist the Board in sharing information internally, as well as externally with the local community, including parents, social service agencies, government agencies and businesses.

Information technologies such as computers, personal electronic devices, software, e-mail, network, Internet and the Intranet are to be used as productivity enhancement tools by Board staff in support of Board-related activities. Electronic communications systems and all data and messages generated on, or handled by Board equipment are considered to be the property of the Board and are not the property of users of the information technology.

Employees are accountable for the appropriate use of the Board's communications system in an ethical and appropriate educational manner, which must be in compliance with all relevant federal and provincial legislation the Education Statutes and Regulations of Ontario; Ontario Charter of Rights and Freedom; Ontario Code of Conduct; Ontario Human Rights Code and the Municipal Freedom of Information and Protection of Privacy Act and all relevant, policies of the Niagara Catholic District School Board.

There is no expectation of privacy when communicating using any of the Board's electronic communication systems.

Those who use the Board's electronic communication services are expected to do so responsibly. Access to the Board's electronic communication services is a privilege that may be wholly or partially restricted by the Board at any time.

Any breaches of this policy may lead to discipline up to and including dismissal.

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

References

- [Canadian Charter of Rights and Freedoms](#)
- [Education Statutes and Regulations of Ontario](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Code of Conduct](#)
- [Ontario College of Teachers](#)
- [The Ontario Human Rights Code](#)
- [Niagara Catholic District School Board Policies/Procedures](#)
 - [Records and Information Management Policy \(600.2\)](#)



Niagara Catholic District School Board
**ELECTRONIC COMMUNICATIONS
SYSTEMS POLICY (EMPLOYEES)**

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.12

Adopted Date: January 31, 2006

Latest Reviewed/Revised Date: June 12, 2012

ETIQUETTE

The use of the Board's electronic communications systems must reflect the highest standard of courtesy and professional conduct and should be used only if there is a valid work-related reason.

CLASSROOM PHONES AND CELL PHONES

School staff is expected to focus their full attention on the instruction of students within a classroom and school setting. Notwithstanding emergency situations, school staff is not to place or accept personal calls by classroom phones or cell phones during instructional classroom time, planning and preparation time and while on supervision.

For the purpose of this policy Personal Electronic devices are defined as a piece of electronic equipment such as a laptop computer, tablet or a mobile phone.

PRIVACY

- All Electronic communications are property of the board.
- Electronic communications is neither private nor secure.
- Users should be aware that all electronic records are Board documents that may be subject to disclosure under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The confidentiality of employee, student, and other personal data must always be maintained.
- There are occasions when it may be necessary to access an employee's e-mail messages.
- In the process of operating and maintaining the e-mail system, privacy cannot be guaranteed.
- There may be occasions when records of telephone calls will be reviewed to ensure appropriate use.

LEGISLATION

Internet and computer use are subject to applicable legislation and Board policies, including the Human Rights Code and the Municipal Freedom of Information and Protection of Privacy Act.

As with other written resources, there is an obligation to consider copyright and material use limitations where documents or pictures are downloaded from the Internet.

PERMITTED USE OF THE BOARD'S ELECTRONIC COMMUNICATION SYSTEMS

All electronic communications systems provided by the Board are the property of the Board. The electronic systems including hardware and software are the Board's property.

While the use of the Board's electronic communications systems is intended for legitimate Board-related purposes only, the Board recognizes that there may be times when occasional non-work related use is acceptable. Such usage must be minimal, be in compliance with this policy, not interfere with an employee's work responsibilities, not adversely affect performance or productivity, and not be for personal gain. As with all use of the Board's electronic communications systems, there is no expectation of privacy.

INAPPROPRIATE/UNACCEPTABLE USE OF THE BOARD'S ELECTRONIC COMMUNICATION SYSTEMS

Inappropriate use of the Board's electronic communications systems and computer network systems can be removed at any time by the Board.

The following list of inappropriate uses of the Board's electronic communications systems is not exhaustive and is only used as a guide for governing conduct in general. Examples of inappropriate use include, but are not limited to the following items:

- Users of the internet may occasionally encounter material that is controversial and which other users, parents or staff might consider inappropriate or offensive. It is the responsibility of the individual user not to intentionally access such material.
- The installation of any software that is not authorized by the Board and for which the Board does not have the appropriate license is strictly prohibited.
- Modification (upgrading or removing) of hardware and peripherals by non-computer support staff is prohibited, except by computer technicians, managers or other individuals as designated by a member of Senior Administrative Council. Any damages and / or labor charges resulting from unauthorized modifications will be the responsibility of the individual involved.
- Movement of hardware and peripherals (from its assigned location in the school) is prohibited, except by computer technicians, managers or other individuals as designated by a member of Senior Administrative Council. Principals may authorize an individual to borrow a laptop, LCD projector or other devices on a temporary basis. All permanent relocations are the responsibility of the Board computer technicians, managers or other individuals as designated by a member of Senior Administrative Council.
- Non-Board owned hardware and peripherals (excluding external memory cards) may not be connected to the Internet at any Board site, without the express permission of the Computer Services /Information Services Managers or Family of Schools Superintendents.

Board electronic communication systems shall not be used for, and not limited to:

- Sending messages of a fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate (including graphics) nature is prohibited. Users encountering or receiving these kinds of materials should immediately report the incident to their supervisor. The supervisor, in turn shall report the incident to the appropriate Superintendent.
- Initiating or forwarding chain mail.
- Viewing websites containing pornographic material.
- Computer hacking.
- Disseminating or storing commercial or personal advertisements, solicitations, personal promotions, political lobbying, destructive programs (i.e. viruses) or uses of this nature.
- Sending e-mail or other electronic communications which hide the identity of the sender or represents the sender as someone else.
- Encouraging the use of controlled substances or the use of the system for the purpose of inciting crime.
- Excessive personal use.
- Making or distributing inappropriate statements about other employees, unions, departments and/or the Board (defamation and insubordination).
- Negligent misrepresentations on behalf of the Board.

- Borrowing, copying or reusing other's information without their consent and/or knowledge.
- Any activity that constitutes a violation of the Criminal Code (e.g. child pornography, hate crimes, etc.), and/or other laws.
- The dissemination of personal information contrary to the Municipal Freedom of Information and Protection of Privacy Act.
- The dissemination of proprietary information.
- Accessing contact information or confidential information for improper purposes.

MONITORING/CONSEQUENCES AND BOARD RIGHTS

While a reasonable, small, and infrequent amount of time may be spent on personal matters, the Board may monitor employees to ensure compliance with this policy. As part of regular, day-to-day business operations, the Board does not monitor internal mail and communications, however, mail and communication may be monitored should a specific need arise. In addition, telephone logs may be checked occasionally.

Any request to carry out a forensic audit must have the approval of the Director of Education prior to such an audit being carried out.

The Board has the right to limit individual or organizational use of its electronic communication systems at any time, without notice and without providing any explanation except that it is in the interests of the integrity of the system.

Any breaches of this policy may lead to discipline up to and including dismissal. The general principles regarding workplace discipline will be applied. These principles include consideration of the seriousness of the behavior, the use of progressive discipline and consideration of mitigating factors.

Disciplinary measures will be enforced consistently for all employees who violate this policy.

MESSAGE MANAGEMENT

Messages that are directed to all staff including but not limited to all Elementary Principals, all Secondary Principals and all Secretaries are sent through the Director of Education, or a member of Senior Administration Council. System emails with the exception of emergencies will be sent daily after 1:30 pm. The Office of the Director/Secretary-Treasurer (through the Board Services & Communications Department) shall receive and distribute all invitations to events, messages and general business related communication directed to the Board.

Users must carefully consider the audience for the message and target the message in order to reduce the volume of unwanted e-mail. Messages are not private. Paragraphs and messages must be short and to the point so that they can be located quickly. An appropriate subject title should be included in all messages so that they are easily identifiable. Replying that a message is received should be limited to reduce volume of email traffic. Users should check e-mail frequently and delete messages promptly (including from the Sent and Delete Boxes).

E-mail messages are stored on the e-mail server and messages older than two years will be deleted in the month of August each year. In accordance with the Records and Information Management Policy, messages will be archived for a seven year period.

Signature: _____ Date: _____



Bi-Weekly Pay Period Schedule for 2018-19

OECTA-OC & OECTA-LT - Occasional and Long-Term Teachers

OECTA-OC PAY#		OECTA-LT PAY #		PAY DATE (Fridays)	PAY PERIOD COVERS		TEACHING DAYS
					FROM	TO	
2018	19	2018	1	September 21, 2018	August 26, 2018	September 8, 2018	4
2018	20	2018	2	October 5, 2018	September 9, 2018	September 22, 2018	10
2018	21	2018	3	October 19, 2018	September 23, 2018	October 6, 2018	10
2018	22	2018	4	November 2, 2018	October 7, 2018	October 20, 2018	9
2018	23	2018	5	November 16, 2018	October 21, 2018	November 3, 2018	10
2018	24	2018	6	November 30, 2018	November 4, 2018	November 17, 2018	10
2018	25	2018	7	December 14, 2018	November 18, 2018	December 1, 2018	10
2018	26	2018	8	December 28, 2018	December 2, 2018	December 15, 2018	10
2019	1	2018	9	January 11, 2019	December 16, 2018	December 29, 2018	5
2019	2	2018	10	January 25, 2019	December 30, 2018	January 12, 2019	5
2019	3	2018	11	February 8, 2019	January 13, 2019	January 26, 2019	10
2019	4	2018	12	February 22, 2019	January 27, 2019	February 9, 2019	10
2019	5	2018	13	March 8, 2019	February 10, 2019	February 23, 2019	9
2019	6	2018	14	March 22, 2019	February 24, 2019	March 9, 2019	10
2019	7	2018	15	April 5, 2019	March 10, 2019	March 23, 2019	5
2019	8	2018	16	April 19, 2019	March 24, 2019	April 6, 2019	10
2019	9	2018	17	May 3, 2019	April 7, 2019	April 20, 2019	9
2019	10	2018	18	May 17, 2019	April 21, 2019	May 4, 2019	9
2019	11	2018	19	May 31, 2019	May 5, 2019	May 18, 2019	10
2019	12	2018	20	June 14, 2019	May 19, 2019	June 1, 2019	9
2019	13	2018	21	June 28, 2019	June 2, 2019	June 15, 2019	10
2019	14	2018	22	July 12, 2019	June 16, 2019	June 29, 2019	10
2019	15	2018	23	July 26, 2019	June 30, 2019	July 13, 2019	0
2019	16	2018	24	August 9, 2019	July 14, 2019	July 27, 2019	0
2019	17	2018	25	August 23, 2019	July 28, 2019	August 10, 2019	0
2019	18	2018	26	September 6, 2019	August 11, 2019	August 24, 2019	0



Pension Information

ONTARIO TEACHERS' PENSION PLAN

www.otpp.com

According to the rules of the Ontario Teachers' Pension Plan, enrolment in the plan is **MANDATORY** and contributions are required if:

You have Certificate of Qualification or current Letter of Permission and work in any capacity for a school board in Ontario. **IT DOES NOT MATTER IF YOU ARE WORKING AS A TEACHER OR NOT.**

OMERS PENSION PLAN

You need to meet the qualifications below for enrollment in the OMERS pension plan.

The two conditions are, in each of the two previous calendar years:

- You worked at least 700 hours; or
- You earned at least 35% of the CPP earnings ceiling including overtime and vacation pay

Can I use my previous employment with another OMERS employer?

The conditions can be met through employment with one or more OMERS participating employers. If you worked for another participating OMERS employer, your previous employment period may help you to become eligible to enroll in OMERS sooner. You may be eligible to enroll immediately. Over 900 Ontario municipal employers participate in OMERS. If you are uncertain if your former employer is an OMERS participating employer, please contact OMERS at:

Web Address: www.omers.com

Phone: 1-800-387-0813 or 416-369-2444

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

BI-WEEKLY TIME SHEET - EMERGENCY INSTRUCTORS

**BOARD USE
ONLY**

This information is being collected under the Authority of The Education Act, and will be used for the purposes of determining pay. Questions about this collection should be directed to the Manager of Payroll Services, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240

<p>INSTRUCTIONS ON REVERSE SIDE</p> <p>APPLICABLE TO: <i>Emergency Instructors</i></p> <p>SUBMIT TO: Payroll</p>	<p>FIRST NAME</p> <hr/> <p>PAY NO.</p>	<p>LAST NAME</p> <hr/> <p>EMPLOYEE I.D.</p>
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DAY	DATE	AM	PM	SCHOOL NAME	SCHOOL NUMBER	NAME OF TEACHER ABSENT	JOB NO. <small>(To be completed by principal)</small>	APPROVAL
								EACH DAY OF INSTRUCTOR WORK TO BE APPROVED BY PRINCIPAL OR ACTING PRINCIPAL
MON								
TUES								
WED								
THURS								
FRI								
MON								
TUES								
WED								
THURS								
FRI								

TOTAL DAYS

FOR PAYROLL USE ONLY

LEVEL _____ EXP. _____

_____ DAYS X RATE \$ _____ = \$ _____

_____ DAYS X RATE \$ _____ = \$ _____

_____ DAYS X RATE \$ _____ = \$ _____

=====

<p style="text-align: center; border: 1px solid black; margin-bottom: 5px;">CERTIFICATION</p> <p>This is to certify that the above record of <i>instructing</i> by this <i>emergency instructor</i>, is complete and correct.</p>	<p style="text-align: center; border: 1px solid black; margin-bottom: 5px;">PROCESSED BY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">BATCH#</td> <td style="width: 50%; text-align: center;">POSTED BY</td> </tr> </table>	BATCH#	POSTED BY
BATCH#	POSTED BY		
INSTRUCTOR SIGNATURE	DATE	PAYROLL EMPLOYEE	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

TITLE: INTERNATIONAL EDUCATION IN REVIEW

The International Education in Review report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education
Fred Wilson, Supervisor of International Education

Presented by: Ted Farrell, Superintendent of Education
Fred Wilson, Supervisor of International Education

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

Date: January 15, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JANUARY 15, 2019

INTERNATIONAL EDUCATION IN REVIEW

BACKGROUND INFORMATION

The Niagara Catholic District School Board has been a key player and a recognized Ontario leader in international education initiatives since 2001, when the very first short-term group of students arrived from Valencia, Venezuela, for a much anticipated Niagara Catholic school experience. Niagara Catholic is a member of CAPSI (Canadian Association of Public and Catholic Schools International) at the national level, and Fred Wilson, Supervisor of International Education has served as Chair of the International Education Committee at CESBA (Continuing Education School Board Administrators), and currently is Vice-President at OASDI (Ontario Association of School Districts International), Niagara Catholic staff take on an active role among forty-four Ontario School Boards actively engaged in International Education today.

RATIONALE FOR AN INTERNATIONAL PROGRAM

It was clear, following the 2001 experiment that the presence of international students in our schools would bring immeasurable benefits to our own learning community as it would contribute to the promotion of global competencies in our elementary and secondary students, as well as our Niagara Catholic staff. This assertion would later be espoused by **Ontario's Ministry of Education K-12 International Education Strategy**, launched in 2015, which encourages school boards to expose Ontario students in all grade levels to different cultures and languages within the safety of their own classrooms (see www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf). Having been a part of the Ministry's advisory panel leading towards the provincial International Education Strategy, Niagara Catholic staff continues to be engaged in the field and is invested in acquiring and sharing expertise with the goal of creating programs, conditions and opportunities that will enrich the lives of our students and staff. An international education program:

- Creates a sense of “global citizenship” within our students through exposure to other cultures
- Promotes internationalization of our classrooms
- Enhances intercultural understanding, cross-cultural communication and appreciation of diverse cultures
- Develops awareness of international perspectives at a young age, leading to greater success as adults
- Creates valuable Niagara Catholic alumni networks for potential opportunities in the future for our local students entering business, international affairs and other areas of study and work
- Allows our local students and staff to participate in experiential learning locally and internationally
- Offsets declining enrolment
- Generates economic benefits to the school board and community

PROGRAMS AND SERVICES

Since the maiden Venezuelan group in 2001, Niagara Catholic schools have welcomed close to five thousand (5,000) short-term Integration Program students from **Colombia, Peru, Panama, Mexico, Spain, France, Italy, China, Thailand and South Korea**, thus enriching our environments with great cultural diversity and respectful understanding of diverse viewpoints during daily learning processes. These self-sustaining programs have also generated gross revenues of approximately eleven million dollars (\$11M) over the years, of which approximately 35% in surplus (net revenues) have supported other local programs and areas within the system. While attending our schools, international students are hosted by carefully selected local families in the various communities and are cared for by our homestay service provider organization selected through careful tender processes.

In addition to the short-term **Integration Program**, Niagara Catholic has also seen a gradual, but steady annual increase in enrolment levels of academic international students (**Visa Student Program**) in both elementary and secondary. In order to seek responsible growth, our International Program Administrator is actively engaged in international student recruitment efforts, both by nurturing relationships with local international student agencies and by meeting and presenting directly to potential partners abroad resulting in various international partnership agreements with like-minded agencies and Catholic schools. Such efforts have proven positive with enrolment levels rising from seventy-two (72) visa students in 2012 to the present two hundred and sixty five (265) students attending Niagara Catholic schools this current school year (slightly over 1% of our student body).

The great majority of our visa students are “fee-payers” as they are not eligible to access Ontario Ministry Grants while on Study Permits. As a result, visa students have contributed approximately twelve and a half million dollars (\$12.5M) in gross revenues from tuition fees over the last fifteen years, with revenues allocated towards local programming, staffing and other operational areas which directly benefit our local Niagara Catholic students and schools. In addition to tuition fees, international students who are eligible for the education grant (GSN) also enroll in our schools through a Ministry of Education provision extended to parents attending post-secondary programs at the local College or University.

Other Programs developed and administered by Niagara Catholic’s International Education department include:

- **Dual-Diploma Program**, where students are instructed Ontario curriculum in their country in grades 10 and 11 and subsequently come to Canada to graduate from a Niagara Catholic school
- **Mutual Exchange Programs**, where an equal number of Niagara Catholic students and their foreign counterparts are paired up and spend a short time in each other’s schools
- **Teaching English as a Second Language (TESL) Certificate and Diploma Programs**, offered to both local and international teachers through the Department of Continuing Education (programs accredited by TESL Canada and TESL Ontario)

EXISTING AND NEW PARTNERSHIPS

The importance of well-established partnerships with other like-minded educational organizations is crucial for the success of our programs and, therefore, cannot be underscored. With this in mind, and in keeping with Niagara Catholic’s system priority of “*building and nurturing partnerships*”, International Education staff continues to actively engage with existing partners while consistently seeking out new relationships with international institutions of learning to develop agreements for student and staff exchanges, program and service delivery, staff training and professional development opportunities. Among the most productive partnerships currently in place is our twelve-year old relationship with the **Asociación de Colegios Del Norte (A.C.N.)**, an association of private Catholic primary and secondary schools based in Bogota,

Colombia, who have attended our Niagara Catholic schools with over nine hundred and fifty (950) students for short-term programs.

Also in South America, **Colegios Catolicos San Pedro and Villa Caritas** in Lima, Peru, whose students visit our schools in February each year. In turn, a number of Niagara Catholic students have been able to visit the Peruvian schools through a project led by our Chaplaincy Lead at Saint Paul Catholic High School.

Two other meaningful partners are the **Jeollabukdo Foundation for Education** from Jeonbuk, South Korea, from which seven hundred and forty-seven (747) elementary students have attended Niagara Catholic schools since 2012 and the **Guangdong Country Garden School** in Foshan, China, where Niagara Catholic offers the Dual-Diploma Secondary Program. Carefully thought-out efforts have gone into the development of these programs, including a crucial visit to China and Korea by a Niagara Catholic senior delegation in 2013 to formalize agreements with these organizations. To date, such time and financial investments have generated significant benefits to Niagara Catholic, including, but not limited to, opportunities for twelve (12) Niagara Catholic teachers to instruct overseas for a year, and tuition gross revenues of approximately three and a half million dollars (\$3.5M) from Guangdong Country Garden School and the Jeollabukdo Foundation since 2013.

FUTURE ACTION

New partnerships in the initial stages include **Colegio Emilie de Villeneuve** from Sao Paulo, Brazil, **Colegio Catolico San Mateo**, also Bogota, Colombia, **Suzhou Education Group's Soochow Foreign Language School** outside of Shanghai, China, and **Ste. Denis Catholic International School** in Loches, France, where twelve (12) Niagara Catholic secondary students will visit and study in March 2019.

Looking ahead, under the direction of the Superintendent responsible for International Education, and with the endorsement of the Director of Education, the Supervisor of International Education will continue to keep the Board informed on the progress of on-going programs, projects and partnerships while further pursuing untapped opportunities that will enhance growth and the internationalization of our students and schools. While adhering to the provincial strategy, international education staff will continue to position Niagara Catholic as a leader among other Ontario School Districts and a first-class international destination for Catholic education experiences for all our students, local and international.

The International Education in Review report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education
Fred Wilson, Supervisor of International Education

Presented by: Ted Farrell, Superintendent of Education
Fred Wilson, Supervisor of International Education

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

Date: January 15, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TITLE: PROPOSED JOINT-USE SCHOOL WAINFLEET –
STAFF REPORT**

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of a new Joint-Use School in Wainfleet with the District School Board of Niagara pending the approval of a Niagara Catholic District School Board/District School Board of Niagara new Joint-Use School Agreement in principle and the receipt of Ministry of Education approval for capital funding.

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, Secretary/Treasurer

Date: January 15, 2019



REPORT TO COMMITTEE OF THE WHOLE JANUARY 15, 2019

PROPOSED JOINT-USE SCHOOL WAINFLEET - STAFF REPORT

BACKGROUND INFORMATION

The Niagara Catholic Long-Term Accommodation Plan (LTAP) 2016-2021 was approved by the Niagara Catholic District School Board in April 2016. At the time of the report, enrolment at St. Elizabeth Catholic Elementary School was 111 and projected to be 120 in the 2018-2019 school year. Enrolment is currently 87 pupils.

The LTAP recommended the pursuit of partnerships to address the underutilization at the school and if unsuccessful, to consider a Pupil Accommodation Review.

Community Partnership Meetings were held in November 2016, December 2017 and December 2018. There has been no expressions of interest from community agencies in a partnership with the Niagara Catholic District School Board for St. Elizabeth Catholic Elementary School.

On November 29th, 2017, the Board received a letter from District School Board of Niagara to consider supporting a proposed joint-use elementary school between St. Elizabeth Catholic Elementary School, Winger and William E. Brown Public Schools all located in Wainfleet.

At the December 19th, 2017 meeting of the Niagara Catholic District School Board, the Board approved the following motion:

THAT the Niagara Catholic District School Board will engage in initial staff level discussions in the new year on a proposed joint-use school in Wainfleet with the District School Board of Niagara; will notify the community of St. Elizabeth Catholic Elementary School of the proposal, and that an initial staff report will be brought to a future Board Meeting for the information and consideration of the Board.

The following has taken place since December 19, 2017:

1. **December 20, 2017** – [Letter to St. Elizabeth Catholic Families](#) to advise of DSBN letter requesting partnership and Board motion
2. **February 1, 2018** – [Letter to St. Elizabeth Catholic Families](#) to advise of public meeting
3. **February 15, 2018** - [Community Consultation Meeting](#) for input on proposed joint-use school.
4. **February 27, 2018** - Meeting of the Niagara Catholic District School Board to receive the [Initial Staff Report](#) (attached as Appendix A).
5. **March 21, 2018** - St. Elizabeth Catholic Elementary School staff meeting for input on proposed joint-use school
6. **April 24, 2018** – Joint-Use Seed Funding Application approved by Ministry of Education.

7. **June 28, 2018** – [Letter to St. Elizabeth Catholic Families](#) with update on joint-use school seed funding
8. **July, 2018** – Watson & Associates Economists Inc. engaged to conduct study and provide report
9. **September 28, 2018** – St. Elizabeth Catholic families provided update of progress to date through school newsletter
10. **November 13, 2018** – Consultant and Staff Report to Committee of the Whole for information
11. **November 27, 2018** – District School Board of Niagara completed its Wainfleet Pupil Accommodation Review and approved motion to proceed with Joint-Use School pending Niagara Catholic and Ministry approval as shown in the motions below:

“That the Board of Trustees approve the recommended accommodation option contained in the Final Staff Report for the Wainfleet Elementary Accommodation Review, attached as Appendix A; specifically,

That, pending NCDSB Trustee and Ministry of Education approval, a new 550 pupil place joint DSBN – NCDSB elementary school be constructed within the Wainfleet Village Hamlet on a site yet to be determined to serve Elementary Planning Area 15; and,

That student transportation eligibility will be determined in accordance with the District School Board of Niagara’s Transportation Eligibility and Service Policy J-01, as amended from time to time; and,

That students from William E. Brown PS and Winger PS attend their respective schools during the construction of the new joint elementary school; and,

That William E. Brown PS and Winger PS be closed for instructional purposes as of June 30, 2021; and,

That the boundary for the new joint elementary school be established, as shown on the map attached as Appendix B, and be effective as of July 1, 2021.”

12. **November 28, 2018** – [Letter to St. Elizabeth Catholic Families](#) with invitation to meeting for feedback on Report
13. **December 17, 2018** – Community Meeting for input including [presentation](#) by Jack Ammendolia of Watson and Associates Economists Ltd.

CONSULTANT REPORT FROM JOINT-USE SEED FUNDING

Watson & Associates Economists Ltd., under the direction of Jack Ammendolia, Managing Partner and Director, provided a report called “Township of Wainfleet Viability of a Joint Elementary School, Initial Report, Supplementary Information” to staff dated October 26, 2018 on the viability of a joint elementary school with the District School Board of Niagara in Wainfleet.

The Watson & Associates Report stated that “the location, size and projected enrolments of St. Elizabeth Catholic Elementary School leave the Board with limited accommodation strategies to deal with the identified issues”.

The issues discussed at our community meetings include:

- The small size of the school and projected enrolment would result in limited, if any, capital funding opportunities on a stand-alone basis (i.e. replacement school or right-sized school)
- Limited options with regard to boundary changes or consolidations with next closest schools due to rural location which would cause prohibitive travelling distances for students
- High operations expenditures and renewal needs

- Partnership opportunities have been limited to date
- Major residential growth is not projected for the Township of Wainfleet

The Watson & Associates Initial Report Supplementary Information stated that “considering the limited accommodation strategies or options available to address the issues present at St. Elizabeth Catholic Elementary School, pursuing a joint-use school with DSBN is a reasonable accommodation option for the Board to contemplate at this time”.

PUBLIC INPUT FROM DECEMBER 17, 2018 MEETING AT ST. ELIZABETH CATHOLIC

There were 9 guests in attendance at the community meeting on December 17, 2018, four of whom have children attending St. Elizabeth Catholic Elementary School.

The attendees were asked for their input on the presentation in general and through a facilitated session were asked what they like about the recommendation from the consultant to pursue a joint-use school, and what they did not like about the recommendation. All comments were documented, then the attendees were asked to prioritize the comments by placing dots beside the comments that were of highest importance to them. The visual presentation and input received at the meeting is included in the Community Consultation Minutes attached as Appendix B.

The responses to “What do you like about this recommendation?” are summarized below:

- St. Elizabeth Catholic is a good location
- Catholic presence stays in Wainfleet – don’t have to go to another community
- Children in Wainfleet can go to school in their community (all children)
- Financial benefits – bussing, staffing, hydro, utilities, caretaking
- Strengthens community as a whole. All kids stay together, they know each other outside school, hockey, soccer, everybody knows everybody

The priority of the attendees for a partnership was the St. Elizabeth Catholic site was a good location.

The responses to “What do you dislike about this recommendation?” are summarized below:

- Uncertainty about how it would come together
- Lack of other options, i.e. French Immersion
- Concern about financial direction of Province
- What happens at St. Elizabeth Catholic while the process is worked out
- Report did not address outside influences such as work to rule, triple grades (lost families)

Attendees prioritized the three following comments equally: lack of other options, i.e. French Immersion, concern about financial direction of Province and what happens at St. Elizabeth Catholic while the process is worked out.

Comments were also encouraged through use of the online form on the Board’s website or by phone. As of January 8, 2019, no comments were received.

ACCOMMODATION OPTIONS FOR ST. ELIZABETH CATHOLIC

In the absence of a partnership with the District School Board of Niagara for a joint-use build, alternative strategies to address the challenges created due to declining enrolment at St. Elizabeth Catholic include:

1. Status Quo:
 - Does not address funding per pupil for operations and maintenance expenditures which are among highest in the Board;
 - Does not address the aging facility (1959) or outstanding renewal needs.
2. Pursue an Attendance Area Review involving the nearest local schools:
 - Would affect more students, reduce utilization in closest schools, and increase time that students would spend on busses and transportation costs;
 - The nearest Catholic elementary schools are St. John Bosco Catholic Elementary School and St. Ann Catholic Elementary School, Fenwick (16 km and 13 km away). Both schools are well utilized and are projected to remain so. Moving students from either school would cause additional capacity issues at both schools.
3. Conduct a study to investigate reduction of the footprint of St. Elizabeth Catholic Elementary School to reduce the on the ground capacity:
 - Does not address the aging facility (1959) or outstanding renewal needs;
 - Engineering study would have to be conducted;
 - Capital funding (if available) would have to be secured.
4. Conduct a Pupil Accommodation Review and consolidate St. Elizabeth Catholic with a neighbouring school conditional upon Ministry funding. An Attendance Area Review would be required to adjust boundaries:
 - May negatively affect retention at both the elementary and secondary level if there is no Catholic presence in the community;
 - The current Ministry of Education moratorium on Pupil Accommodation Reviews (except in the case of a joint-use school) prevents the exploration of a consolidation of St. Elizabeth Catholic Elementary School with surrounding schools at this time.

BOARD STAFF RECOMMENDATION

In order to maintain a Catholic school presence in the rural Wainfleet community, a partnership with the District School Board of Niagara for a new joint-use school in Wainfleet pending the approval of a new joint-use school agreement in principle and the receipt of Ministry of Education approval for capital funding is recommended.

NEXT STEPS

A joint-use school project with the District School Board of Niagara in Wainfleet will require extensive planning and cooperation between the two school boards and capital funding from the Ministry of Education. If approved by the Niagara Catholic District School Board of Trustees, Board staff will meet with colleagues of the District School Board of Niagara to design a joint-use school agreement, in principle, for approval and pursue funding from the Ministry of Education for capital to build the new school. Staff will continue to provide updates to the Board of Trustees and would maintain ongoing communication with the Wainfleet families regarding the progress of the partnership and seek community input when appropriate.

Attachments

Appendix A - Initial Staff Report, February 27, 2018

Appendix B - Minutes of the Community Consultation Meeting, December 17, 2018 with attached Appendices

RECOMMENDATION

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of a new Joint-Use School in Wainfleet with the District School Board of Niagara pending the approval of a Niagara Catholic District School Board/District School Board of Niagara new Joint-Use School Agreement in principle and the receipt of Ministry of Education approval for capital funding.

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: January 15, 2019



REPORT TO THE BOARD FEBRUARY 27, 2018

PROPOSED JOINT USE SCHOOL WAINFLEET INITIAL STAFF REPORT

BACKGROUND INFORMATION

The Niagara Catholic Long-Term Accommodation Plan was approved by the Niagara Catholic District School Board to assist with facility planning through to 2020-2021. The Plan recommended strategies which included as partnerships, attendance area reviews and accommodation reviews to balance enrollment throughout the system to minimize the impact of a declining population.

The Long-Term Accommodation Plan identified the strategy of pursuing partnerships for St. Elizabeth Catholic Elementary School to maximize the use of under-utilized space. Should that short-term strategy not be successful it was suggested that a pupil accommodation review may be necessary. (Reference Niagara Catholic Long-Term Accommodation Plan – Page 158)

As required by the Niagara Catholic Community Planning and Partnerships Policy, the Annual Community Partnerships meeting was held on November 30, 2016 and again on December 13, 2017. Advertising for the meeting was placed on the board website, in local newspapers and direct-mail to potential community partners. There has been no interest generated for St. Elizabeth Catholic Elementary School as a result of either of these meetings.

On November 29th, 2017, the Board received a letter from the Trustees of the District School Board of Niagara to consider supporting a proposed joint-use elementary school between St. Elizabeth Catholic Elementary School, Winger and William E. Brown Public Schools all located in Wainfleet.

At the December 19th, 2017 meeting of the Niagara Catholic District School Board, the Board approved the following motion:

“THAT the Niagara Catholic District School Board will engage in initial staff level discussions in the new year on a proposed joint-use school in Wainfleet with the District School Board of Niagara; will notify the community of St. Elizabeth Catholic Elementary School of the proposal, and that an initial staff report will be brought to a future Board Meeting for the information and consideration of the Board.”

A letter was sent to the parents / guardians of students at St. Elizabeth Catholic Elementary School students on December 20th, 2017, advising that the community would be invited to participate in the consultation as the board considers whether to move forward in investigating the possibility of a joint-use school in Wainfleet.

On January 11th, 2018 staff from the Niagara Catholic District School Board met with the Superintendent of Business from the District School Board of Niagara to begin initial discussions on a

proposed joint-use school. An update on this meeting was reported to the Board at the January 18th, 2018 Committee of the Whole Meeting.

In a letter dated February 1st, 2018, parents / guardians were invited to provide input on the proposed joint-use school for the Board to consider at a Community Consultation Meeting at St. Elizabeth Catholic Elementary School on Thursday, February 15th, 2018 at 6:30 p.m. Parents / guardians who were unable to attend the meeting were invited to provide input online through the Board website under the Accommodation Planning tab – St. Elizabeth Consultation until Wednesday, February 21st, 2018 at 4:00 p.m.

The community meeting was held at St. Elizabeth Catholic school as planned on February 21st, 2018. There were 24 guests in attendance, 10 of whom were parents.

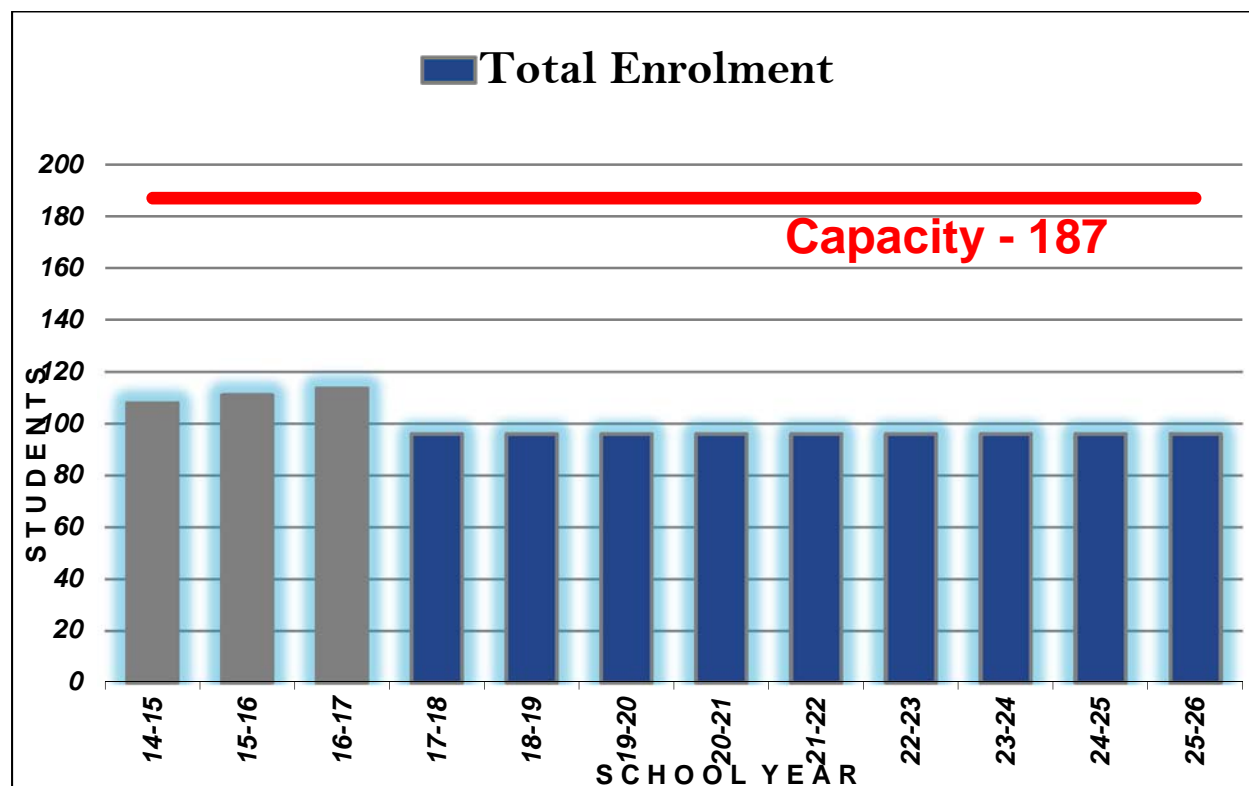
The visual presentation and input received at the meeting is included in the Community Consultation Minutes attached as Appendix 1.

Comments received through the online form from the board’s website is included as Appendix 2.

Those in attendance were advised that input from the St. Elizabeth Catholic Elementary School community will be provided by Board staff for Trustee consideration at the Tuesday, February 27th, 2018 Board Meeting at the Catholic Education Centre at 7:00 p.m.

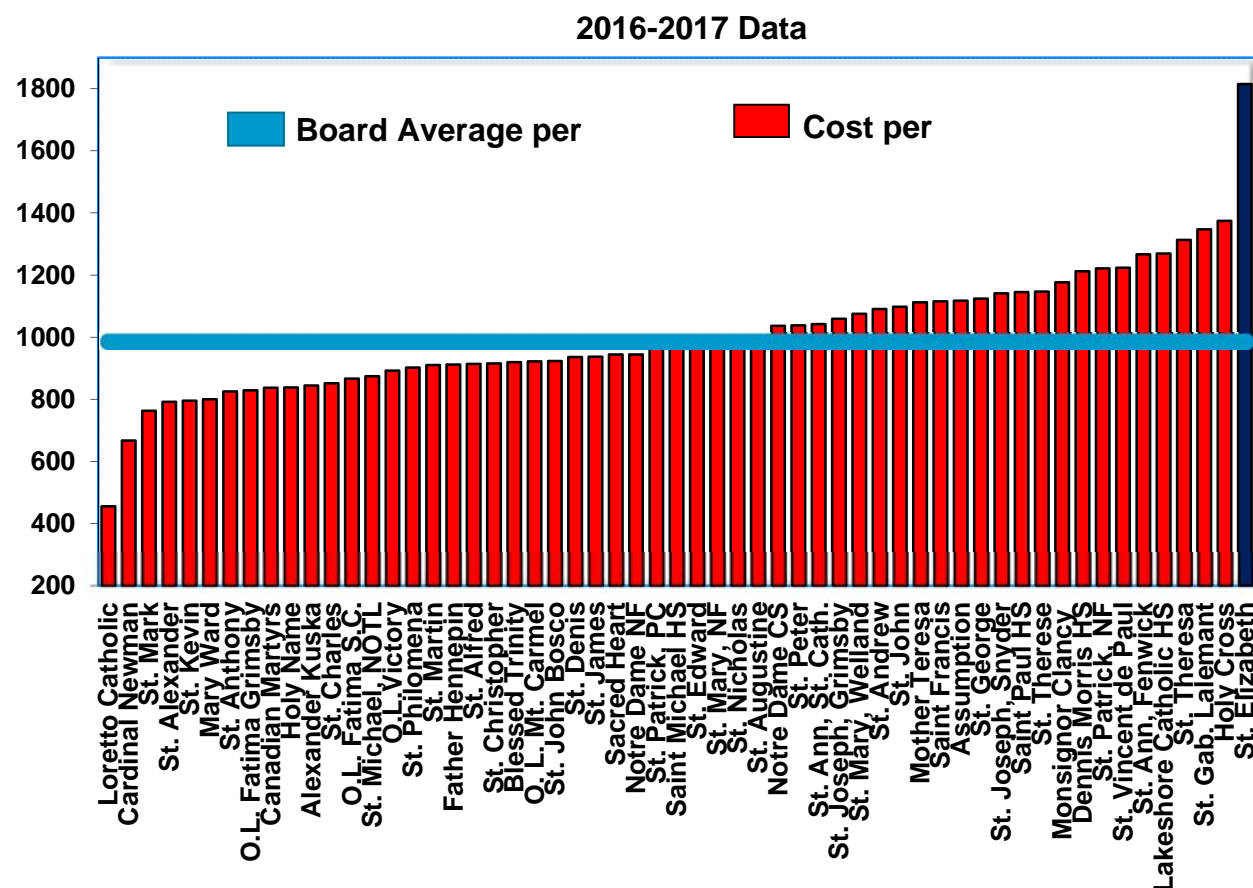
ENROLMENT PRESSURE

St. Elizabeth Catholic Elementary School is currently operating at 51% of its on-the-ground capacity, with 96 students. When the Niagara Catholic Long-Term Accommodation Plan was developed the school was projected to have 120 students and be at 64% of it’s on-the ground capacity of 187.



COST PRESSURE

In the 2016-2017 school year, St. Elizabeth Catholic had the highest average operating costs of all schools in the system. The operations and maintenance costs include, cleaning, insurance, utilities (hydro, gas, water), maintenance repairs.



The cost for operations and maintenance at St. Elizabeth Catholic was over \$192,000 for 2016-2017.

The average board cost per student was \$988. The average cost at St. Elizabeth per student was \$1815, almost double the average.

The cost of utilities at the school was \$50,000. The average cost per pupil is \$503 per student which is more than double the board average of \$213/student.

The cost of operating the surplus space at St. Elizabeth Catholic in 2016-2017 was approximately \$64,000. Assuming identical costs with the lower enrolment this year, the cost of the surplus space rises to \$88,000 based on 91 surplus pupil spaces.

In 2017-2018, we received \$118,715 for Rural and Northern Education Fund. St Elizabeth Catholic's portion of that would be approx. \$7,000. This \$7,000 does not cover the cost of the excess capacity.

POTENTIAL ENROLMENT STRATEGIES

There are a variety of strategies to deal with the challenges that the school is facing due to declining enrolment.

1. Status Quo.
2. Reduce the footprint of St. Elizabeth Catholic Elementary School
3. Pursue an Attendance Area Review involving the nearest local schools. These could include St. Martin Catholic Elementary School, St. John Bosco and/or St. Ann Catholic Elementary School.
4. Conduct a Pupil Accommodation Review and consolidate St. Elizabeth with a neighbouring school conditional upon Ministry funding.
5. Pursue a partnership with our co-terminus board conditional upon successful completion of a pupil accommodation review for their two Wainfleet schools and Niagara Catholic receiving Ministry funding for the project.

MINISTRY AND JOINT USE SCHOOLS

In an effort to encourage efficient use of school space the Ministry of Education is encouraging school boards to consider joint-use schools, where possible. The Ministry of Education has issued two memorandums to Directors of Education and Senior Business Officials on joint-use schools. These memos have been attached as Appendix 3 and Appendix 4.

The Ministry recognizes the significant planning and cooperation required between school boards to develop these projects. At times the extensive effort involved on such projects may act as a barrier. Effective planning can lead to the development of formalized agreements that can greatly increase the long term success of joint-use school arrangements. The Joint-Use Schools Seed Funding Program has been created by the Ministry of Education to encourage the creating of more joint-use schools.

RECOMMENDATION

To continue to maintain a Catholic presence in the rural Wainfleet community a partnership with the District School Board of Niagara should be pursued.

The location of a joint-use school was a priority among those attending the Community Consultation Meeting at St. Elizabeth Catholic Elementary School. In particular, the strong connection between St. Elizabeth Roman Catholic Church and the school should be an important consideration. Attendees would like the current location to be strongly considered for the proposed joint-use school.

A joint-use school project with the District School Board of Niagara in Wainfleet will require extensive planning and cooperation between the two school boards. To continue to explore the potential of a joint-use school, an application should be made for funding from the Joint-Use Seed Funding Program to provide further support for a joint-use school.

To be eligible for consideration, the ministry requires evidence of trustee-level approval to make an application to the Joint-Use Seed Funding Program with the District School Board of Niagara be

submitted to the Ministry of Education. If successful, steps will be taken to further develop the joint-use school project and report back to the Board for further approvals as required.

Attachments

Appendix 1 – Minutes from the Community Consultation Meeting, February 15th, 2018 with attached appendices

Appendix 2 – Comments received via the online form from the board’s website

Appendix 3 – Memorandum 2013:B18-Initiative to Encourage Joint Use In Collaboration Between School Boards On Capital Projects, July 31, 2013

Appendix 4 – Memorandum 2016:B17-Joint-Use Schools Seed Funding Program, October 12, 2016

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Proposed Joint Use School Wainfleet - Initial Staff Report for information.

THAT the Niagara Catholic District School Board make an application to the Ministry of Education Joint-Use Seed Funding Program with the District School Board of Niagara, and if successful, steps will be taken to further develop the joint-use school project and report back to the Board for further approvals as required.

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: February 27, 2018



“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
ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL**

COMMUNITY CONSULTATION MEETING

February 15, 2018

6:30 p.m.

Minutes of the St. Elizabeth Catholic Elementary School Community Consultation Meeting of February 15, 2018 at 6:30 p.m.

The following staff members were in attendance:

Ted Farrell, Superintendent of Education; Yolanda Baldasaro, Family of Schools Superintendent of Education; Kathy Levinski, Administrator of Facilities Services; Scott Whitwell, Controller of Facilities Services; Kim Kuchar, Principal of St. Elizabeth Catholic Elementary School; and Mary Gallardi, Administrative Assistant, Recording Secretary.

There were 24 members of the public in attendance, 10 attendees have children enrolled in St. Elizabeth Catholic School, and Dino Sicoli, Trustee.

A. WELCOME

Superintendent Baldasaro welcomed and thanked everyone for attending this evening at St. Elizabeth Catholic Elementary School

B. OPENING PRAYER

Principal Kuchar opened with a prayer.

C. PURPOSE

Superintendent Farrell welcomed and thanked everyone for attending and advised that the purpose of tonight’s meeting was to provide information and receive input from the community in order to provide the Board of Trustees with an Initial Staff Report at the February 27, 2018 Board Meeting with respect to entering into a proposed joint-use school in Wainfleet with the District School Board of Niagara.

Superintendent Farrell reviewed the agenda and advised that there would be an opportunity for each and everyone present to provide input this evening.

D. BACKGROUND INFORMATION

Superintendent Farrell and Kathy Levinski presented the slide deck, and advised that it would be posted on the Board website on February 16, 2018. The slide deck is attached as Appendix A.

QUESTIONS & COMMENTS:

What is the utilization and the number of students in the board?

Superintendent Farrell: There are approximately 21,000 total students with just over 14,000 elementary students. There are over 17,000 pupil spaces available.

The 3 Wainfleet schools have over 600 pupils total does that mean they fill up this school then the rest of the kids go to the public schools?

Superintendent Farrell: If the Niagara Catholic District School Board indicates an interest in a proposed joint-use school, the District School Board of Niagara with Trustee approval would then conduct a pupil accommodation review involving their two local schools. If their recommendation was approved, the two boards would then need to submit a business case, based on a partnership between the two boards that would consolidate the three local schools into a new build.

So you are saying this building will be torn down or kept?

Superintendent Farrell: Any discussion on that is premature. There are many steps to go through before a decision on that would be made.

E. FACILITATED SESSION FOR PUBLIC INPUT

Superintendent Farrell presented the Interview Matrix Process for soliciting public feedback. He indicated that the session is unfiltered and asked that everyone provide honest and open feedback. All in attendance were directed to form groups and provide feedback to each of the four to answer four questions provided. The individual responses returned, 19 of 24, are included in Appendix B.

Individual responses to each of the four questions were shared with the entire group, using table interviews. Interviewers recorded responses on the question sheets provided and are provided in Appendix C.

Attendees were then divided into groups with similar questions and asked to discuss their responses and place them on a flipchart.

Once completed, one representative from each group presented the group's response. Following the group presentation there was an opportunity to ask questions to seek clarity and provide comments.

Superintendent Farrell then asked those in attendance if the comments listed on the flipchart accurately captured the feedback provided. Each of the flipcharts has been provided in Appendix D.

F. REVIEW OF TIMELINES

Superintendent Farrell reviewed the timelines and indicated that the input from this meeting would be provided to Trustees at the upcoming Board Meeting on Tuesday, February 27th, 2018. The community would then be informed of any Trustee decision to continue to investigate the joint-use proposal.

G. OTHER OPPORTUNITES FOR INPUT

Superintendent Farrell advised that under the Accommodation Planning tab on Niagara Catholic's website there is opportunity to provide further feedback, for those in attendance this evening and for those who were unable to attend. The contact information, for Kathy Levinski, Administrator of Facilities Services was also provided.

H. QUESTIONS

Superintendent Farrell opened the floor for questions.

Has the government cut off small school rural funding?

Superintendent Farrell: We do receive some funding, but not enough to cover the costs of the underutilized space. There is a small grant for rural schools but it is minimal.

What level is that funding?

Superintendent Farrell: We receive the same funding per pupil but the funding for rural schools does not allow the Board to recoup the costs of empty seats. The larger schools in the board subsidize the smaller schools.

You have taken snapshot of the current population & growth. The concept of a joint-use school is good if we take the snapshot of how it is now. The issue from a Catholic point of view is how will we maintain the integrity of the Catholic system. Has the Board considered the projected growth in the Wainfleet area because there are people moving here?

Superintendent Farrell - The projections shown were provided by a consulting firm that engages the upper tier and lower tier municipalities for development information. This information takes into into account all growth from single-family homes, semis, apartments and average number of students that we can expect from the developments.

If these projected numbers are accurate then the conversation is over. With these numbers the Board can't afford to sustain this ongoing situation.

There are three schools in our municipality all under capacity. St. Elizabeth is 51% of capacity and the two public schools operate around 70%. When you take all three into consideration, we are talking about selling 3 buildings and building one new one. Two schools currently here could take all of the students. Why build a new one?

Superintendent Farrell: With a new school the three schools would be in one building. It is our hope to continue to have a separate Catholic school in Wainfleet. If we pursue the proposal, the three schools would become one joint school with shared gymnasium and library.

Superintendent Baldasaro indicated that a new school would still be two distinct footprints within the same building.

It took since 1700 to get where we are today. The steps we are taking today need to be carefully considered or Catholic schools are not going to mean anything in the long run. But from a practical point of view a joint-use school makes total sense.

If we build a joint school for Catholics and the other students, then the cost per student, will not get any better?

Superintendent Farrell: If a new school is built we would gain operating efficiencies. We pay for our school; they pay for theirs. We have a beautiful Catholic school community here at St. Elizabeth. We are able to ensure there is a distinct difference between the two schools, as we do currently at Loretto Catholic. That identity is not lost by sharing a facility.

If you build a new school with less space, and this school is paid for and this is not a tear down, the cost per student and putting up a new school is going to drive the cost per student up. Why don't we leave this school as is and if we don't need a chunk of it then adios?

Superintendent Farrell: Reducing the footprint is one opportunity to reduce expenses. Another is to redraw the boundaries, which is difficult given the rural location of the school. Another option is to conduct a pupil accommodation review and potentially close the school and redistribute students.

When utilization falls below 65% it translates to decreased funding to the Board, which was a shortfall of around \$240,000. We are roughly ¼ of that.

Does the public school board have same thresholds reduction in funding?

Superintendent Farrell: The funding thresholds are the same for school boards in the province.

The selling price for the public school on Burnaby Road was \$200,000. When you talk about selling, what happens when your 1/3 – 2/3 swaps and you have 50/50?

Superintendent Farrell: Through the process, if we proceed the board will ensure that there is sufficient space for our students at a suitable site.

The real advantage we have now is a quaint school with the Church and the arena, etc. We need input as to how much a new school would cost and does that come with a new church?

If move off site you detach from the church which is a critical, unique and intimate part of the school. It is hard to believe that this 25% of the underfunding is worth entertaining this concept. What is the forecast for further reductions for underutilization?

Superintendent Farrell: Our options do not include a new build for the Church. That is something for the Diocese to decide. Our enrolment projections are not showing growth.

What happens if we build a new school? For example, will we get more gym equipment or is that shared?

Superintendent Farrell: Each school has their own gym equipment.

Is the funding for all of this is absorbed by the Government?

Superintendent Farrell: First of all, the decision of whether we decide to pursue the proposal and proceed with a joint-use school lies solely with the Board of Trustees. If the Trustees decide to proceed, and DSBN completes an accommodation review that recommends they pursue consolidations, then we would prepare a business case and apply for funding for a new school. Niagara Catholic will not proceed unless funding is provided by the provincial government.

What happens if we build on a different site and you sell this property? Where does the money go?

Superintendent Farrell: All proceeds from school sales goes into an account called Proceeds of Disposition. These funds can only be spent on school facilities.

The bus system does not match the boundaries at the Wainfleet-Dunnville boundary. The bus drives right by the houses in Brant-Haldimand. Why can't the students be recruited to come to Niagara?

Superintendent Farrell: Each school board has its own boundaries. We have an agreement that involves secondary students but we do not have one that involves elementary.

The work to rule really hurt this school. Some students left because of it.

Will there be a meeting where we are with the public board to meet together?

Superintendent Farrell: At this point in the process, that is premature.

Can I suggest for students at St. Elizabeth to put down their thoughts?

Superintendent Farrell: Yes.

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

I. FURTHER ACTION

Report to Board of Trustees on February 27, 2018

Communication of decision to community and next steps

J. ADJOURNMENT

The meeting was adjourned at 8:55 p.m.

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL

Community Consultation Meeting

Thursday February 15, 2018

6:30 p.m.





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Agenda

- A. **WELCOME – Yolanda Baldasaro**
- B. **OPENING PRAYER – Kim Kuchar**
- C. **PURPOSE**

Community consultation for investigation of joint-use school with DSBN

- D. **BACKGROUND INFORMATION**
- E. **FACILITATED SESSION FOR PUBLIC INPUT**
- F. **REVIEW OF TIMELINES**
- G. **OTHER OPPORTUNITIES FOR INPUT**
- H. **QUESTIONS**
- I. **FURTHER ACTION**
 - A. Report to Board of Trustees – February 27, 2018*
 - B. Communication of decision to community and next steps*
- J. **ADJOURNMENT**

Purpose

Niagara Catholic District School Board has been asked to consider a joint-use school in Wainfleet.

Consultation for input on joint-use school.

Out of scope: staffing, location, design of potential new school.

Background Information

Niagara Catholic has had two joint-use school partnerships with DSBN:

Currently at Loretto Catholic Elementary School, Niagara Falls

- constructed in 1999
- Loretto Catholic enrolment is 578
- 80,000 square feet in total with shared library and gymnasium

Previously at Michael J. Brennan Catholic, St. Catharines

- JK – Grade 6 school was consolidated and sold in 2014

Background Information How We Got Here

- Ministry of Education Guidelines and initiatives to encourage school boards to make efficient use of school space
- Reduction of provincial funding for schools with fewer students (less than 65% utilization)
- Declining enrolment - since 2010 there are 2500 fewer pupils
- 2,788 excess pupil spaces in elementary and secondary panels as of October 2017
 - **2,481 elementary spaces**
 - **307 secondary spaces**

Niagara Catholic District School Board Financial Implications

- Reduction in Niagara Catholic Top Up Funding for elementary panel ~ \$240,000 (<65% of capacity) for 2017-2018
- Total cost of underutilized pupil spaces for the Board is about \$2.7 million
 - **\$2.4 million for elementary**
 - **\$300,000 for secondary**



Community Planning and Partnerships

- Two Community Planning and Partnerships meetings have been held:
 - November 30, 2016
 - December 13, 2017

- Niagara Catholic has been actively looking for partnerships for St. Elizabeth Catholic Elementary School to better utilize the school.

- District School Board of Niagara proposed joint use school partnership in November 2017.



Long Term Accommodation Plan – 2016-2021

- On May 24, 2016 the Board endorsed the consolidated **Long Term Accommodation Plan 2016-2021 (LTAP)**

- The LTAP identifies:
 - Demographics, enrolment and programs offered
 - Open and operating schools that may have unused space
 - Schools that may be candidates for consolidation

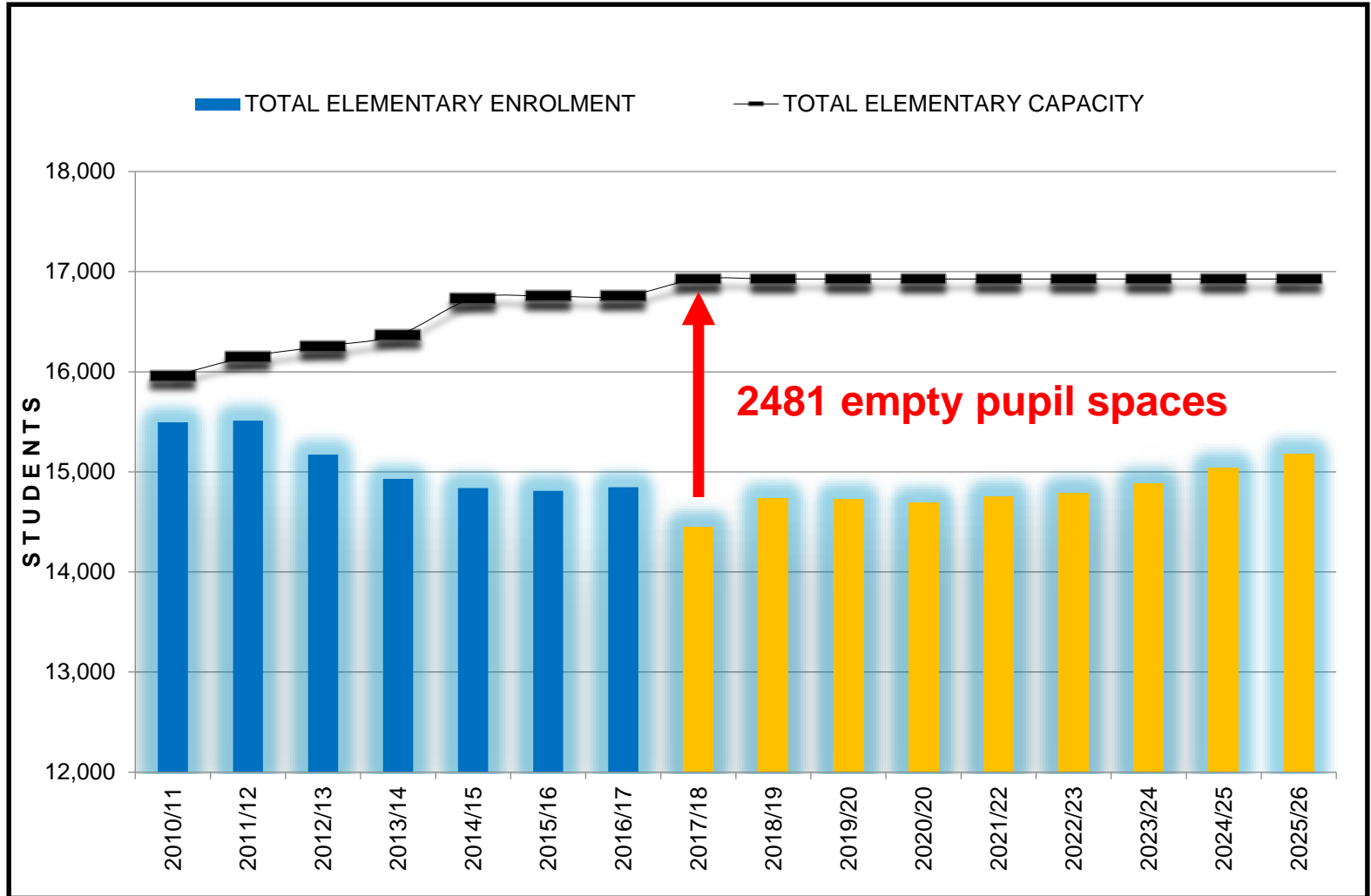
- The plan provides transparent information to Board staff, municipalities, the public and potential partners



Long Term Accommodation Plan – 2016-2021 St. Elizabeth Catholic

- **Recommendation for St. Elizabeth Catholic Elementary School in the LTAP is to pursue partnerships to address underutilization.**
- **If partnerships do not address the underutilization, it may be necessary to pursue Pupil Accommodation Review.**

Niagara Catholic District School Board Historical and Projected Elementary Enrolment





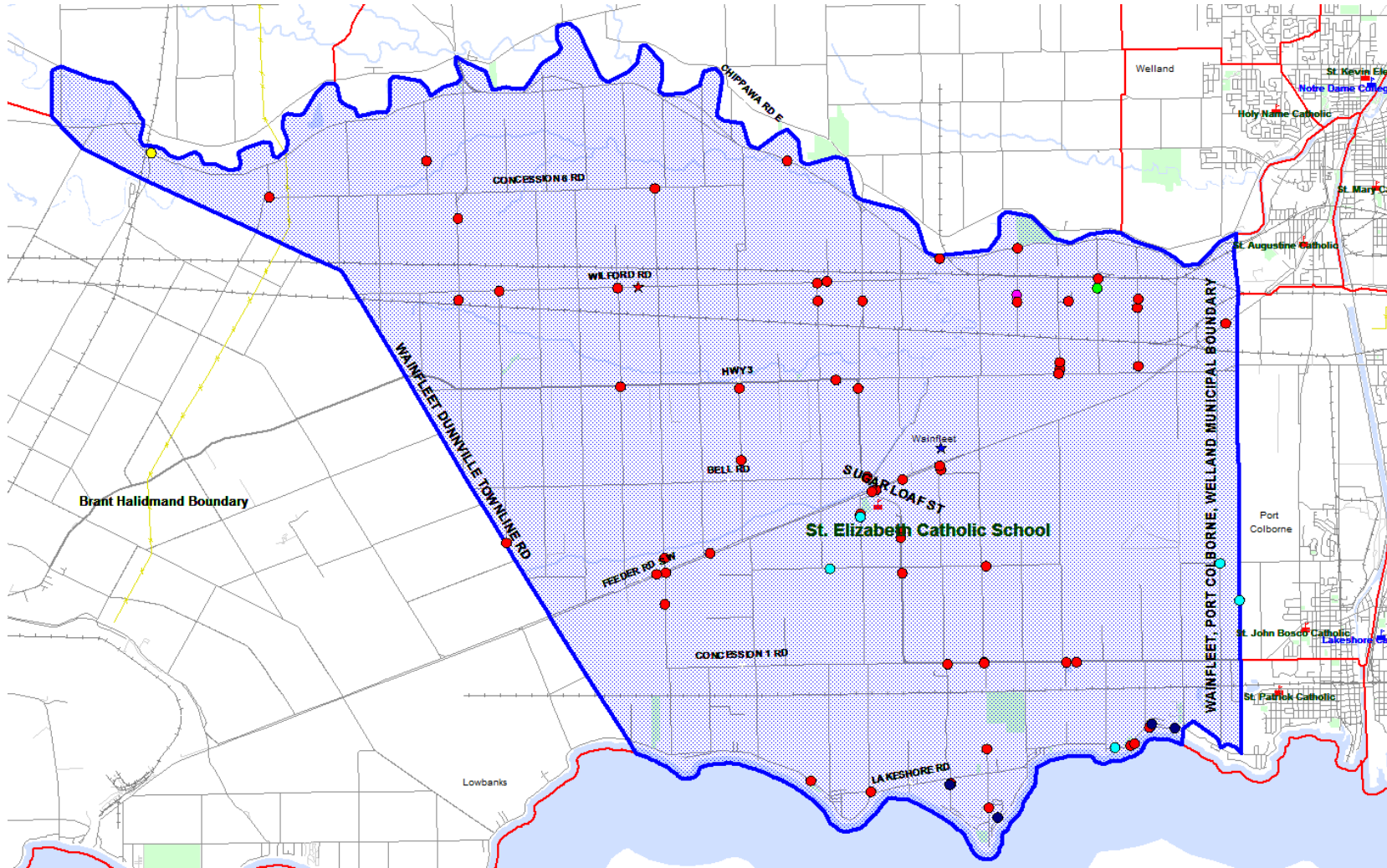
NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL PROFILE



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL Catchment Map





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL Catchment Information

School of Attendance	No. of Students
No of students attending in catchment	96
No. of students attending elsewhere	20
No. of students living in catchment	116



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL

Facilities Profile

Original Building	1959, 304 m ² /3,272 ft ²
Additions	1964, 1965, 1967, 1978 1766 m ² /19,010 ft ²
School building total	2070m ² /22,282 ft ²
Property Size	3.24 hectares 8.01 acres
Classrooms	7 regular classrooms plus 1 purpose built kindergarten room 1 library 1 gymnasium
Organization	5 classroom teachers .5 principal
Facility Condition Index	20%

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL

Long Term Accommodation Plan Enrolment Projections

St. Elizabeth	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
On the Ground Capacity	187	187	187	187	187	187	187	187	187	187	187	187
Total Enrolment	108	111	114	120	120	120	122	124	123	123	125	123
Students Under/ Over Capacity	79	76	73	67	67	67	65	63	64	64	62	64
Utilization	58%	59%	61%	64%	64%	64%	65%	66%	66%	66%	67%	66%



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

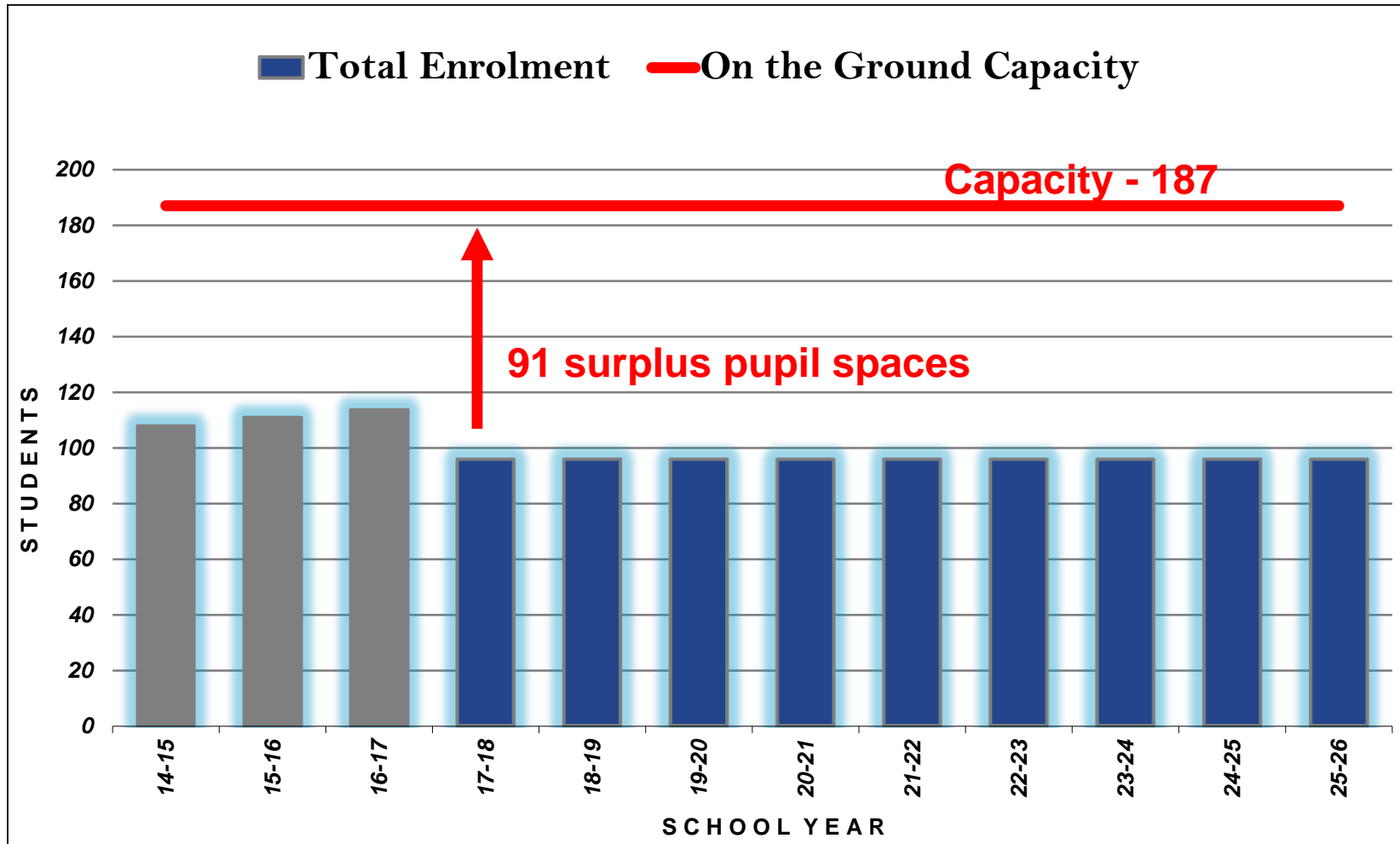
ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL Current Enrolment

St. Elizabeth	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
On the Ground Capacity	187	187	187	187	187	187	187	187	187	187	187	187
Total Enrolment	108	111	114	96	120	120	122	124	123	123	125	123
Students Under/ Over Capacity	79	76	73	67	67	67	65	63	64	64	62	64
Utilization	58%	59%	61%	51%	64%	64%	65%	66%	66%	66%	67%	66%



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL Surplus Spaces

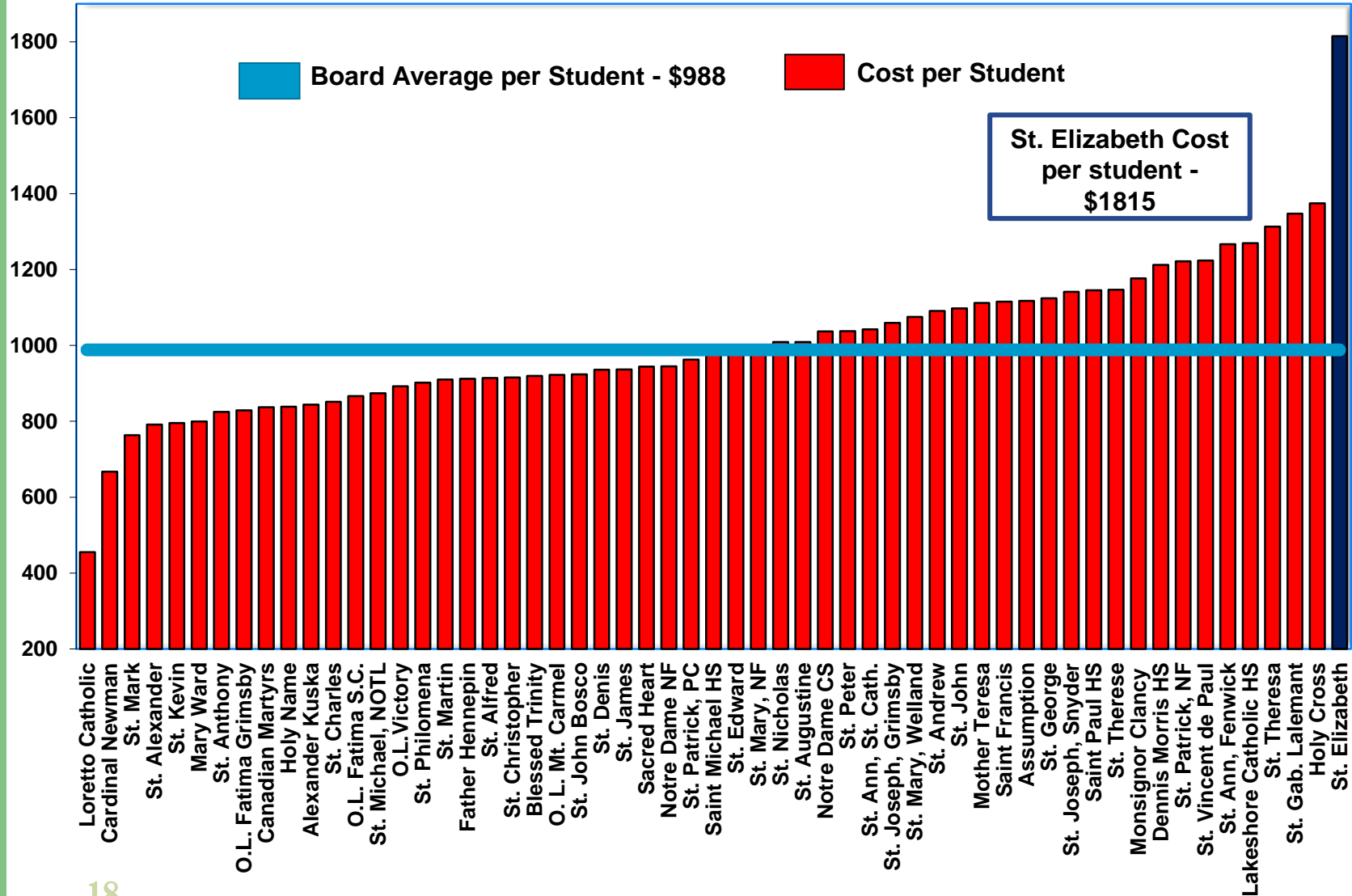




NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Operations and Maintenance Costs

2016-2017 Data





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL Financial Implications

Based on 2016-2017 data

Total Operations Expenditure	\$192,456
Enrolment	106
On-The-Ground Capacity	187
Total Operations Expenditure/Pupil	\$1,816
Total Operations Expenditure/Pupil Space	\$1,029
Additional Operations Expenditure due to Underutilization per Pupil	\$787

The annual operations and maintenance costs for the underutilized space at Elizabeth Catholic Elementary School was \$63,750.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL

Map of Wainfleet Elementary Schools

Public and Catholic Elementary Schools in the Township of Wainfleet





ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL

Wainfleet School Enrolment and Utilization

	ST. ELIZABETH CATHOLIC	WILLIAM E. BROWN PUBLIC	WINGER PUBLIC	TOTAL
OTG Capacity	187	233	265	685
Oct. 2017 Enrolment	96	174	193	464
Utilization	51%	75%	73%	

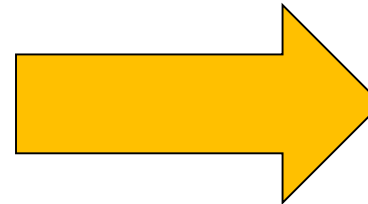
Current enrolment for St. Elizabeth CES
Projected for DSBN schools

Where are We Now?

Long Term
Accommodation
Plan 2016-2021



Community
Planning &
Partnerships



Consultation
With School
Community





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

FACILITATED SESSION FOR PUBLIC INPUT



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

ETIQUETTE

- 1. Be respectful**
- 2. Listen attentively to others**
- 3. Participate to the fullest of your ability**
- 4. Goal is not to agree, but to gain deeper understanding and record responses**



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Individual Preparation

Quietly and individually write your own responses to the four questions on the paper provided.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

INTERVIEW MATRIX PROCESS

- 1. The Interview (15 minutes)**
- 2. Editorial Board (10 minutes)**
- 3. Report Back (10 minutes)**



The Interview: (Part 1 – 15 minutes)

1. Each person will sit at a table of 4, each person will have a different question.
2. Each person is responsible for collecting data on a question.
3. All four questions and space for responses will be provided on one sheet of paper to each person.
4. A few minutes will be provided to review each of the questions and write down own responses.
5. Everyone will “interview” and be “interviewed” by each person in your group of four.
6. Write down the responses from each person at your table to the question you have been assigned.

Purpose

Niagara Catholic District School Board has been asked to consider a joint-use school in Wainfleet.

Consultation for input on joint-use school.

Out of scope: staffing, location, design of potential new school.



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

INTERVIEW QUESTIONS

- 1. What are the advantages of the joint-use school proposal?**
- 2. What are the disadvantages of the joint-use school proposal?**
- 3. What factors should the Board consider in pursuing a joint-use school?**
- 4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space?**



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

INTERVIEW MATRIX – 1ST SESSION

INTERVIEWER

RESPONDER

1



2

3



4



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

INTERVIEW MATRIX – 2ND SESSION

INTERVIEWER

RESPONDER

2



1

4



3



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

INTERVIEW MATRIX – 3RD SESSION

INTERVIEWER

RESPONDER

1



3

2



4

INTERVIEW MATRIX – 4TH SESSION

INTERVIEWER

RESPONDER

3



1

4



2



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

INTERVIEW MATRIX – 5TH SESSION

INTERVIEWER

RESPONDER

1



4

3



2



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

INTERVIEW MATRIX – 6TH SESSION

INTERVIEWER

RESPONDER

4 → **1**

2 → **3**



The Editorial Board: (Part 2 – 10 minutes)

Gather with those with the same questions

- compare notes
- find common themes
- look for unique inputs and ideas

Record the best consensus ideas on the flipchart provided

Prepare your team presentation



Sharing Responses: (Part 3 – 10 minutes)

Individual groups will present their responses to the entire group to ensure that:

- all input has been gathered
- staff understand responses

Review of Timelines

- **Input from community to be provided at the Board Meeting on Tuesday February 27, 2018.**
- **Decision by Trustees to investigate proposed joint-use school.**
- **Community will be informed of Trustee decision to investigate joint-use proposal and next steps.**

Additional Opportunities for Input

Feedback Form has been posted on Board website at niagara.catholic.ca under:

- **Accommodation Planning,
St. Elizabeth Consultation**

**Contact Kathy Levinski, Administrator of
Facilities Services at 905-735-0240, ext. 273**

Additional Opportunities for Input



board ▾ Schools ▾ Programs ▾ Calendar Careers ▾ Newsroom ▾ Accommodation Planning ▾ Students ▾ Parents

search 

- Check for Delays and Cancellations 
- Transportation
- Father
- Partners
- Schools
- Networks
- Facebook

- Long-Term Accommodation Plan 2016-2021
- Pupil Accommodation Review
- Attendance Area Reviews
- French Immersion Program
- Partnership
- Capital Construction
- St Elizabeth Consultation**

St Elizabeth Consultation

Name

First Last

Email

Feedback:



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD



Appendix B

Individual Responses to the following questions:

1. What are the advantages of the proposed joint-use school?
2. What are the disadvantages of the proposed joint-use school?
3. What factors should the Board consider in pursuing a joint-use school?
4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil spaces?

(19 of 24 individual attendees returned their response sheet)

Name: Erica Sillanpaa

Do you have a child attending St. Elizabeth? Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

- Catholic school within Wainfleet
- cost per student
- facility better used
- new facility

2. What are the disadvantages of the proposed joint-use school? (Please Print)

- new environment - less community-unity
- no known location for new site - possible move could distance school from church - local community involvement.

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

- keeping the same site/location
- the impact of the size of St. E. population vs. public - possible bullying.

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

- building on to this site
- expanding area covered by St. E.

Name: Loeffen Family Do you have a child attending St. Elizabeth? Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

Better use of tax dollars

2. What are the disadvantages of the proposed joint-use school? (Please Print)

Larger population sharing
The 'differences' Catholic vs public ? bullying... already happening on shared buses.

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

Location - St. Elizabeth's is ideal & the church, public library, & arena in walking distance. Largest gym.
Huge playground right in the heart of Wainfleet.
How long would it take before go-time?

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

Adult learning programs } in spare rooms.
Evening classes

Name: GARY SPES

Do you have a child attending St. Elizabeth? Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

(written)

- CENTRAL LOCATION MAY ATTRACT MORE ST. ELIZABETH CATHOLIC
- LOWER OPERATIONS & MAINTENANCE COSTS
- NEW FACILITY
- NEW FACILITY ATTRACTS POTENTIALLY MORE NEW RESIDENTS.

2. What are the disadvantages of the proposed joint-use school? (Please Print)

- POTENTIAL OFF-SITE LOCATION
- UNIFORMS
- AWAY FROM CHURCH, LIBRARY AND AREAS.
- OUT # $\frac{1}{3}$ - $\frac{2}{3}$

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

- LOWER ROMAN CATHOLIC DISTRIBUTION
- LOCATION, LOCATION, LOCATION *(MAINTAIN CURRENT LOCATION)*
- EXISTING Gym + EXPANSION + 2ND Gym
- NEW CHURCH

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

SPEAK TO PARENTS THAT HAVE LEFT ST. ELIZABETH TO RECRUIT.

Name: Eliz

Do you have a child attending St. Elizabeth? Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

- new facility

2. What are the disadvantages of the proposed joint-use school? (Please Print)

- the loss of uniqueness
- the diluted spirituality based on sharing with non catholics

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

- location
- St E has the best geographic location and the property S/B considered for new school. Close to public library
Close to arena.
- church on premises.

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

- utilize extra rooms for community activities

Name: E. Bassett-Katee

Do you have a child attending St. Elizabeth? Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

- newer facility
- larger library resources.
- possibly more gym equipment

2. What are the disadvantages of the proposed joint-use school? (Please Print)

possibly losing walking access to
a) public library
b) arena
c) CHURCH
d) large outdoor space

possible bullying of our kids for being "different"

Possible portables for Catholic kids once developments in Wainfleet are filled with families

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

Church in walking distance is PARAMOUNT as the cornerstone to Catholic education

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

Erect a wall part way down the non-gym hallway & rent out that space to prospective businesses, with their own entrance & no access to the school part of the building.

Also, adult education classes in above spaces.

Name: GRACE PERROTTO

Do you have a child attending St. Elizabeth? 3 grandchildren Yes ___ No ___

1. What are the advantages of the proposed joint-use school? (Please Print)

AT THIS POINT I DO NOT SEE ANY ADVANTAGES BOTH FINANCIALLY OR THE MAINTAINING THE SPECIAL UNIQUE SITUATION WE HAVE NOW. THE SCHOOL AND THE CHURCH ARE INSEPARATE ~~IN~~ ORDER TO BE ^{THIS} UNIQUE ~~AND~~ ARE YOU GOING TO PROVIDE US WITH A NEW CHURCH IN A NEW AREA?

2. What are the disadvantages of the proposed joint-use school? (Please Print)

SEE ABOVE
↑ DIFFICULTY WITH THE 2 SCHOOL ie ONE HAS UNIFORMS - OTHER NOT.

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

BUILD THE NEW SCHOOL ~~TEXT~~ WITHIN WALKING DISTANCE TO THE PRESENT CHURCH OR BUILD A NEW CHURCH. ~~(B \$\$\$)~~
THIS SCHOOL IS IN A GREAT LOCATION FOR MANY THINGS AS IN CENTER OF TOWN. LIBRARY - ARENA etc.

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

TRY TO GET (RECRUIT) MORE COME IN AS STUDENTS:
CATHOLIC STUDENTS ATTENDING BROWN + WINGE SCHOOLS!

Name: Nick Costyken

Do you have a child attending St. Elizabeth? ___ Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

<u>the</u> ST ELIZABETH IS near the churchy area, Ball diamonds etc.

2. What are the disadvantages of the proposed joint-use school? (Please Print)

Young students may loss their right to go to church church mornings

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

expenses of new school, possibly more bussing.

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

<u>Rent</u> - closed class rooms -

Name: Yvonne Klassen Do you have a child attending St. Elizabeth? ___ Yes ___ No

1. What are the advantages of the proposed joint-use school? (Please Print)

Save money save money + be more efficient.
sharing gym + library. =>

2. What are the disadvantages of the proposed joint-use school? (Please Print)

not being unique.

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)-

location # 1st near library public use facility

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

= retirement home facility included with your school.

Name: Annette Ostryden Do you have a child attending St. Elizabeth? Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

It would have to be in this location.

2. What are the disadvantages of the proposed joint-use school? (Please Print)

We are not guaranteed where the location is.

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

[Blank response]

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

My concern that the building would be built in the village in this "location" in Hainfleet.
We have our Church also activities available to Community Arena Parks, Baseball, Soccer Tennis, Mankville

Name: Mike Ferraro

Do you have a child attending St. Elizabeth? ___ Yes No

1. What are the advantages of the proposed joint-use school? (Please Print) ^{3 GRANDCHILDREN}

LOWER OPERATING COST.
POTENTIAL RECRUITING TO A CATHOLIC EDUCATION

2. What are the disadvantages of the proposed joint-use school? (Please Print)

THE INTEGRITY OF CATHOLIC EDUCATION
OPERATING COST V/S. REAL COST
OF NEW SCHOOL. + PAYING FOR SUCH.

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

(4) ALTERNATIVE - 1B: REDUCE THE SIZE OF CURRENT SCHOOL.
THE ABSOLUTE COST OF BUILDING THE NEW SCHOOL.

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

+ RAISING FUNDS. PRIVATE.

Name: FR MICHAEL BASQUE

Do you have a child attending St. Elizabeth? ___ Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

NEW SCHOOL FACILITY
GREATER EFFICIENCY.

2. What are the disadvantages of the proposed joint-use school? (Please Print)

NUMBERS RATIO 3-1 PUBLIC VS CATHOLIC

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

CULTURE
FUTURE
MOVES

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

BUILD HALF-SCHOOL
COMMUNITY PARTNERSHIP

Name: Bert Schützling

Do you have a child attending St. Elizabeth? ___ Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

BUSING BUSING
LESS CARBON FOOT PRINT
AND MORE ROOM FOR EXPANSION.

2. What are the disadvantages of the proposed joint-use school? (Please Print)

LOSING THE CATHOLIC ATMOSPHERE

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

TEARING DOWN EXCESS BUILDING

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

OR USE SOME SPACE FOR SENIOR

Name: Maria Gonzalez

Do you have a child attending St. Elizabeth? ___ Yes No

1. What are the advantages of the proposed joint-use school? (Please Print)

None

2. What are the disadvantages of the proposed joint-use school? (Please Print)

loss of identity

3. What factors should the Board consider in pursuing a joint-use school? (Please Print)

I can not think of any

4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

We are the Hub of the community
and location location location
is primary.
church
Township
Arena
Marshallville
Soccer
Baseball
Trucks
Library

Table Interviews

Question #1

What are the advantages of the proposed joint-use school?

QUESTION #1. What are the advantages of the proposed joint-use school? (Please Print)

Name: CORNY SPIES Do you have a child attending St. Elizabeth? Yes No

- CENTRAL LOCATION MAY ATTRACT MORE ST. ELIZABETH, CATHOLIC STUDENTS
- NEW FACILITY (FULLY FUNDED)
- NEW FACILITY WILL ATTRACT MORE NEW HOMES AND RESIDENTS.
- LOWER OPERATING/MAINTENANCE COSTS
- HIGHER UTILIZATION

Name: MIKE P. Do you have a child attending St. Elizabeth? Yes No

- LOWER OPERATING COSTS

Name: GRACE P. Do you have a child attending St. Elizabeth? Yes No

- MORE EFFICIENT SPACE (SHARE GYM LIBRARY ETC.)
- MORE EFFICIENT OPERATING COSTS

Name: _____ Do you have a child attending St. Elizabeth? Yes No

- I DO NOT SEE ANY ADVANTAGES

QUESTION #1. What are the advantages of the proposed joint-use school? (Please Print)

Name: NCK OSTRZYCKI Do you have a child attending St. Elizabeth? ___ Yes No

~~ST ELIZABETH IS NEAR THE CHURCH
AREA, BLD DEMAND ETC
NONE~~

Name: ANNETTE OSTRZYCKI Do you have a child attending St. Elizabeth? ___ Yes No

~~NONE~~

Name: MICHELLE Do you have a child attending St. Elizabeth? ___ Yes No

~~NONE~~

Name: TERESA MARIA Do you have a child attending St. Elizabeth? ___ Yes No

~~UP ARE THE HUB OF THE COMMUNITY AND
LOCATION, LOCATION, LOCATION IS
NONE~~

Table Interviews

Question #2

What are the disadvantages of the proposed joint-use school?

QUESTION #2. What are the disadvantages of the proposed joint-use school? (Please Print)

Name: Annette Ostryka Do you have a child attending St. Elizabeth? Yes No

[This response area is crossed out with a diagonal line.]

Name: Nick Ostryka Do you have a child attending St. Elizabeth? Yes No

St. Elizabeth students may lose their right to go to Church Sacraments.

Name: Maria Do you have a child attending St. Elizabeth? Yes No

Loss of Identity.

Name: Michale Do you have a child attending St. Elizabeth? Yes No

*Easy Potential For Catholic Identity To Be Eroded
& C Joint Library - Public School May Allow Books in Library - Public School May Allow Book in Library that are Banned by Catholic Teaching. Also the Public Sector May Not Allow some Catholic Books in the Library*

QUESTION #2. What are the disadvantages of the proposed joint-use school? (Please Print)

Name: Laura Spies Do you have a child attending St. Elizabeth? Yes No

- loss of uniqueness
- the dilution of spirituality and faith based on sharing school with public or non catholics
- creating sense of pride that our children are given an opportunity for stronger faith.

Name: Father Mike Do you have a child attending St. Elizabeth? Yes No

- NUMBERS / RATIO PUBLIC VS CATHOLIC 2003-10-9

Name: Leonard Perrault Do you have a child attending St. Elizabeth? Yes No

HAVE PLACE FOR CATHOLIC MEETINGS - OR MASS

Name: Eliz Z Do you have a child attending St. Elizabeth? Yes No

went thru system

QUESTION #2. What are the disadvantages of the proposed joint-use school? (Please Print)

Name: Erica Do you have a child attending St. Elizabeth? Yes No

less sense of community
less unity in school
no known location
possibility of being far from the church.
" " of not being in the heart of
the village.
If kids are farmed out to city schools.
Village kids don't thrive in city schools.

Name: Michelle Do you have a child attending St. Elizabeth? Yes No

differences in kids between Catholic
& public; bullying already
taking place on our SHARED
busses from Publics onto
Catholics.

Name: Ricky Do you have a child attending St. Elizabeth? Yes No

costs too high
waste of school building
only advantage is a better daily
operating cost.

Name: Elaine Do you have a child attending St. Elizabeth? Yes No

losing walking access to Public Library
arena, Church, large outdoor space
Bullying of our kids by public's. It already
happens on the shared bus system
If Catholic side of school is made smaller
because of projections for growth then the
developments in maintenance group & our kids end up
in a bad place

QUESTION #2. What are the disadvantages of the proposed joint-use school? (Please Print)

Name: Ted Hessels Do you have a child attending St. Elizabeth? Yes No

~~Anti~~ Loss Might Loss Some of the Catholic Religion

Name: Nathan Do you have a child attending St. Elizabeth? Yes No

Name: Paul Do you have a child attending St. Elizabeth? Yes No

Name: Bert Do you have a child attending St. Elizabeth? Yes No

QUESTION #2. What are the disadvantages of the proposed joint-use school? (Please Print)

Name: Mike Perrotto Do you have a child attending St. Elizabeth? ___ Yes ___ No

THE DILUTION OF OUR SYSTEM OF
EDUCATION, VALUES
THE TIES BETWEEN ST ELIZABETH,
& THE SCHOOL. & VICE-VERSA.
PUBLIC LIBRARY -

Name: _____ Do you have a child attending St. Elizabeth? ___ Yes ___ No

POTENTIAL OFF SITE LOCATION

Name: _____ Do you have a child attending St. Elizabeth? ___ Yes ___ No

NO ADVANTAGE BOTH FINANCIAL
OR THE UNIQUE SITUATION - BROKEN
UNLESS A NEW CHURCH IS ALSO
BUILT.

Name: _____ Do you have a child attending St. Elizabeth? ___ Yes ___ No

NOT BEING UNIQUE 8

Table Interviews

Question #3

What factors should the Board consider in pursuing a joint-use school?

QUESTION #3. What factors should the Board consider in pursuing a joint-use school?

(Please Print)

Name: Yvonne Hesses

Do you have a child attending St. Elizabeth? ___ Yes ___ No

is location near public use facility - eg library, arena church.

Name: _____

Do you have a child attending St. Elizabeth? ___ Yes ___ No

- uniqueness of having church near school, new school nearby, ^{church} or both

Name: _____

Do you have a child attending St. Elizabeth? ___ Yes ___ No

lose need to maintain current location due to church public library, arena will they lose uniforms re 2/3 don't require uniforms and 1/3 does keep school gym and modify existing St E school including second gym. want funds toward existing church

Name: _____

Do you have a child attending St. Elizabeth? ___ Yes ___ No

1. absolute cost advantage between newschool vs your current deficiency

QUESTION #3. What factors should the Board consider in pursuing a joint-use school?
(Please Print)

Name: _____

Do you have a child attending St. Elizabeth? ___ Yes ___ No

-went thru the Catholic School System

Name: FR MICHAEL BASOUT

Do you have a child attending St. Elizabeth? ___ Yes ___ No

QUESTIONS
FACTORS
MOTIVES

Name: Laura

Do you have a child attending St. Elizabeth? Yes ___ No

-location
• St. E has the best geographical location.
Our location is close to library, arena
Soccer fields, heritage village, large
capacity parking space, easy access to
Hwy 3, church or premise

Name: Eliz

Do you have a child attending St. Elizabeth? ___ Yes ___ No

have gone thru system

QUESTION #3. What factors should the Board consider in pursuing a joint-use school?

(Please Print)

Name: MICHELLE WILSON Do you have a child attending St. Elizabeth? ___ Yes No

CATHOLIC MORALS + TEACHING MUST BE PRESERVED,
NOT DILUTED OR ERODED BIT BY BIT
MUST BE NEXT TO A CATHOLIC CHURCH

Name: MARIA Do you have a child attending St. Elizabeth? ___ Yes No

~~_____~~

Name: NICK Do you have a child attending St. Elizabeth? ___ Yes No

EXPENSES OF NEW SCHOOL, POSSIBLY MORE
BUSSING

Name: ANNETTE Do you have a child attending St. Elizabeth? ___ Yes No

~~_____~~

Table Interviews

Question #4

What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil spaces?

QUESTION #4. What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space? (Please Print)

Name: Maria Gorzab Do you have a child attending St. Elizabeth? ___ Yes No

We are the Hub of the community and location location location is primary

Name: Michelle Wilson Do you have a child attending St. Elizabeth? ___ Yes No

keep St. Elizabeth School Open and evangelize for new students

Name: Annette Ostyhon Do you have a child attending St. Elizabeth? ___ Yes No

~~My concern is that the building would be built in this location "in the Village"
We have our Church also activities available the Arena Park Baseball Soccer Tennis Harkville~~

Name: Nick Ostyhon Do you have a child attending St. Elizabeth? ___ Yes No

Rent Closed Classrooms

① What are the advantages of the proposed joint-use school?

- NEAR CHURCH, ARENA, SPORTS FACILITY LIBRARY, TOWN HALL IF USE ST. ELIZABETH'S SITE (8 ACRES)
- MAY ATTRACT MORE STUDENTS ~~LESS~~
- NEW FACILITY FULLY FUNDED
- MAY ATTRACT MORE RESIDENTS
- HIGHER UTILIZATION / LOWER OPERATING COSTS / MORE EFFICIENT USE OF SPACE / MONEY
- LARGER LIBRARY / NEW FURNACE
- MORE GYM EQUIPMENT / SCHOOL EQUIPMENT
- BETTER USE OF TAX DOLLARS
- BETTER BUS FLOW
- TIGHTER COMMUNITY
- BETTER FUNDING
- NEW FACILITY
- GREATER CHANCE OF SURVIVAL (CATHOLIC SCHOOL) IN WAINFLEET

② What are the disadvantages of the proposed joint-use school?

- loss of integrity of Catholic Education
- God as the core of their Education
- dilution of our children's spirituality
- possible distance between school and the church.
- loss of Catholic identity
- overall absolute cost of dealing with the deficiency or cost of building a new school.
- taxes will increase
- bullying of our kids by public school kids who lack strength of faith.
- too easy for parents to decide to slide children from Catholic to Public side of school
- long term impact is the eventual disappearance of the Catholic system!
- individuality is being removed
- the change in the geographical location, church, library, arena, soccer field heritage village.

③ What factors should the Board consider in pursuing a joint-use school?

is location near public facility
ie. arena, soccer field, baseball
field, library and our church

need to maintain Catholic
identity

- location close to Church so
celebrations & Mass can
be in the Church

- potential shift of students
to Brant-Malden-Norfolk-COSB

- student voice

④ What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space?

- try to recruit students from the other 2 schools (especially the Catholics in the district school board currently) to ↑ our enrollment, thus cost / student.
- ↓ size of our existing school
- erect a wall part way down the non-gym hallway + rent out space to prospective businesses + their own entrance
- adult education in spare rooms (evening classes)
- we be the school that houses shop, home economics, etc since we have the spare rooms but for other schools to come utilize

- use them for the chess tournaments, extra curriculars
- evangelize, community partnerships
- ? elections poll station
- gym rentals
- students from BMAVEDSB coming
- transition between the communities

Good morning Ms. Habjan-Gallo,

Thank you for your feedback with regard to the joint-use school proposal. We will ensure that it is included in the report to Trustees with the other comments received by the community.

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
Sent: Tuesday, February 20, 2018 11:55 PM
To: Levinski, Kathy <Kathy.Levinski@ncdsb.com>
Subject: Feedback: St Elizabeth Consultation

NAME: Julie Habjan-Gallo

FEEDBACK:
Hello,

I unfortunately was unable to attend the meeting, but would like to add that although a little heartbroken about this decision, because St. Elizabeth is such a great little school (the hidden gem as we like to call it), I would be ok with this proposal and the building of the new school if we can keep the current location. The school is situated in the most perfect place. Right in the HEART of Wainfleet. Because we are joining the public board I understand they do not have a "church connection" but for us....I believe that is the foundation of who we are. Being so close to St. Elizabeth's Church our children are privileged to be able to walk to church every week to attend mass. Not all schools can do that as buses are so expensive. It is just not the same when the priests come to the school and has mass in the gym. Unfortunately we are living in a world where most children are not being brought to church, so to have this opportunity of being so close and celebrating mass at church, as a school, every week.....this may be able to draw in or at least keep children interested in attending church. Also a great way to keep the school and church connected. The students can participate in physical activity by walking to the arena to skate. Again, many schools opted out of another great experience for the children because of the bussing. Monthly visits to the library.....so important in a technology filled world. My children love coming home to tell me about their new library book. Without being able to walk there.....it will be another missed opportunity. Sure I can take my children to all these places (and I do), but it is so much better when the experiences are shared with their peers (especially Church), and other than the Church, the public students would benefit as well. I'm sure this proposal is going to go through, and I would much rather see that happen than have our (hidden gem) just closed up. However, I do really hope some serious consideration is given to the "perfect" location of where this school should be. Good Luck! and God Bless!

Ministry of Education
Office of the ADM
Business & Finance Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation
Bureau du sous-ministre adjoint
Division des opérations et des finances
900, rue Bay
20^e étage, Édifice Mowat
Toronto ON M7A 1L2



2013: B18

MEMORANDUM TO: Directors of Education
School Business Officials

FROM: Gabriel F. Sekaly
Assistant Deputy Minister
Elementary/Secondary Business and Finance Division

DATE: **July 31, 2013**

SUBJECT: **Initiative to Encourage Joint Use / Collaboration
between School Boards on Capital Projects**

I am writing today to announce a new initiative to support joint use projects and encourage greater collaboration between school boards in meeting their accommodation and capital needs. This initiative is comprised of the following two components:

1. Proposals submitted for joint use capital projects and other collaborative capital solutions between school boards will be given first consideration for funding approvals under the Capital Priorities Funding Program.
2. A consultation strategy to be launched this fall to identify and share opportunities, challenges and best practices associated with joint use schools and other collaborative capital project arrangements.

This initiative anticipates work on the government's broader School Board Efficiencies and Modernization strategy which, as announced in the 2013 Ontario Budget, aims to achieve long-term sustainability in school board funding. While the Ministry is aware that a variety of joint use arrangements currently exist in the province between school boards and other parties, the Ministry believes that greater collaboration between boards in addressing their facility needs will provide opportunities for capital and operating efficiencies.

Page 1 of 4

Initiative to Encourage Joint Use / Collaboration between School Boards on Capital Projects

To encourage a greater number of new and innovative collaborative capital project arrangements between school boards the Ministry will review all joint use projects for funding consideration before evaluating any other Capital Priorities submissions. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than stand-alone projects.

We realize that joint use capital projects may require additional time for school boards to plan, develop and consult with their communities and that this may pose a challenge given the 2013-14 Capital Priorities submission timelines as outlined in **Capital Priorities Memorandum 2013: 813**. However, we expect that the efficient utilization of school facilities between boards will remain a focus of the Ministry's annual Capital Priorities review process and as such, boards should seek joint-use opportunities between school boards for future Capital Priorities submissions.

Types of Eligible Joint Use Capital Projects

To receive first consideration for funding under the Capital Priorities program, an eligible joint use capital proposal must meet at least one of the following conditions:

1. The shared use of a single facility by two or more school boards (either involving the construction of new permanent space or the utilization of existing space)
2. The increased utilization of existing capacity through the 'swapping' of school facilities between school boards

Joint use capital proposals also must meet the capital and accommodation needs of the boards involved in the solution. Please refer to Appendix A for a list of examples of potential joint use capital projects between school boards.

Submission Process for Joint Use Capital Projects

School boards are requested to submit proposed joint use capital projects through the Capital Priorities Template in the School Facilities Inventory System (SFIS) as specified in **Capital Priorities Memorandum 2013: 813**.

Each school board involved in the proposed joint use capital project must submit a completed business case and identify the project as one of its top eight Capital Priorities projects to receive priority funding consideration. The business cases for these projects should still provide the projected enrolment and capital needs of individual school boards. Boards are required to identify these projects as joint use in the comments section of the business case and are to contact their capital analyst with specific details on the joint use solution (e.g. what type of arrangement will exist between the boards, what spaces will be shared, what efficiencies / program opportunities will be gained from this joint use solution).

Consultation Strategy

The Ministry will provide more details on a consultation strategy to encourage joint use / collaborative solutions between school boards later this fall.

If you have questions about joint use capital projects, please contact your board's capital analyst.

Sincerely,

Original Signed By

Gabriel F. Sekaly
Assistant Deputy Minister
Elementary/Secondary Business and Finance Division

Appendix A - Examples of Joint Use Projects between School Boards

Example 1

School Board A operates a facility in good condition with a low enrolment and excess space. School Board B operates a facility in *very* poor condition and has a *very* low enrolment.

- Joint use solution - School Board B's students *move* into School Board A's building to essentially have two schools under one roof.

Example 2

School Board A and School Board B each operate separate facilities with approximately 200 students in a small, rural community. Each facility has high renewal needs with enrolment projected to remain steady.

- Joint use solution - a new jointly owned facility should be constructed for both boards. The preferred model would be to have two schools under one roof (ie. Each board would have separate office spaces / classrooms but would share certain common areas such as libraries or gymnasias).

Example 3

School Board A operates a facility with a capacity of 400 and enrolment of 150. School Board B operates a facility with a capacity of 200 and enrolment of 350.

- Joint use solution - School Board A and B swap school buildings to achieve efficiencies through increased facility utilization.

Ministry of Education**Office of the ADM**

Financial Policy and Business Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation**Bureau du sous-ministre adjoint**

Division des politiques financières et des
opérations
900, rue Bay
20^e étage, Édifice Mowat
Toronto ON M7A 1L2

**2016: B17**

MEMORANDUM TO: Directors of Education
Senior Business Officials

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

DATE: **October 12, 2016**

SUBJECT: **Joint-Use Schools Seed Funding Program**

I am pleased to announce details of the ministry's new program to encourage the development of joint-use schools between two or more school boards. This memorandum is further to **Memorandum 2016: B04 - Capital Planning Capacity Program 2015-16 and 2016-17** (dated March 4, 2016), which announced two years of funding allocations to school boards as part of the Capital Planning Capacity (CPC) Program, including \$600,000 to support the development of joint-use schools. Of this, \$200,000 will be used for the new Joint-Use Schools Seed Funding Program.

Program Highlights

1. The Joint-Use Schools Seed Funding Program is available to school boards over the next two years, on a first-come, first-served basis.
2. To apply for this seed funding two or more school boards must jointly submit an application form.
3. Successful applicants will receive \$20,000 in operating funding, per school board, to support the development of a joint-use school project.
4. Participating school boards require trustee-level approval to apply for this funding.
5. The ministry will accept applications any time during the 2016-17 school year.

Program Intent

In recent years, the Ministry has introduced a variety of initiatives to encourage boards to consider the most efficient use of school space and to right size their schools where necessary. In 2013, the ministry released **Memorandum 2013: B18 - Initiative to Encourage Joint Use in Collaboration between School Boards on Capital Projects**, which introduced the priority review of any joint-use capital funding application. Note that this initiative remains active through the ministry's Capital Priorities and School Condition Capital programs. Additionally, the School Board Efficiencies and Modernization (SBEM) initiative was introduced in 2014 to further encourage the efficient use of school space.

To meet the needs of their students, some school boards have established joint-use school arrangements (where two or more school boards operate their schools in one building) to help with pupil accommodations in those locations where there may not be enough pupils of one board to support a stand-alone school. Joint-use school arrangements can provide opportunities for students to gain access to specialized classrooms, gymnasias, playing fields and library facilities to which they may not have had access in a smaller, stand-alone school.

The Ministry of Education is aware that significant board-to-board negotiations and planning are required to support the development of joint-use school projects and that under certain circumstances, some of these tasks may act as a barrier to the establishment of such projects. The ministry is also aware that effective planning leading to the development of formalized agreements can significantly increase the long-term success of joint-use school arrangements. For these reasons, the ministry has established this Joint-Use Schools Seed Funding Program to encourage the creation of more joint-use schools.

We note that a variety of collaborative arrangements established between school boards may be termed "joint-use." For the purposes of this Joint-Use Schools Seed Funding Program, a joint-use school is defined as ***an agreement between two or more school boards operating their respective schools in a single facility in response to a demonstrated need for pupil accommodations.***

Examples of joint-use arrangements may include:

- Two school boards both operating elementary or secondary programs in the same building and sharing the gymnasium, playing fields and/or specialty classrooms such as science and shop labs.
- Two school boards operating in different wings and attached through common areas such as a shared school library or public library.

The ministry encourages school boards to strive to achieve the greatest benefit to students in potential joint-use school arrangements. As such, the ministry urges school boards to consider the most appropriate means to broaden the range of educational spaces available to students through the sharing of standard and specialty rooms in their joint-use school.

Examples of what would **not** be considered a joint-use school, for the purposes of this program, include arrangements where:

- Schools of two distinct school boards are situated on one campus, but are not located in one building.
- Two schools of two distinct school boards are situated in different buildings, but schedule access to the same sport field, sport facility or any other education-related facility (e.g. outdoor learning centres, etc.).

Program Details

Through this program, partnering schools may consider establishing a joint-use school in existing school space, in a new build or by way of an addition. This program is intended to provide partnering school boards exploring the opportunity to undertake joint-use school projects with \$20,000 each, to support costs associated with the project planning and development process.

Ministry Priorities under this Program

While joint-use schools may be established under a variety of circumstances, the ministry will prioritize this seed funding for potential joint-use schools in those locations where one or two stand-alone school facilities are not, or would not be, a highly viable option. As a result, the ministry has identified the following priority areas for this program.

Accommodation need:

- **Isolation:** Projects where at least one of the boards has limited accommodation options due to the isolation of the proposed school from other schools of the board.
- **School size:** At least one elementary or secondary school with total ADE below the provincial average (elementary – approximately 350 or secondary approximately 700)

and, broader facility options for students:

- **Shared space:** Projects which include plans for shared or common spaces within the same facility (e.g., specialty classrooms, gymnasias, libraries)

A range of joint-use school arrangements is possible and will be considered, however, applications to this program will be reviewed according to the above-listed priorities.

Eligible Expenses

Under the Joint-Use Schools Seed Funding Program, school boards can apply funding toward expenses they incur in through the development of a joint-use project. Eligible expenses may include:

- Legal, design, architectural, planning;
- Consulting services (costing, program review, enrolment and demographic projections); and
- Facilitation services.

Please note, this funding is not to be applied for communication materials, promotional events, and community meetings or toward any function that could be classified as an eligible capital cost (e.g. site assessments, site remediation costs, real property appraisals and construction-related assessments, etc.). Expenses incurred prior to receiving approval for this funding are also ineligible.

Application Process

Two or more school boards must jointly apply for funding under this program. The application template and associated instructions are provided as an attachment in Appendix A.

To be eligible for consideration, the ministry requires evidence of trustee-level approval of this application for the Joint-Use Seed Funding Program. Please note, this approval is to acknowledge that an application for this Joint-Use Seed Funding Program with the identified partner school board will be submitted to the Ministry of Education, and that if successful, steps will be taken to further develop the joint-use school project.

The ministry will accept applications any time throughout the year. This funding will be available to school boards over the next two years, on a first-come, first-served basis. Successful applicants (partnering boards) will be awarded \$20,000 each, independent of the size of the schools involved or the relative number of students from each board that may be included in the proposal.

The ministry will decline those applications which do not meet the stipulated eligibility requirements and which do not have a clear business case for the student accommodation need.

Please note that being declined for funding under the Joint-Use Seed Funding Program should not prevent partnering school boards from continuing to pursue their joint-use school proposals or from applying for funding under the ministry's capital funding programs (if required).

The ministry will provide a written acknowledgement when applications are received. Along with the final decision notice, comments about the application and funding details will be provided.

Other Considerations

Funding approvals under the Joint-Use Seed Funding program do not guarantee any related approvals under the ministry's current capital funding programs: Capital Priorities Program (CPP) / School Consolidation Capital (SCC).

While this program is intended to support the creation of more joint-use schools across Ontario, school boards that are awarded funding under this program may also conclude that they are unable to develop a sustainable joint-use school arrangement. Detailed information and the rationale behind this decision not to pursue a joint-use school arrangement will be required by the Ministry of Education.

Reporting and Accountability

The ministry intends to maintain streamlined reporting requirements for this seed funding program, similar to the rest of the CPC program funding. Awarded funds will be added to school boards' School Board Governance and Administration Grant and boards will be required to report Joint-Use Seed Funding Program expenditures as part of their Financial Statements in the applicable school year.

Once the awarded funds are fully expensed, successful applicants will also be required to provide the ministry with a formal statement of outcomes and rationale associated with the use of the funds (a template will be provided at that time). This will help inform the ministry on future support for joint use initiatives.

Ministry Contact

Ministry staff are available to review and discuss school boards' joint-use school proposals or any associated issues, at any point before, during or after applying for this Joint-Use Seed Funding Program. If you have questions or require additional information regarding this program, please contact Sabina Bredin, Senior Policy Analyst, at (416) 325-2024 or sabina.bredin@ontario.ca.

Original signed by:

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division
Ministry of Education

cc. Managers of Planning

Appendix A - Joint-Use Schools Seed Funding Program Application Template



“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
ST. ELIZABETH CATHOLIC ELEMENTARY SCHOOL
COMMUNITY CONSULTATION MEETING
December 17, 2018
6:30 p.m.

Minutes of the St. Elizabeth Catholic Elementary School Community Consultation Meeting of December 17, 2018 at 6:30 p.m.

The following staff members were in attendance:

- Ted Farrell, Superintendent of Education;
- Yolanda Baldasaro, Family of Schools Superintendent of Education;
- Kathy Levinski, Administrator of Facilities Services;
- Scott Whitwell, Controller of Facilities Services;
- Kim Kuchar, Principal of St. Elizabeth Catholic Elementary School;
- Mary Gallardi, Administrative Assistant, Recording Secretary.

Jack Ammendolia, Managing Partner & Director, Watson & Associates

There were nine members of the public in attendance. Four of those in attendance have children enrolled in St. Elizabeth Catholic School, and Dino Sicoli, Trustee.

A. WELCOME

Superintendent Baldasaro welcomed and thanked everyone for attending.

B. OPENING PRAYER

Principal Kuchar opened with a prayer.

C. PURPOSE

Superintendent Farrell welcomed and thanked everyone for attending and advised that the purpose of tonight’s meeting was to provide information and receive feedback on the consultant’s report from the joint-use seed funding. The feedback from the community will be provided to the Board of Trustees with respect to entering into a proposed joint-use school in Wainfleet with the District School Board of Niagara.

Superintendent Farrell reviewed the agenda and advised that there would be an opportunity for everyone present to provide input.

D. BACKGROUND INFORMATION

Superintendent Farrell and Kathy Levinski provided background information presenting slides 1

through 17 of the slide deck. Superintendent Farrell advised the slide presentation would be posted on the Board website on December 18th, 2018. (*Appendix A*)

E. WATSON & ASSOCIATES PRESENTATION

Jack Ammendolia, Managing Partner & Director, Education, Watson & Associates presented slides 18 through 28 of the slide deck.

QUESTIONS & COMMENTS:

There have been a lot of cutbacks for education lately, any possibility that there would be funds to build a joint school?

Mr. Ammendolia - As of right now, joint-use schooling funds are being accepted. The new government has not approved any capital projects and are basically reviewing what the past government has done.

The public school board had a meeting like this earlier. Did you find out what happened?

Mr. Ammendolia - They went through a pupil accommodation review process which recommended they consider a joint-use school with Niagara Catholic. Their report was submitted to their Trustees.

I think it would benefit us to do this. When does the final decision get made? When is funding good until? Who says yes or no?

Superintendent Farrell – The Niagara Catholic decision will be made by our Trustees. We will take all the information we receive tonight and share it with them. As far as deadline, there has not been a firm deadline established for the funding. Staff will make their recommendation to pursue or not pursue and that recommendation can be accepted or rejected or amended by the Trustees.

One of the letters sent home said the school would be ready to go by 2021. I thought it specifically said that the new school would be ready.

Kathy Levinski - District School Board of Niagara's Final Staff Report included 2021 as the date to have school ready for.

Do the other two schools agree that this is a good area to build the school?

Jack Ammendolia – I don't work for the District School Board of Niagara. I know that they had their accommodation review and decided to pursue this joint-use school. I don't know if they got into this as the best area or anything.

Kathy Levinski – In their report to Trustees, the District School Board mentioned that the Township thought that the hamlet of Wainfleet would be the best location. But there has been no decision.

In process of schools, if they decide to go forward with this, do the schools boards get together and try to come up with a plan, do we have input or are we just informed when the plan comes together, like after all the decisions are made?

Superintendent Farrell – There certainly will be consultation once our Trustees make a decision. We will let the community know of this decision. Pursuit of this project would be conditional upon Ministry of Education funding. We would have to prepare a business case for the funds and the Ministry will need to approve it. Following that we would want to get input from the community as far as location, type of facility, size and scope of it.

So the next step is to present to Board of Trustees for a vote, but we don't know what day that is going to happen? There is no projected date for that meeting, like we just don't know, like is this going to be at a January Board Meeting, or February or?

Superintendent Farrell - We will let the community know when a decision will be made. We will prepare a report for our Senior Team in early January. Our intention is to bring a report to the Committee of the Whole meeting in January with feedback from tonight's meeting. Following that we will let the community know when we will be going forward with the Report to the Board.

At the last meeting held here, the majority of the crowd was in favour of location being here at St. Elizabeth. Have staff looked into that to see if a school of 500 could be accommodated here on this site?

Superintendent Farrell – The property is 8 acres and could accommodate a school of approximately 500.

Scott Whitwell – I would say 5 acres is often the size that the Ministry consider for a new school, depending on enrolment. I think it is fair to say there have not been any concrete discussions as to where the site would be. I know that Kathy had mentioned that the DSBN report mentioned that the hamlet of Wainfleet would be a good place for it but that was just a comment. To answer your question there has not been any decision. I'm sure DSBN would want to weigh in from their own perspective. We thought it was premature to discuss that until we found out about the viability of this. If the Board decides to pursue this, the location would be something that would be determined very early on.

Superintendent Farrell – It did come through loud and clear though at our last meeting as shown on the slides that we put up earlier that the location be here, near the Church. Proximity to the Church was important and people at that meeting wanted the location to be very close to the Church.

It would be something if we said yes, go for it and they built it five miles down the road. Then this group would be not for it at all, I can guarantee you that. It makes sense to have it here. Not only do you have an 8 acre site, you have soccer field, baseball field, arena, library and so on. Was there any feedback from other two schools as to where their choice of school would be? They heard that we were open to have the school site here. We know that they can build the new school behind here while school is still in session then tear down this building and make it all parking lot.

Superintendent Farrell – The DSBN has done a number of Pupil Accommodation Reviews. For a Pupil Accommodation Review you have to prepare a Final Staff Report and the community is invited to provide input, through a formal delegation to the Board so that Trustees can hear directly from the public For the Winger/Brown Pupil Accommodation Review there were no delegations to the Board, unlike other ARCs.

There is no safety issue for students at this location as they don't have to cross road to go to library and arena, or be bussed, those are all important considerations.

Jack Ammendolia – Yes, those are all important considerations.

You mentioned earlier that in addressing enrolment pressures at other sites the Board has moved French Immersion to other schools to boost enrolment to capacity. Where is the French Immersion site in the Lakeshore Family of Schools?

Superintendent Baldasaro - There isn't a site within the Lakeshore Catholic Family of Schools. From a legacy perspective when French Immersion was introduced into the Board there wasn't a lot of interest or demand in the area. Students from this area apply as out of bounds and go to Holy Name Catholic and soon it will be Alexander Kuska. There is an online application process. These students are out of bounds and the parents are responsible to get them to and from school.

So that was roughly 5 years ago it began, when French Immersion came in?

Superintendent Baldasaro – The first wave was in 2013.

Has it been revisited since then for the Lakeshore Family of Schools?

Superintendent Baldasaro - No it has not been revisited.

Will it ever be revisited?

Superintendent Baldasaro – I'm not sure. It is something we can look at. We have a new Board for 2018-2022, so I think that those are things that we will need to think about.

Would that be a potential Plan B if this joint school doesn't get approved? What will happen to St. Elizabeth? Are we going to end up moving the boundaries a little bit because we have children all the way up almost in Winger closer to Haldimand? Will they now be going to Holy Name because there is not much enrolment there because you just moved the French Immersion over, you know, like what is the Plan B if the joint school doesn't happen?

Superintendent Farrell –We indicated we would consider partnerships for St. Elizabeth. Our attempt to engage the community and have partnerships did not materialize as we had hoped. The opportunity came to consider a joint-use school and we are pursuing that. Our Trustees will be interested in the support of the community for this. If accepted by our Trustees then we move forward and prepare a business case with the District School Board of Niagara and await the Ministry's response.

There were a number of options that were brought up at our last meeting. Someone suggested bulldozing half the school so that it fits the number of students. As Mr. Amendolia mentioned, you have one school that is 16 kilometers away and one that is 13 kilometers away, both those schools are at capacity. It's a little tough do an Attendance Area Review and to take students from a full school and move them here causing that school to be under utilized. The location of St. Elizabeth poses a unique problem but we are just taking it one step at a time and not get too far ahead of ourselves.

It just seems we are relying so much on the joint-use but if it falls through what happens? It is making us uneasy and teachers are worried if they have a job. You can see by the outcome tonight parents feel you

have already made the decision and not really knowing what Plan B is and that there really is no Plan A. It's just really all talk at this point. Kids are asking questions. Teachers and parents asking questions. Everyone has questions and no one has answers.

Jack Ammendolia – Another way to think of this is that Plan A was trying to seek partnerships and that didn't work. Plan B is this next opportunity to pursue. I think it is premature at this point to say what is Plan C and Plan D. I think Plan C and Plan D are back to the drawing board. Let's deal with this opportunity and see what happens here. If it doesn't happen then we evaluate the situation rather than say that if Plan A doesn't work then go to Plan B then on to Plan C. Quite frankly, based on some of the things we talked about I'm not sure if there is a viable Plan C right now. So what I would say to the community is, if you are in favour of this, then lets focus on this right now.

Part of the frustration from the community is the length of time this is taken, had a meeting where we are in favour of a joint-use school and are now hearing through other parents that the public board has already gone through all their processes and have already gone to their board and we still don't know when it will even be presented to our board. So it seems like a very long waiting game.

Jack Ammendolia – Niagara Catholic had to wait for the DSBN to go through a Pupil Accommodation Review. It was premature for Niagara Catholic to go too far down the road until DSBN had finished their process because if the DSBN would have said no, we are not going there, then Niagara Catholic would have wasted a lot of time and money. I get your frustration being a parent as well, but I would just say that there is a lot going on from a board staff perspective. Things do take time. You do want to make sure that if it does come to fruition that it is done properly.

There is parent concern and we recognize that there is a lot of work involved, but in that time, we have a school that we are passionate about. Our numbers are quite small and the insecurity during that time has caused some to leave and others to seriously consider it, so that becomes a huge issue for us.

Superintendent Farrell – Just back to the timeline, the District School Board Trustees did not receive their Pupil Accommodation Review until November 27th. We had our letter out for this meeting the day after, November 28th. We might seem like we are moving as fast as an elephant but we are working as quickly as we can.

F. FACILITATED SESSION FOR FEEDBACK

Superintendent Farrell facilitated the session for feedback. The following questions were posed:

What do you like about this recommendation? (The joint-use school being a viable option)

This is a good location for the joint-use school because of the size of the property and everything that is around us.

Catholic presence stays in Wainfleet, we don't have to go to another community.

Children living in Wainfleet can go to school in their own community, so not just the Catholic school children but all others.

By amalgamating 3 schools it financially is a plus for bussing, staffing, hydro, utilities.

Strengthens as a whole the community of Wainfleet because all the Wainfleet kids would be at the same school. They all know each other anyways through sports and activities, shared bussing, they play hockey, baseball, soccer together. Whether it is Catholic or Public they are all there.

This is what Wainfleet is like being a small community. Everybody knows everybody.

What do you dislike about the recommendation?

The uncertainty of how this all comes together or comes to fruition.

More of a concern than a dislike. When we did Loretto we knew the money was going to be there. Is the money going to be pulled out by next year? Who knows. But usually when the government announces something like this the writing is on the wall for them to cause they have three aging facilities, between 60-70 years old. It only makes sense to build a 500 brick pupil school and make that a going concern, because you really would then only need what one and a half caretakers, a couple cleaners, instead of three caretakers, six cleaners. It makes sense for them to do it. Even the school board can't control it but the Government can, and usually when it gets this far the money usually flows through, but it's just a matter of trying to get the community behind it. Once the community is behind it I can't see it stopping. That's a concern, it's not a dislike.

Another concern is the lack of other options.

You can't control population, there are only so many kids in Wainfleet.

If we don't do a joint school would we be able to do French Immersion? I think we would get some Catholic kids back. We definitely lose kids in the Lakeshore area to the public board because DSBN offers French Immersion in this area and we do not.

Superintendent Farrell – French Immersion poses a number of challenges, not only locally but throughout the Province. There is difficulty getting qualified French teachers. You essentially end up with different boundaries within the Board. You have a French Immersion boundary map and you have an English boundary map. They each need to provide a healthy sustainable student population so the class sizes are healthy for both.

The greatest concern is what the province will do financially. Will they support this?

So if it takes until 2021 for a new school to be built, what is going to happen at St. Elizabeth in the next two school years? At the beginning of this school year, we lost a teacher and it was tri-grades. What is going to happen for the next two school years in the meantime until that new school gets built? That is a huge concern. We lost 3 families because of that this year and what happens next year? Are we even going to have a presence by the time the new school is built? It is really concerning.

The report itself talked about populations but it didn't factor in that we lost families when there were issues like the work to rule. We lost families again when we had triple grades proposed. There weren't specific numbers related to that. It wasn't just population growth in Wainfleet. There were other factors that negatively impacted the population at the school. The report didn't deal with some of the stressors that caused the school to lose students. The kids are out there if you look at the population of the other two schools Wainfleet has. We have kids that are travelling to Christian Schools outside of the Wainfleet limits to private schools.

We lost families to the triple grade even though it was reversed three weeks into the school year. Next year if we are going to go back to the triple grades due to our numbers again, are we going to lose another three

families? And then is the Board going to reverse that decision? Parents need to be informed that the Board has their hiring process until October 1st and they can do all their switches and hiring until then, is that not the rule of thumb you guys have? Like you do a lot of your hiring for permanent positions and stuff in the month of September.

Superintendent Farrell – Student population enrolment can shift. We staff based on enrolment numbers we have in April/May and we assign staff based on that. Sometimes when you actually get into the school year sometimes there is a shift of population and staff needs to be reallocated.

That is understandable. Parents should have been told about that when there was a suggestion that there would be tri-grades, like if our enrolment goes up by this much it could potentially go back. You know we were told that the potential was there but we weren't told that all your hiring was done so it was pretty much a signed, sealed and delivered message that you were going to have tri-grade rather than go back to the regular split classes. So I think just moving forward it would help if we were informed on the whole process.

Superintendent Farrell – All this will be shared with the Trustees.

Superintendent Farrell – Everyone will be given 10 dots and come up to the boards and put dots on the points you feel are most important. You can put all 10 dots on one point or you can spread them out and this will be a clear sign to the Trustees of what you feel are most important issues or concerns. (*Appendix B*)

G. QUESTIONS

No questions.

If there is anything else you think of after you leave here, there is an area on the website where you can send in feedback, or you can call the Board and ask for Kathy Levinski, ext. 273.

H. FURTHER ACTION

Report to the Committee of the Whole – January 15th, 2019

Communication of decision to community and next steps.

I. ADJOURNMENT

Thank you for attending this evening.

The meeting was adjourned at 8:00 p.m.

Proposed Joint-Use School - Wainfleet

Community Consultation

December 17, 2018



Agenda

A. WELCOME – Yolanda Baldasaro

B. OPENING PRAYER – Kim Kuchar

C. PURPOSE

Community feedback on Watson & Associates Report

D. BACKGROUND INFORMATION

E. WATSON & ASSOCIATES PRESENTATION – Jack Ammendolia

F. FACILITATED SESSION FOR FEEDBACK

G. QUESTIONS

H. FURTHER ACTION

A. Report to Board of Trustees – January 15, 2019

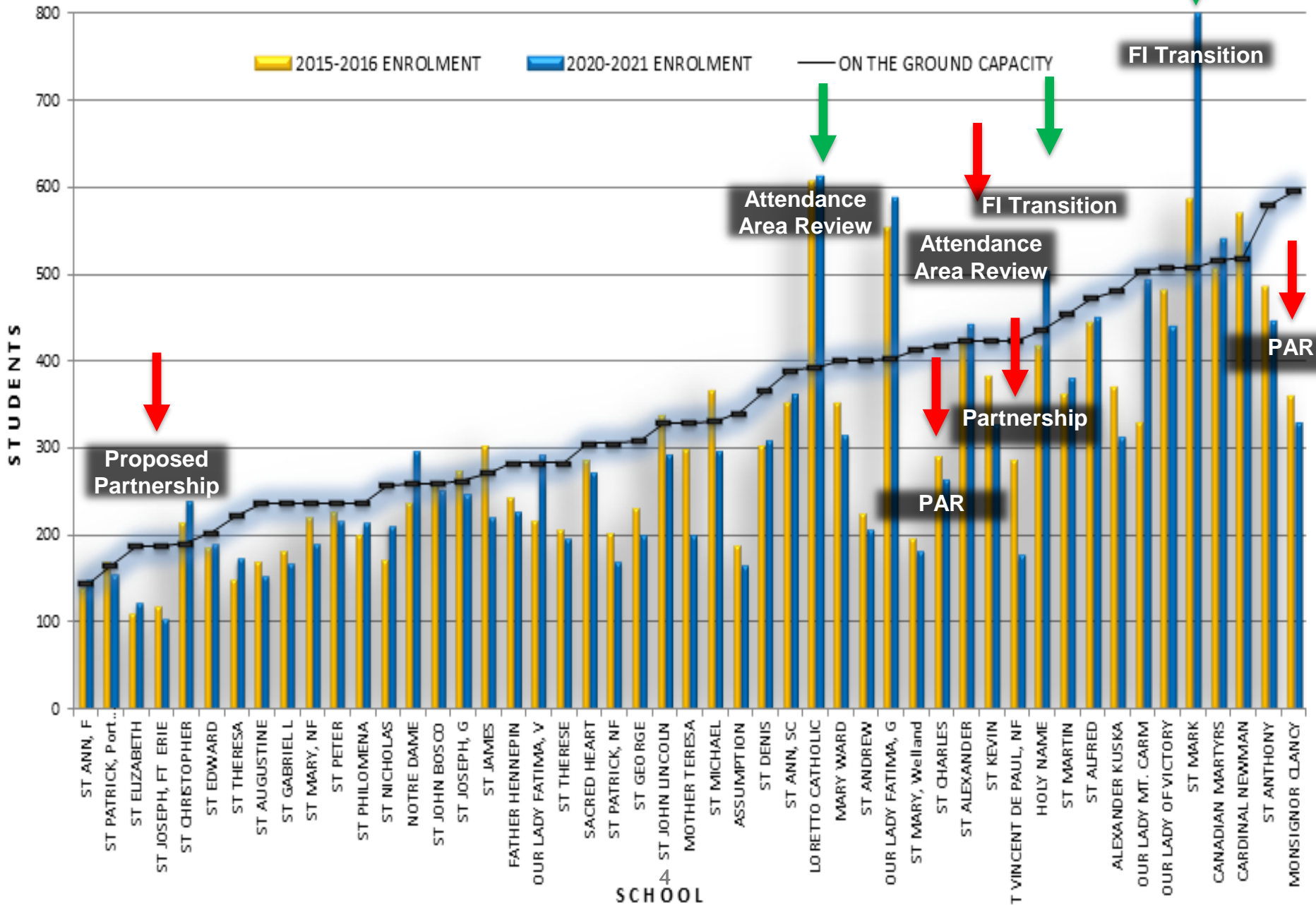
B. Communication of decision to community and next steps

I. ADJOURNMENT

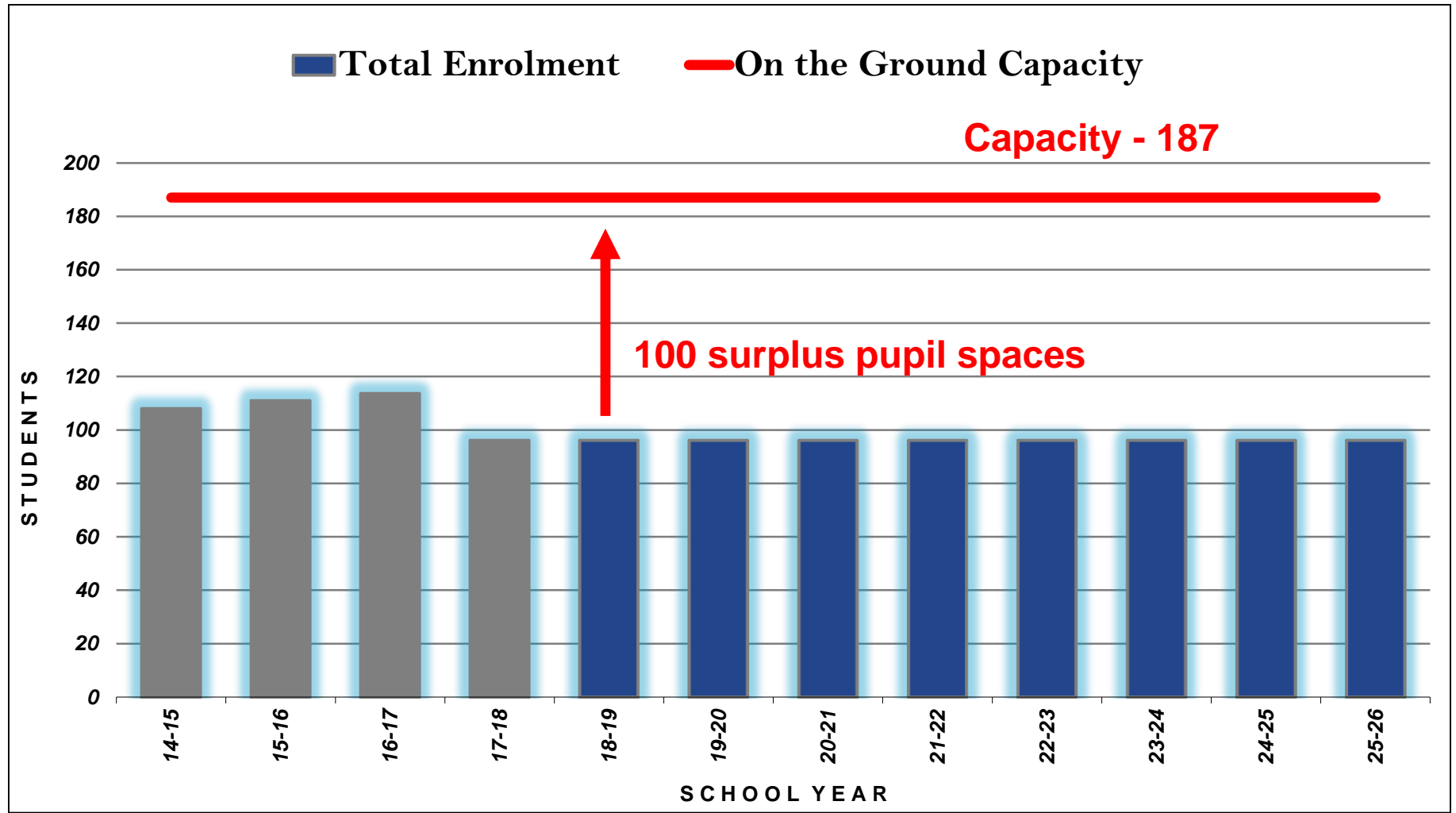
Long Term Accommodation Plan 2016-2021

- Long Term Accommodation Plan was approved at Board Meeting – April 26, 2016
- Recommendations for Schools/Areas were considered:
 - No Action
 - Community Partnership
 - Attendance Area Review
 - Pupil Accommodation Review
 - Application for Capital Funding

ELEMENTARY SCHOOL ENROLMENT VS. CAPACITY



St. Elizabeth Catholic Elementary School



Short Term Recommendations 2016-2018

St. Elizabeth Catholic Elementary

The Lakeshore Catholic Family of Schools is experiencing underutilization at its two smallest associate schools, St. Elizabeth and St. Joseph Catholic Elementary Schools. Dealing with these schools pose pressures due to their location. In the short term, partnerships may address underutilization.

If partnerships do not address the underutilization, it may be necessary to pursue Pupil Accommodation Review.

Community Planning & Partnerships

- Three Community Planning and Partnerships Meetings have been held:
 - November 30, 2016
 - December 13, 2017
 - December 6, 2018
- Niagara Catholic has been actively looking for partnerships for St. Elizabeth Catholic Elementary School to better utilize the school.
- District School Board of Niagara proposed joint-use school partnership in November 2017

Potential Partnership

- November 29, 2017 – Letter from DSBN requesting consideration of joint-use elementary school partnership in Wainfleet
- December 16, 2017 – Board motion to engage in initial staff level discussions; notify St. Elizabeth Catholic Elementary School community; provide update through staff report
- December 20, 2017 – Letter to St. Elizabeth families for information
- February 1, 2018 – Letter to St. Elizabeth families regarding public meeting

Potential Partnership

- February 15, 2018 – Community consultation meeting for input
- February 27, 2018 – Initial Staff Report to Board, motion to apply for joint-use seed funding, further develop project, report back to Board for further approvals as required
- March 21, 2018 – Staff Meeting for input
- April 24, 2018 – Ministry of Education approval for Joint-Use Seed Funding to investigate proposal
- June, 2018 – Consultant engaged for Initial Report

Potential Partnership

- June 28, 2018 – Letter to St. Elizabeth families to provide update regarding consultant
- September 28, 2018 – Update in St. Elizabeth newsletter
- November 13, 2018– Consultant and Staff Report to Board, motion to receive Report for information
- November 28, 2018 – Letter to St. Elizabeth families regarding community feedback on consultant report
- November 27, 2018 – DSBN approved Joint Use School pending Niagara Catholic Trustee and Ministry of Education approval

Community Input

- The following input was received from the community on February 15, 2018 during the facilitated session
- Input was presented to the Board on February 27, 2018 in a staff report

Community Input

① What are the advantages of the proposed joint-use school?

- NEAR CHURCH, ARENA, SPORTS FACILITY LIBRARY, TOWN HALL IF USE ST. ELIZABETH'S SITE (8 ACRES)
- MAY ATTRACT MORE STUDENTS ~~LIBRARY~~
- NEW FACILITY FULLY FUNDED
- MAY ATTRACT MORE RESIDENTS
- HIGHER UTILIZATION / LOWER OPERATING COSTS / MORE EFFICIENT USE OF SPACE / MONEY
- LARGER LIBRARY / NEW FURNACE
- MORE GYM EQUIPMENT / SCHOOL EQUIPMENT
- BETTER USE OF TAX DOLLARS
- BETTER BUS FLOW
- TIGHTER COMMUNITY
- BETTER FUNDING
- NEW FACILITY
- GREATER CHANCE OF SURVIVAL (CATHOLIC SCHOOL) IN WAINFLEET

Community Input

② What are the disadvantages of the proposed joint-use school?

- loss of integrity of Catholic Education
- God as the core of their Education
- dilution of our children's spirituality
- possible distance between school and the church.
- loss of Catholic identity
- overall absolute cost of dealing with the deficiency or cost of building a new school.
- taxes will increase
- bullying of our kids by public school kids who lack strength of faith.
- too easy for parents to decide to slide children from Catholic to Public side of school
- long term impact is the eventual disappearance of the Catholic system!
- individuality is being removed
- the change in the geographical location, church, library, arena, soccer field heritage village.

Community Input

③ What factors should the Board consider in pursuing a joint-use school?

is location near public facility
ie arena, soccer field, baseball
field, library and our church

need to maintain Catholic
identity

- location close to Church so
celebrations & Mass can
be in the Church

- potential shift of students
to Brant-Haldimand-Norfolk-COSB

- student voice

Community Input

④ What other alternatives could the Board consider for St. Elizabeth Catholic to deal with excess pupil space?

- try to recruit students from the other 2 schools (especially the Catholics in the district school board currently) to ↑ our enrollment, thus cost / student.
- ↓ size of our existing school
- erect a wall part way down the non-gym hallway + rent out space to prospective businesses c̄ their own entrance

Community Input

- adult education in spare rooms (evening classes)
- we be the school that houses shop, home economics, etc since we have the spare rooms but for other schools to come utilize

- use them for the chess tournaments, extra curriculars
- evangelize, community partnerships

Community Input

- ? elections poll station
- gym rentals
- students from BHAVANSA coming
- transition between the communities

Watson & Associates Report

Jack Ammendolia, Director,
Watson & Associates



 Watson
& Associates
ECONOMISTS LTD.

Township of Wainfleet: Viability Of A Shared Elementary School

Niagara Catholic District School Board

December 17, 2018

Background



**MOE
Encouraging
Shared School
Initiatives**

**Board Asked
To Consider
Shared School
With DSBN**

**Boards
Were
Granted
MOE Seed
Money To
Study**

**NCDSB Has
Two Existing
Shared School
Partnerships**

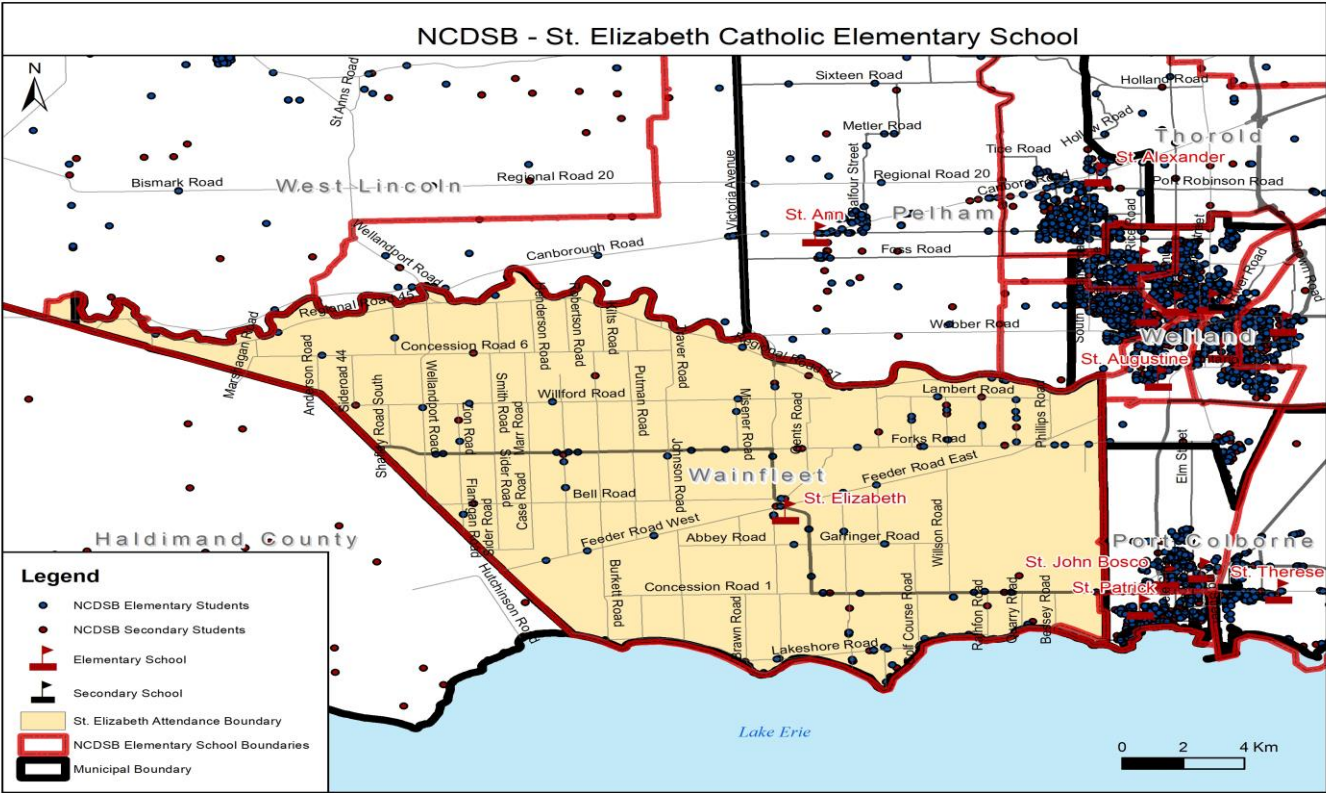
Consultant Area Of Focus



1. Need
2. Demographics/Enrolment Projections
3. Accommodation Viability
4. Capital Funding Viability



St. Elizabeth Boundary and Students





Demographics: Study Area

Wainfleet Population Data	2001 Census	2006 Census	2011 Census	2016 Census	01-06	06-11	11-16
					% Change	% Change	% Change
Total Population	6,260	6,585	6,310	6,390	5.2%	-4.2%	1.3%
Pre-School Population (0-3)	270	225	230	255	-16.7%	2.2%	10.9%
Elementary School Population (4-13)	910	825	675	665	-9.3%	-18.2%	-1.5%
Secondary School Population (14-18)	490	525	470	415	7.1%	-10.5%	-11.7%
Population Over 18 Years of Age	4,590	5,010	4,935	5,055	9.2%	-1.5%	2.4%

Dwelling Unit Data	2006 Census	2011 Census	2016 Census	2006-2011		2011-2016	
				Change	%	Change	%
Total Occupied Dwellings	2,390	2,337	2,413	-53	-2.2%	76	3.3%
Total Population/Dwelling	2.76	2.70	2.65	-0.06	-2.0%	-0.05	-1.9%
Elementary Pop./Dwelling	0.35	0.29	0.28	-0.06	-16.3%	-0.01	-4.6%
Secondary Pop./Dwelling	0.22	0.20	0.17	-0.02	-8.4%	-0.03	-14.5%



St. Elizabeth Catholic Elementary School: Historical Enrolment

GRADES (Headcount)	Historical 2001/2002	Historical 2006/2007	Historical 2011/2012	Historical 2016/2017
JK	3	9	12	6
SK	22	14	9	12
1	16	18	10	9
2	13	16	13	11
3	24	22	8	12
4	12	8	13	11
5	14	24	10	10
6	22	18	17	16
7	11	15	15	13
8	17	26	20	8
Total Enrolment	150	168	127	108
Grade Structure Ratio	1.23	1.43	1.68	1.37

01-06	06-11	11-16
% Change	% Change	% Change
200.0%	33.3%	-50.0%
-34.9%	-35.7%	33.3%
12.9%	-42.9%	-10.0%
24.0%	-16.1%	-15.4%
-6.4%	-63.6%	50.0%
-30.4%	62.5%	-15.4%
74.1%	-57.4%	0.0%
-18.6%	-2.9%	-5.9%
36.4%	0.0%	-13.3%
54.5%	-21.6%	-60.0%
11.7%	-24.2%	-15.0%
16.9%	17.1%	-18.3%

Projected Enrolment & Utilization



School Name	On-The-Ground Capacity	Projected			
		2017/2018	2022/2023	2027/2028	2032/2033
St. Elizabeth Catholic Elementary School	187	97	99	114	126
Total Surplus/Deficit Space		90	88	73	61
Total Utilization Rate		52%	53%	61%	67%

Preliminary Observations



- While there is future residential development growth projected in Wainfleet, the Township is still rural in nature and will not likely see the magnitude of development present in other parts of the Region.
- The next closest Niagara Catholic District School Board elementary school (St. John Bosco Catholic Elementary School) is approximately 13KM from St. Elizabeth Catholic Elementary School and St. Ann Catholic Elementary School is approximately 16KM away. As such, any boundary adjustments or consolidation of the facility would result in long and sometimes prohibitive travelling/bussing distances for students.
- Partnership opportunities have been explored but have been limited to date.
- The small size of the school and projected enrolment would result in limited, if any, future capital funding opportunities on a stand-alone basis (ie. replacement school or right-sized school).
- The existing St. Elizabeth Catholic Elementary School is currently located on a large site practically in the middle of the Township of Wainfleet, making it very central in relation to existing elementary students and other Township facilities or services.

Preliminary Observations (Con't)



- St. Elizabeth has over 1M in projected school renewal needs - ~\$10,350/student.
- Operating costs per student at the school are almost double the Board average.
- The DSBN's two elementary schools in Wainfleet have a combined enrolment of approximately 375 compared with a combined capacity of almost 500 (~75% utilization).
- It is reasonable to assume, based on projected enrolments and area growth forecasts, that long-term elementary enrolments for both school boards at all 3 Wainfleet schools will average approximately 480 to 520 students over the next 10 years.
- Considering the aforementioned issues and observations, a shared use elementary school is a viable option to consider and likely one of the only options that would result in a new elementary school for both the Board and the community. It is also important to note that other accommodation options may require pupil accommodation reviews and/or re-allocation of enrolment.

Next Steps



- Board decision on pursuing the study of a joint-use elementary facility in the Township of Wainfleet to replace the existing St. Elizabeth Catholic Elementary School.
- If the Niagara Catholic District School Board decides to pursue a joint-use elementary facility, notify the DSBN of said decision and complete a business case for Ministry of Education approval.

QUESTIONS?

Facilitated Session for Input

1. Be respectful
2. Listen attentively to others
3. Participate to the fullest of your ability
4. Goal is not to agree, but to provide and prioritize input

Facilitated Session for Input

1. Comments/input will be recorded by staff and discussed for clarification.
2. Everyone is provided with the same number of “dots”.
3. Everyone will have opportunity to place dot(s) on the comments that are of priority to them.
4. You can place as many dots on each comment as you wish – total number of dots will indicate importance of the input/comment.

After hearing the Report from the Watson & Associates Consultant, what stood out for you?

- 1. What do you like about the recommendation in the report?**
- 2. What do you dislike about the recommendation in the report?**

Opportunities for Additional Feedback

Feedback Form has been posted on Board website at niagara.catholic.ca under:

- Accommodation Planning,
St. Elizabeth Consultation

Contact Kathy Levinski, Administrator of Facilities Services at 905-735-0240, ext. 273



- Board ▾
- Schools ▾
- Programs ▾
- Calendar
- Careers ▾
- Newsroom ▾
- Accommodation Planning ▾
- Students ▾
- Parents ▾

search

- Check for Delays and Cancellations
- Transportation
- Weather
- Partners
- Tools
- Networks
- Facebook

- Long-Term Accommodation Plan 2016-2021
- Pupil Accommodation Review
- Attendance Area Reviews
- French Immersion Program
- Partnership
- Capital Construction
- St Elizabeth Consultation

St Elizabeth Consultation

Name

First

Last

Email

Feedback:

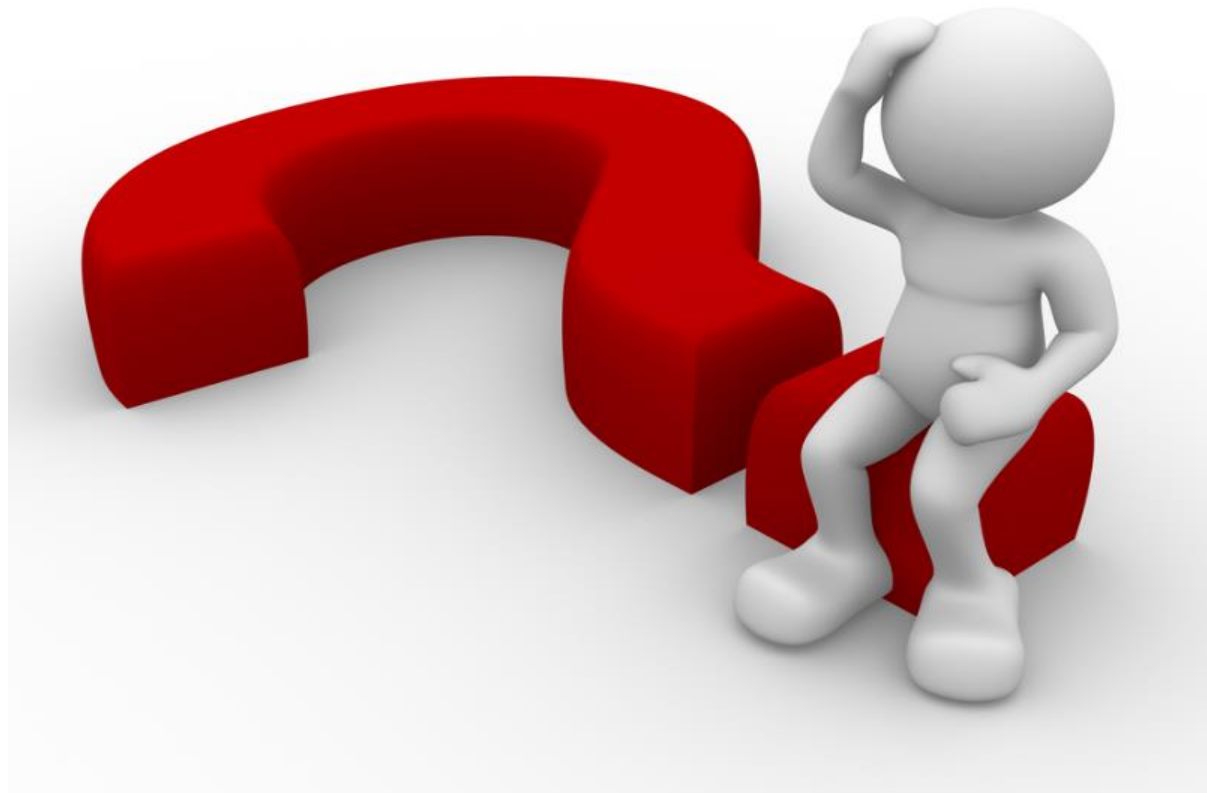
Further Action

Input from community to be provided at the Committee of the Whole Meeting on Tuesday January 15, 2019.

Decision by Trustees on proposed joint-use school .

Community will be informed of Trustee decision and next steps.

Questions



WHAT DO YOU LIKE ABOUT RECOMMENDATION?

1. St Elizabeth is a good location
2. Catholic presence stays in Wainfleet - don't have to go to another community
3. Children in Wainfleet can go to school in their community (all children)
4. Financial benefits
 - bussing, staffing, hydro utilities, caretaking
5. Strengthens community as a whole
 - all kids stay together - they know each other outside school
 - hockey, soccer
 - know each other
 - everybody knows everybody

WHAT DO YOU DISLIKE ABOUT RECOMMENDATION?

1. Uncertainty about how it would come together
- concern
2. Lack of other options ●●●
●●● ie French Immersion
3. Concerned about financial direction of Province ●●●●
●●
4. What happens at St. Elizabeth
●●● while the process is worked out? ●●
5. Report did not address outside ●
●● influences such as work to rule,
● triple grades (lost families)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

**TITLE: DESIGN OF SYSTEM PRIORITIES AND BUDGET 2019-2020
CONSULTATION AND COLLABORATION SCHEDULE**

RECOMMENDATION

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the report on the Design of System Priorities and Budget 2019-2020 Consultation and Collaboration Schedule, as presented.

Prepared by: Senior Administrative Council

Presented by: John Crocco, Director of Education, Secretary/Treasurer
Giancarlo Vetrone, Superintendent of Business and Financial Services

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

Date: January 15, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JANUARY 15, 2019

DESIGN OF SYSTEM PRIORITIES AND BUDGET 2019-2020 CONSULTATION AND COLLABORATION SCHEDULE

BACKGROUND INFORMATION

Niagara Catholic has been recognized by the Ministry of Education and other leaders in education for the annual consultation and collaborative process in designing the Board's annual System Priorities and Budget to achieve the Board's Vision 2020 Strategic Plan.

Monthly at each Committee of the Whole Meeting, Senior Administrative Council provides a report and an opportunity for dialogue with Trustees on the status of achieving the Board's current System Priorities and balanced Budget. At monthly Committee of the Whole and Board Meetings, Superintendent Vetrone provides Trustees with a detailed monthly Financial Report. Both of these monthly reports provides Trustees with accurate and timely information and an opportunity to engage Senior Administrative Council as part of the Board's continuous monitoring and governance of the achievement of its System Priorities and balanced Budget.

In January of each school year, the Board and Senior Administrative Council collaboratively begin the process to design the upcoming school year's System Priorities within a balanced Budget. The focus of the consultation and collaboration is to ensure the continued achievement of the Board's Vision 2020 Strategic Plan, its Mission, Vision and Values, the two Strategic Directions and the goals of the Ministry of Education in providing programs, services and supports for all students.

The Director of Education and Senior Administrative Council continue to be committed to two fundamental principles in preparing the 2019-2020 System Priorities and Budget for the consideration of the Board:

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

In preparing recommendations for the 2019-2020 System Priorities and balanced Budget for the consideration of the Board, the Director of Education and Senior Administrative Council continually monitor and review an extensive range of data and information about Niagara. The data includes population demographics, economic and employment statistics and trends; current and projected enrolment in elementary, secondary and continuing education schools, alternative learning programs; provincial educational directions; child care needs; changes to provincial Grants for Student Needs (GSN), Educational Funding Other (EPO) grants and capital funding of district school boards.

As part of the design, consultation and decision making process for 2019-2020, the Director of Education, the Superintendent of Business and Financial Services and members of Senior Administrative Council will continue to engage, update and inform, through graphical reports, each months Committee of the Whole Meeting from January to May 2019.

System Priorities and Annual Budget 2019-2020 Consultation Process

The Board has followed a collaborative consultation and decision making process from January to May each year towards finalizing the Board's System Priorities System Priorities and the Annual balanced Budget for a new school year:

Decision Making Process

- ❖ Vision 2020 Strategic Plan Implementation Consultation
- ❖ Consultation and Collaboration to design the System Priorities within the seven Enabling Strategies of the Board's System Priorities

System Priorities Enabling Strategies

- Provide Supports for Success
 - Enhance Technology for Optimal Learning
 - Building Partnerships and Schools as Hubs
 - Strengthen Human Resource Practices and Develop Transformational Leadership
 - Create Equity and Accessibility of Resources
 - Ensure Responsible Fiscal and Operational Management
 - Address Changing Demographics
-
- ❖ Committee of the Whole Information Updates, Collaboration and Discussion
 - ❖ Presentation of System Priorities – Committee of the Whole
 - ❖ Presentation of Balanced Budget – Board Meeting

Continuous discussion and consultation – January to May

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

In collaboration with our partners:

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

Consultation and Recommendation Schedule

Through the extensive opportunity provided to fully engage Trustees, students, staff and our partners in the design of the annual System Priorities and Budget, the following are the timelines established towards meeting the Ministry of Education requirement for Board's to submit a balanced budget by June 28th, 2019:

- System Priorities and Budget Consultation
– January 2019 to May 2019
- Submission of System Priority and Budget Recommendations to Senior Administrative Council –
April 23, 2019
- Presentation of Recommended System Priorities 2019-2020
– May 14, 2019 Committee of the Whole Meeting
- Presentation of Recommended Draft Balanced Budget 2019-2020
– May 28, 2019 Board Meeting

The timelines presented are targets to achieve. As of this report, any regulatory changes, GSN and EPO funding timelines and allocation for boards by the Province of Ontario for 2019-2020 is unknown.

As we progress towards a final report and recommendation of the System Priorities and Balanced Budget 2019-2020 to the May 2019 Committee of the Whole Meeting and Board Meeting, the Director of Education and Senior Administrative Council will continue to update, inform and engage in collaborative discussions with the Board.

A visual component to this report will be presented at the Committee of the Whole Meeting to commence the design of the specific System Priorities within the seven Enabling Strategies of the Board's System Priorities and a balanced Budget 2019-2020.

Appendix A - Design of System Priorities and Balanced Budget 2019-2020 Consultation Presentation

RECOMMENDATION

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the report on the Design of System Priorities and Budget 2019-2020 Consultation and Collaboration Schedule, as presented.

Prepared by: Senior Administrative Council

Presented by: John Crocco, Director of Education, Secretary/Treasurer
Giancarlo Vetrone, Superintendent of Business and Financial Services

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

Date: January 15, 2019



Design of the Board's System Priorities and Balanced Budget 2019-2020





COLLABORATION



SUPPORT



TEAMWORK



COMMUNICATION



TRUST



MOTIVATION



INSPIRATION



SUCCESS



We are rooted in our.....

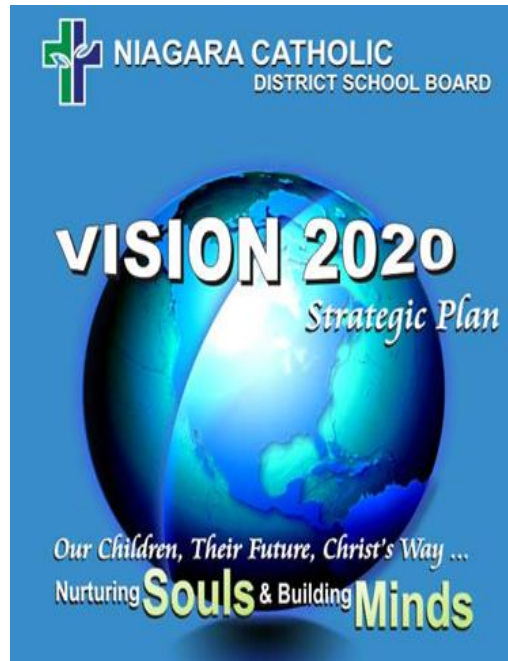
Our Purpose





We are rooted in the Board's Strategic

Plan.....

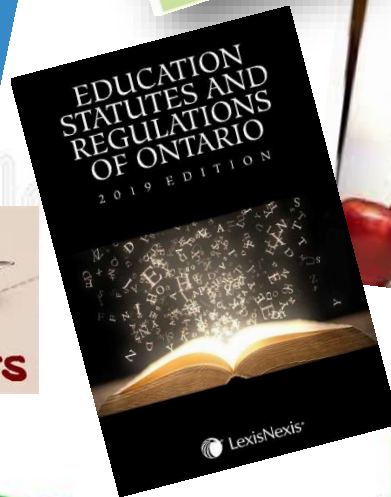


**Build Strong Catholic Identity and Community to
Nurture the Distinctiveness of Catholic Education**

Advancing Student Achievement for All



We are rooted in ...





We use a researched change model...

Model for Managing Complex Change





Niagara Catholic Alignment



NIAGARA CATHOLIC DISTRICT

2018 -



Niagara Catholic District School Board



Writing has a good beginning. The order just makes sense.

Our Children, Nurturing Souls

April 2014

- Enhance communication and community partners to increase pathway opportunities for students



DISTRICT BOARD



Nurturing Souls and Building Minds

Training



Director's Annual Report

2018

ANOTHER INSPIRATIONAL YEAR

Nurturing Souls & Building Minds



Niagara Catholic System Priorities Mid-Year Achievement Report 2018-2019

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.

NURTURING SOULS AND BUILDING MINDS



Vision 2020



System Priorities 2019-2020





Purpose

Vision

Mission

Values

Positioning

WHY we exist.

WHAT we aim to achieve.

HOW we plan to achieve our vision.

WHAT we stand for and how we behave.

HOW we differentiate from our competition.





VISION:

WHY

WHAT

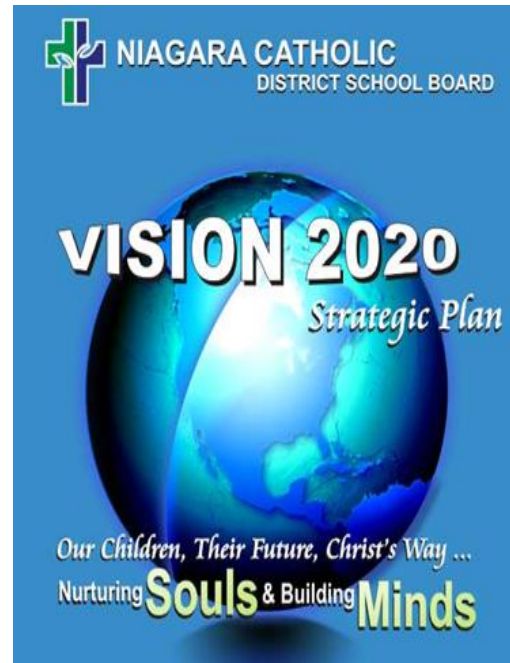
HOW

STRATEGY:

TACTICS:



WHY



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

Advancing Student Achievement for All

WHAT



NIAGARA CATHOLIC SYSTEM PRIORITIES 2018-2019

Mission Statement
The Niagara Catholic Education Board, through the actions of staff, board members, parents and students, advances an authentic Catholic learning community for all to reach their potential and realize their dreams of the future.

Vision 2020
Nurturing Holistic Education

MINISTRY GOALS

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

BOARD 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

- Enhance student and parent engagement and voice in student achievement, equity, well-being and mental health for all students
- Improve equitable and inclusive outcomes for students
- Explore next generation career pathway programs for students
- Continue to address the special needs of students on the margin

Enhance Technology for Optimal Learning

- Implement a system-wide electronic platform to facilitate communication between staff and parents
- Improve the learning experience of students through access and use of technology

Building Partnerships and Schools as Hubs

- Continue to nurture community partnerships to achieve strategic priorities
- Strengthen relationships and support between schools, parishes and families
- Enhance communication opportunities with parents and community partners to increase pathway opportunities for students

Strengthen Human Resource Practices and Develop Transformational Leadership

- Enhance staff wellness supports and programs to ensure consistency in delivering programs and supports for students
- Diversify the delivery of professional development opportunities through collaborative planning with a variety of stakeholders
- Implement health and safety awareness and training initiatives focused on employee safety
- Design a Workplace Violence Awareness program

Create Equity and Accessibility of Resources

- Explore a predictive data analytic model and strategy to enable school and system staff to make more precise, evidence-based decisions
- Implement and review differentiated resource allocation to individual schools based on specified indicators

Ensure Responsible Fiscal and Operational Management

- Maintain financial stability through a balanced budget 2018-2019
- Increase economies of scale in the allocation of financial resources

Address Changing Demographics

- Continue to optimize efficiency in capacity utilization in all Board facilities
- Enhance strategies to optimize enrolment and retention of students

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

Advance Student Achievement for All



Board of Trustees, Director of Education, Supervisory Officers,
Principals, Vice-Principals and Administrators

HOW

Information
Technology
Services

Business and Financial
Services
Facilities Services
Human Resource Services

Chaplaincy
Leaders

Educational
Resource

Speech
Language
Pathologists

Numeracy
Literacy
Coaches

English
Second
Language



Educational
Assistants

Mental Health
Leaders, Social
Workers

Child Youth
Workers

Programs, Supports
and Services

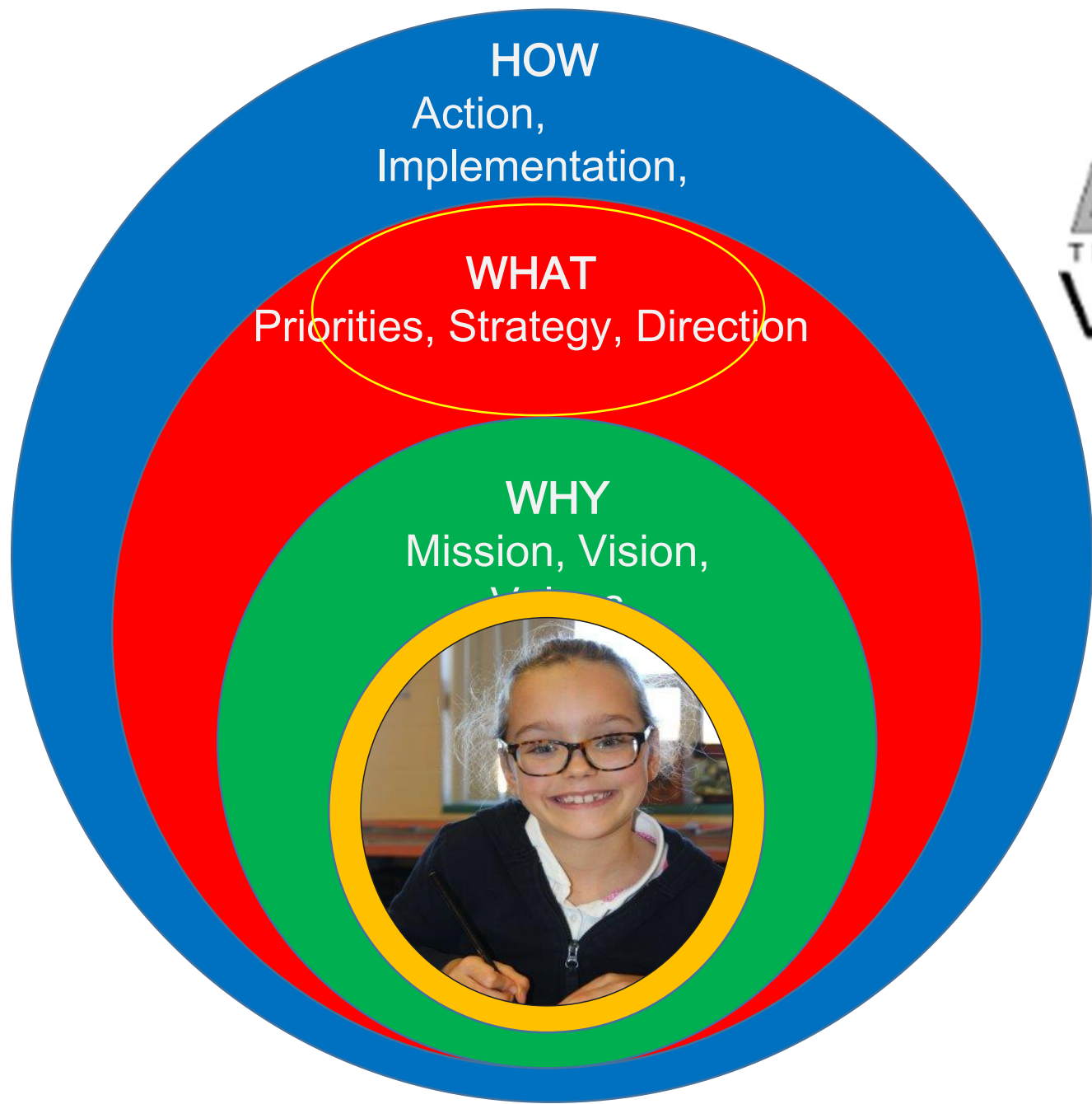
Parish - School - Diocese - Board

Early Childhood
Educators

Guidance

Program
Chairs

Central Office
Support





System Priorities & Budget 2019-2020

Two fundamental principles in preparing the 2019-2020 System Priorities and balanced Budget for 2019-2020 and beyond:

- A. Commitment to providing Catholic educational excellence through approved programs, supports and services for all students.

- B. Commitment to achieving the Board's Vision 2020 Strategic Plan and Annual System Priorities through balanced and sustainable annual budgets.

Provide Supports for Success

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Strengthen Human Resource Practices and Develop Transformational Leadership

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Enhance Technology for Optimal Learning

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Create Equity and Accessibility of Resources

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Ensure Responsible Fiscal and Operational Management

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Building Partnerships and Schools as Hubs

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Address Changing Demographics

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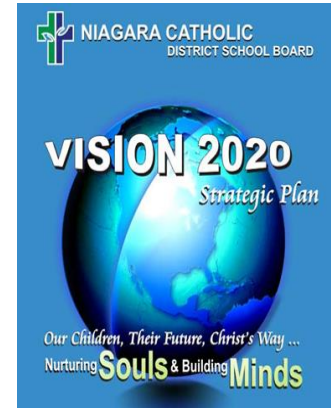
2019-2020 System Priorities



Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

- *Provide Supports for Success*
- *Enhance Technology for Optimal Learning*
- *Building Partnerships and Schools as Hubs*
- *Strengthen Human Resource Practices and Develop Transformational Leadership*
- *Create Equity and Accessibility of Resources*
- *Ensure Responsible Fiscal and Operational Management*
- *Address Changing Demographics*



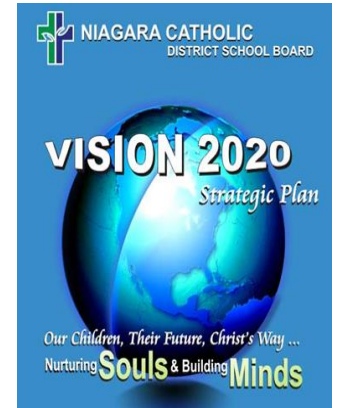


Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

➤ *Provide Supports for Success*

- Address learning gaps
- Ensure student success in a Catholic context
- Provide specialized subject teachers
- Promote all pathways for all students
- Increase opportunities for social justice
- Mental health supports
- Strategies for classroom supports
- Impact of socio-economic factors
- Life-skills programs for students
- Provide additional resources for identified students

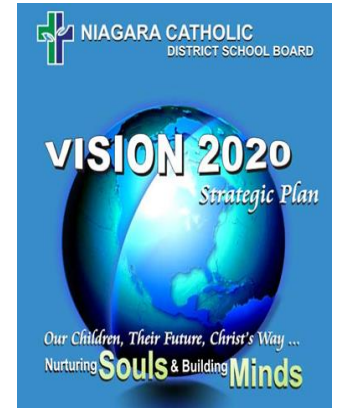


Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

➤ *Building Partnerships and Schools as Hubs*

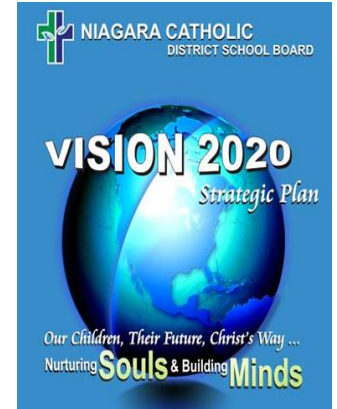
- Engage all students in community services
- Create programs that meet local economic needs



Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

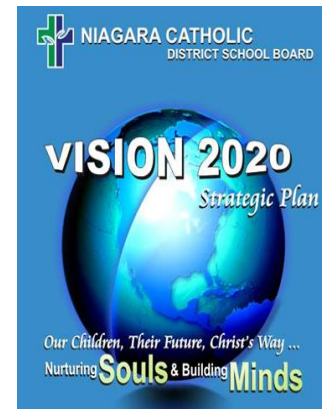
- *Strengthen Human Resource Practices and Develop Transformational Leadership*



Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

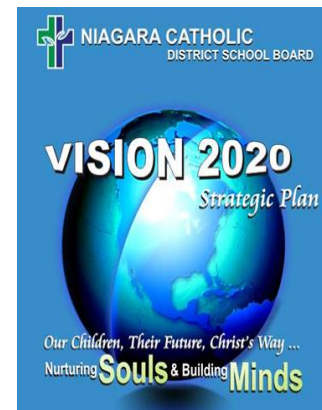
➤ *Enhance Technology for Optimal Learning*



Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

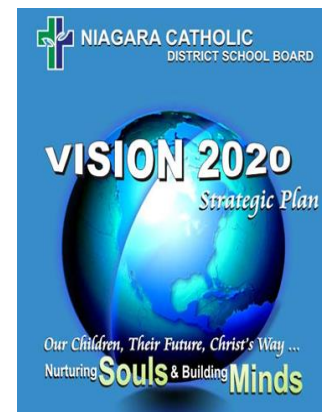
➤ *Create Equity and Accessibility of Resources*



Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

➤ *Ensure Responsible Fiscal and Operational Management*

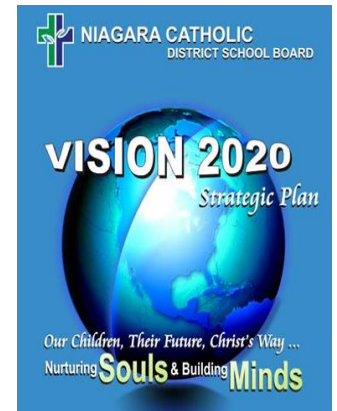


Design of System Priorities and Budget 2019-2020

Vision 2020 Strategic Plan Enabling Strategies

➤ *Address Changing Demographics*

- Address declining enrolment
- Prepare and support diversity of communities
- Accuracy and impact of enrolment projections





NIAGARA CATHOLIC SYSTEM PRIORITIES 2019-2020

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.



Vision 2020

NURTURING SOULS AND BUILDING MINDS

MINISTRY GOALS

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

BOARD STRATEGIC DIRECTIONS

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

ENABLING STRATEGIES





Design of System Priorities and Budget 2019-2020

Consultation and Collaboration



- ✓ Committee of the Whole – Trustees
- ✓ Senior Administrative Council
- ✓ Principals at Director’s Meetings
- ✓ Family of Schools Meetings
- ✓ Secondary Principal Meetings
- ✓ Academic Council
- ✓ Elementary and Secondary Curriculum Councils
- ✓ Management Council Meetings
- ✓ School and CEC Staff Meetings
- ✓ Student Senates - Elementary and Secondary
- ✓ Catholic School Councils
- ✓ Special Education Advisory Council (SEAC)
- ✓ Niagara Catholic Parent Involvement Committee (NCPIC)
- ✓ Niagara Catholic Alliance Committee (NCAC)
- ✓ CUPE 1317
- ✓ OECTA - Niagara Elementary Unit
- ✓ OECTA - Niagara Secondary Unit



COLLABORATION



SUPPORT



TEAMWORK



COMMUNICATION



TRUST



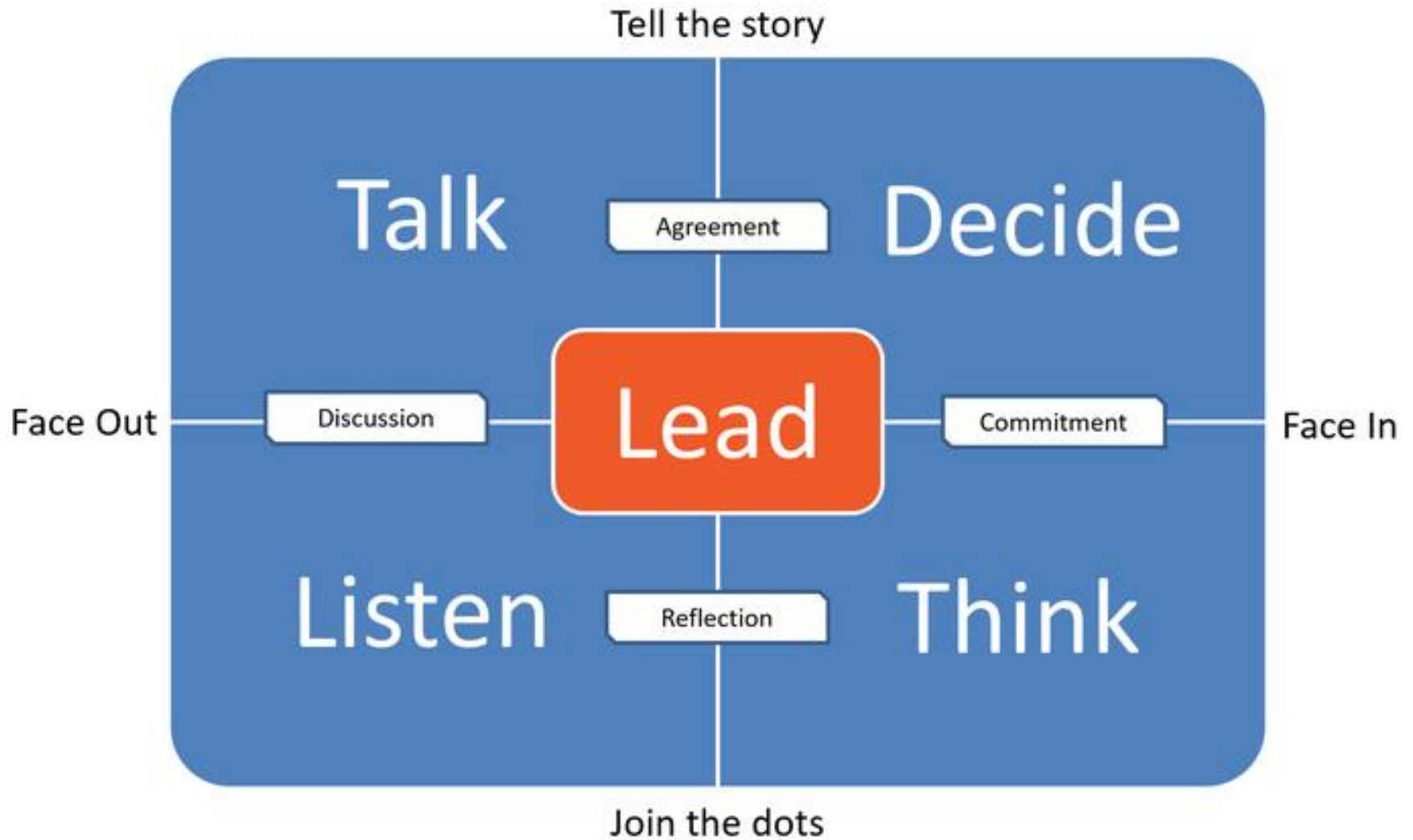
MOTIVATION



INSPIRATION



SUCCESS

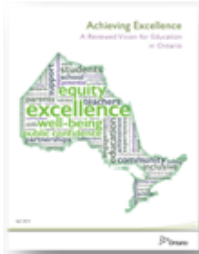




Design of System Priorities and Balanced Budget 2019-2020

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.



STRATEGIC DIRECTIONS

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

TWO GUIDING PRINCIPLES

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

VISION 2020 STRATEGIC PLAN ENABLING STRATEGIES

- Provide Supports for Success
- Enhance Technology for Optimal Learning
- Building Partnerships and Schools as Hubs
- Strengthen Human Resource Practices and Develop Transformational Leadership
- Create Equity and Accessibility of Resources
- Ensure Responsible Fiscal and Operational Management
- Address Changing Demographics

- **Provide Supports for Success**
Address learning gaps
Ensure student success in a Catholic context
Provide specialized subject teachers
Promote all pathways for all students
Increase opportunities for social justice
Mental health supports
Strategies for classroom supports
Impact of socio-economic factors
Life-skills programs for students
Provide additional resources for identified students

- **Enhance Technology for Optimal Learning**
- **Building Partnerships and Schools as Hubs**
Engage all students in community services
Create programs that meet local economic needs

- **Strengthen Human Resource Practices and Develop Transformational Leadership**
- **Create Equity and Accessibility of Resources**
- **Ensure Responsible Fiscal and Operational Management**

- **Address Changing Demographics**
Address declining enrolment
Prepare and support diversity of communities
Accuracy and impact of enrolment projections

Design a measurable action verb System Priority for 2019-2020 by April 19th, 2019

- Design
- Implement
- Develop
- Engage

- Deliver
- Review
- Facilitate
- Create

EXAMPLE

Address Changing Demographics
Develop and implement a revised Long Term Accommodation Plan 2018 to 2023





System Priority Enabling Strategy Design 2019-2020

Phrased with a measurable action verb:

- Design
- Implement
- Develop
- Enhance
- Support
- Engage
- Deliver
- Review
- Facilitate
- Advance
- Conduct
- Create

Examples – Develop and implement a...



Design of System Priorities and Budget 2019-2020

Consultation and Collaboration Dates

- ✓ Committee of the Whole – Trustees – Ongoing dialogue at each CW Meeting
- ✓ Senior Administrative Council – Ongoing dialogue at weekly SAC Meetings
- ✓ Principals at Director's Meeting – February to April
- ✓ Family of Schools Meetings – As scheduled by FOS Superintendents
- ✓ Elementary and Secondary Curriculum Councils – As scheduled by Program
- ✓ Management Council Meetings – As scheduled in all secondary schools
- ✓ School and CEC Staff Meetings – As scheduled in all schools and CEC
- ✓ Student Senates - Elementary and Secondary – February to April
- ✓ Catholic School Councils – As presented by Principals in all schools
- ✓ Special Education Advisory Council (SEAC) – March 4th
- ✓ Niagara Catholic Parent Involvement Committee (NCPIC) – March 7th
- ✓ Niagara Catholic Alliance Committee (NCAC) – March 2nd
- ✓ CUPE Local 1317 President – March
- ✓ OECTA - Niagara Elementary Unit President – March
- ✓ OECTA - Niagara Secondary Unit President – March






System Priority Enabling Strategy Design 2019-2020 Schedule

1. System Priorities 2019-2020 Consultation and Collaboration
2. Invitation to submit action verb System Priorities – April 26th, 2019
3. Presentation of 2019-2020 System Priorities – May 2019 CW
4. Presentation of Draft Balanced 2019-2020 Budget – May 2019 BD



Design of System Priorities 2019-2020 Recommendations



NIAGARA CATHOLIC SYSTEM PRIORITIES 2019-2020

MINISTRY GOALS

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence



BOARD STRATEGIC DIRECTIONS


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

ENABLING STRATEGIES

Vision 2020
NURTURING SOULS AND BUILDING BODIES

Mission Statement
The Niagara Catholic District School Board, through the challenge of faith, social justice, support and leadership, nurtures an excellent Catholic learning community for all, made the best of its potential and broken King addresses of Christ.



2019 - 2020 

ANNUAL BUDGET

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Building Minds and Nurturing Souls.

"An Education in the fullness of humanity should be the defining feature of Catholic schools."
— POPE FRANCIS

VISION 2020 STRATEGIC PLAN ENABLING STRATEGY (WHY)	SYSTEM PRIORITY 2019-2020 (WHAT)	ACTION PLAN WORKING DOCUMENT (HOW)	MONITORING THE EVIDENCE (HOW)	MOST RESPONSIBLE PERSON (MRP)
<p><i>Provide Supports for Success</i></p> <p><i>Enhance Technology for Optimal Learning</i></p> <p><i>Building Partnerships and School Hubs</i></p> <p><i>Strengthen Human Resource Practices and Develop Transformational Leadership</i></p> <p><i>Create Equity and Accessibility of Resources</i></p> <p><i>Ensuring Responsible Fiscal and Operational Management</i></p> <p><i>Address Changing Demographics</i></p>				



priority
or
option?

You define what
is important to
you by what you
dedicate your
time to.







Catholic Education is free - the rewards are forever



Open Discussion



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
JANUARY 15, 2019**

The Accountability Financial Report 2018-2019 – as of January 15, 2019 is presented for information.

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

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

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

Date: January 15, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

**ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
JANUARY 15, 2019**

BACKGROUND INFORMATION

Operational Update

2018-2019 Fiscal Year as at December 31, 2018

The Original Estimates submitted to the Ministry of Education earmarked approximately \$1.1M in snowplowing and salting for the Niagara Catholic District School Board based on our original pricing contracts and estimated plowing frequency. However, since our Original Estimates, in June of 2018, many of our vendors have renegotiated pricing increasing with our Board for both snowplowing and salting. This has resulted in an average of approximately 10% increase in pricing. Fortunately, the milder start to the winter season has provided some savings in our year-to-date utilities and snowplowing costs to the end of December. In comparison to last fiscal, our overall expenditures for year-to-date December for both utilities and snowplowing has resulted in a decrease of approximately \$200,000.

Illness

We continue to closely monitor attendance for all staff. The trending data of illnesses and associated replacement costs associated with specific staff is important to management to ensure our estimates are aligned with usage. Our year-over-year replacement costs have increased by approximately \$100,000. This increase is both attributed to a marginal increase in occurrences and grid movement for staff.

The data below does not reflect replacement percentages as of December 31.

	YTD 2014	YTD 2015	YTD 2016	YTD 2017	YTD 2018
Elementary Panel Staff	3,802	5,632	6,329	6,459	6,418
Secondary Panel Staff	2,519	2,058	2,234	3,162	3,260
Total Panels	6,321	7,690	8,563	9,621	9,678
Instructional Days	79	71	71	76	76
Occurrences / Inst. Day	80.0	108.3	120.6	126.6	127.3
Cumulative change since 2014-2015		35%	50.7%	58.2%	59.1%

The Accountability Financial Report 2018-2019 – As of January 15, 2019 report is presented for information.

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

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Date: January 15, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

TITLE: EDUCATION PROGRAMS – OTHER 2018-2019 UPDATE

The Education Programs – Other 2018-2019 Update is presented for information.

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

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

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

Date: January 15, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JANUARY 15, 2019

EDUCATION PROGRAMS – OTHER 2018-2019 UPDATE

BACKGROUND INFORMATION

Operational Update

Education Program Other (EPO)

To facilitate school boards' annual budget planning process for the 2018-2019 school year, the Ministry of Education in March confirmed that \$246.9 million of EPO funding would be allocated to school boards and school authorities to support ministry priorities. This announcement is done each March or April to assist boards in their annual budget planning process for the next calendar school year.

As we shared in previous communication, the Ministry of Education has announced several in-year changes to our Education Program Other (EPO) for 2018-2019 that has resulted in approximately a \$25 million reduction in total funding for the Ontario School Boards.

As part of the annual EPO funding the Ministry of Education provides a portion of the \$246.9 million in funding through a board-by-board application process, with allocations confirmed later in the school year.

The Chart 1 illustrates the in-year EPO (non-application) funding changes:

Chart 1

<i>Initiative</i>	<i>Original 2018-2019</i>	<i>Revised 2018-2019</i>	<i>Change / Financial Impact</i>	<i>Niagara Catholic plan for 2018-2019</i>
<i>Programs for Students with Autism Spectrum Disorder (ASD)</i>	\$66,009	\$66,009	\$0	No Change
<i>Outreach Coordinator</i>	\$84,800	\$84,800	\$0	Coordinator of Community Use position
<i>Focus on Fundamental Mathematics</i>	\$542,381	\$542,381	\$0	4.0 FTE Teaching Staff and Professional Development with release time for teachers.
<i>Managing Info for Student Achievement MISA</i>	\$200,000	\$60,000	TBD	Awaiting decision by Ministry of Education. No monies spent year-to-date on this initiative.

<i>Mental Health Workers In Schools</i>	\$295,870	\$295,870	\$0	2.0 FTE Social Workers dedicated to this initiative
<i>Highly Skilled Workforce – Experiential Learning</i>	\$136,382	*\$125,000	\$11,382	Coordinator Experiential Learning Teaching role dedicated to this initiative
<i>Well-Being Safe, Accepting and Health Schools and Mental Health</i>	\$142,314	\$66,251	TBD	Awaiting decision by Ministry of Education. No monies spent year-to-date on this initiative.
<i>Innovation in Learning Fund</i>	\$108,111	\$0	\$54,056	Absorbed financial impact within the existing Program and Innovation portfolio.
<i>Gap Closing in Literacy Grades 7-12</i>	\$26,712	TBD	TBD	Provincial funds reduced.
<i>Estimated Impact to Date</i>			\$65,438	The in-year financial impact to date has been absorbed in existing operations.

*Highly Skilled Workforce-Experiential Learning amount was only confirmed by discussion with Ministry representative to date.

The Chart 2 illustrates the in-year EPO (board-by-board application) funding changes:

Chart 2

<i>Initiative</i>	<i>Actual 2017-2018</i>	<i>Revised 2018-2019</i>	<i>Change / Financial Impact</i>	<i>Niagara Catholic plan for 2018-2019</i>
<i>Teacher Learning and Leadership Program (TLLP)</i>	\$78,637	\$40,000	\$0	Applications made by two Secondary Schools received for 2018-2019
<i>Transportation Funding for Children and Youth in Care</i>	\$13,000	\$10,628	\$0	Applications made until December 31, 2018 approved by Ministry.
<i>Student Success Leaders (SSL)</i>	\$10,793	\$0	\$0	No application made to date.
<i>Support for Physical Activity: Elementary Schools</i>	\$32,125	\$0	\$0	No application made to date.
<i>Indigenous-Focused Collaborative Inquiry</i>	\$16,037	\$15,000	\$0	Application for funding made to date
<i>Indigenous Student Learning and Leadership Projects</i>	\$28,887	\$28,887	\$0	Application made. Province support funds spent to December 31, 2018.

<i>Tutors in the Classroom</i>	\$57,000	\$0	\$45,000	Niagara Catholic will continue services until June 2019. Financial impact to annual budget will be absorbed within the existing Program and Innovation budget.
<i>Parents Reaching Out (PRO) Grants for School Councils</i>	\$36,175	\$31,458	\$0	Received funding for 2018-2019.
<i>Re-engagement (12 & 12+) Including Indigenous</i>	\$4,455	\$0	\$0	Ministry will no longer be providing funds for application.
<i>Estimated Impact to Date</i>			\$45,000	The in-year financial impact to date has been absorbed in existing operations.

The financial impact for the above charts results in an in-year change of approximately \$110,438 (Chart 1 \$65,438 + Chart 2 \$45,000).

This in-year financial impact will be absorbed in our existing operations and continue to be funded for 2018-2019. There is no current impact to the allocation of any Niagara Catholic staff with the above noted in-year changes for the remainder of 2018-2019.

Ministry of Education Update

Niagara Catholic continues to await additional information/correspondence and transfer payment agreements from the Ministry of Education on the following initiatives for 2018-2019.

1. Managing Information for Student Achievement MISA
2. Well-Being Safe, Accepting and Health Schools and Mental Health
3. Highly Skilled Workforce – Experiential Learning

The Education Programs – Other 2018-2019 Update report is presented for information.

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

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

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

Date: January 15, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: ONTARIO CATHOLIC STUDENT LEADERSHIP CONFERENCE
2018**

The Ontario Catholic Student Leadership Conference report is presented for information.

Prepared by: Teri Cristelli, Arts and Student Leadership Consultant

Presented by: Teri Cristelli, Arts and Student Leadership Consultant; Krista Wood, Board Chaplaincy Leader;
Ken Griepsma, Principal, Notre Dame College School; Niagara Catholic Student Senate

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

Date: January 15, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JANUARY 15, 2019

ONTARIO CATHOLIC STUDENT LEADERSHIP CONFERENCE 2018

BACKGROUND INFORMATION

The Niagara Catholic District School Board once again hosted a provincial conference for student leaders from Catholic school boards across Ontario. The Ontario Catholic Student Leadership Conference is a bi-annual event that took place October 17 to 19, 2018 at the Americana Conference Centre in Niagara Falls. This event was held in the beginning of the 2018-2019 school year in order to continue a student engagement initiative that began in 2011 by the Niagara Catholic District School Board to ignite the passion for Catholic education in student leaders and allow them the opportunity to collaborate and share ideas on the future of Catholic education. Each Catholic school board in Ontario was invited to send 16 student representatives to participate in this three-day event which focused on building strong Catholic leaders in our schools and our province.

A committee, comprised of Niagara Catholic staff, the Board Chaplaincy leader, a Diocesan representative, Principal Griepsma and current and former student trustees, began the planning process over a year in advance of the event to ensure a valuable experience would be provided to all attendees.

The conference theme was “Limitless” and the message of the Gospel of John 10:10 was woven throughout (“*I have come that you may have life, and have it more abundantly*”, John 10:10). Student leaders were encouraged to believe in the limitless power that they possess and to use their God-given talents to make a difference in the world.

The keynote speaker and performer, Joe Melendrez, was a highlight of the event. This Catholic hip-hop and rap artist from Los Angeles, California brought energy and spirit to the event through his inspirational messages and by getting all attendees dancing and moving as part of his keynote addresses.

The Niagara Catholic Student Senate assisted in running the breakout sessions, prayer services and played a key role in getting all participants involved through their enthusiasm, encouragement and the “Limitless dance”.

As part of the itinerary, students participated in breakout sessions on different topics that would appeal to them as young leaders. Some of the workshops topics included: *Mental Health 101*, *Taize Prayer*, *Two Feet of Social Action in the Catholic Church*, *Lead Humbly* and *Awakening Indigenous Culture through Art*. A further breakout session on Thursday afternoon enabled all students to delve into the Bishop’s letter, *Renewing the Promise*, and reflect on how they can bring their ideas and interpretations of the pastoral letter back to their schools and communities.

To conclude the event, all students were transported to St. Thomas More Parish in Niagara Falls to celebrate Mass with Bishop Bergie with the music ministry provided by Holy Cross Catholic Secondary School.

After the Mass, students were dismissed back to their schools and were left enlightened and inspired by the messages of the conference.

The Ontario Catholic School Leadership Conference report is presented for information.

Prepared by: Teri Cristelli, Arts and Student Leadership Consultant

Presented by: Teri Cristelli, Arts and Student Leadership Consultant; Krista Wood, Board Chaplaincy Leader; Ken Griepsma, Principal, Notre Dame College School; Niagara Catholic Student Senate

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

Date: January 15, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – DECEMBER 18, 2018**



December 18, 2018

Trustees Recognize Niagara Catholic's 2018 Christmas Card Artists



Grade 2 student Bridget Cahill receives her cards from St. Catharines Trustees Larry Huibers (left), Kathy Burtnik and Chair of the Board Frank Fera.

During the December 18 Board Meeting, Niagara Catholic's Board of Trustees recognized the student-artists who created the 2018 Board Christmas cards.

Students designed the 2018 Christmas cards in the fall. The 10 cards were then chosen by a selection committee.

Each student received a plaque-mounted copy of their design, and their families received a boxed set of the cards.

This year's recipients were:

- Zia Amlani (Grade 8, Mary Ward Catholic Elementary School);
- Bridget Cahill (Grade 2, Canadian Martyrs Catholic Elementary School);
- Sofia Covelli/Melena Orsini (Grade 8, Loretto Catholic Elementary School);
- Ava Curvelo (Grade 11, Holy Cross Catholic Secondary School);
- Christian DiDomenico (Grade 11, Saint Paul Catholic High School);
- Kaitlyn Guitard (Grade 11, Saint Michael Catholic High School);
- Anesa Meraram (Grade 7, Our Lady of Mount Carmel Catholic Elementary School);
- Dakota Webb (Grade 8, St. Andrew Catholic Elementary School) and
- Sabrina Zima (Grade 11, Blessed Trinity Catholic Secondary School)

School Excellence Program – St. Mary Catholic Elementary School

During the December 18 Board Meeting, the spotlight shone on St. Mary Catholic Elementary School. Principal Rosie Araujo was joined at the meeting by the school choir, which performed two Christmas songs. She then presented a short video which depicts life at the school.

2018 Director's Annual Report

The 2018 Director's Annual Report was presented to the Board during the December 18 Board Meeting. The report summarizes the year's successes. Those interested in reviewing the report can find it [here](#).

2019 Trustee Honorarium

Niagara Catholic has released the honoraria from the Chair and Vice-Chair of the Board, and trustees from December 1, 2018 through November 30, 2019.

Chair of the Board Frank Fera will receive \$16,673 for the one-year term. Vice-Chair Dino Sicoli will receive \$13,636 and trustees will receive \$10,599.

The honoraria are set in accordance with Ontario Regulation 357, which requires honoraria be based on enrolment for the year.

Keep up with Niagara Catholic

Have you checked our [Good News page](#) lately? If you're not, you could be missing some great stories. Hop on over to see what's new at Niagara Catholic.

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 follow our Wandering Wisemen and our Office Elf – and to stay in the know.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS JANUARY 2019**



JANUARY 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day Happy 2019!	2 Christmas Break	3 December 24—January 4, 2019	4	5
6	7 Welcome Back! Classes Resume	8	9 SEAC Meeting	10 NCPIC Meeting	11	12
13	14	15 SAL Meeting CW Meeting	16 Annual Baby Celebration	17	18 Elementary PA Day	19
20	21	22	23	24	25 Secondary Exams Begin Family Literacy/ Numeracy Day	26
27	28	29 Policy Committee Board Meeting	30	31 Secondary Exams End		

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
ONTARIO LEGISLATIVE HIGHLIGHTS
DECEMBER 21, 2018**

ENTERPRISE

ONTARIO LEGISLATIVE HIGHLIGHTS

 enterpriseCanada.com/ontario-legislative-highlights-december-21

December 20, 2018

December 21, 2018

The Last Report

A note to our readers:

This is the final edition of *Ontario Legislative Highlights* in its current form.

We have been publishing this newsletter every Friday for nearly a quarter century, starting out as a weekly fax and evolving over the years. (How much have things changed? To the right is a copy of *OLH* from December 1995. The first time it was available digitally was when we scanned it yesterday.)

Early in 2019, Enterprise will launch a new digital update. We'll still provide insights about what's happening at Queen's Park, along with thoughts and analysis about other sectors and new developments.

As always, our guiding principle will be to provide *news and views you can use*.

In the meantime, Happy Holidays! From all of us at Enterprise, we wish you the best for an enjoyable holiday season and a great new year ahead.



Enterprise Canada's
Volume 3 — Number 40
December 22, 1995

Publisher's Note

A quick glance back at the calendar shows that June 26—the day the Mike Harris government was sworn in—was the 177th day of 1995. How appropriate that it came just a few days shy of the exact middle-point of the year—neatly bisecting a year that can only be described as schizophrenic.

As Auld Lang Syne was relegating 1994 to the history books, political observers were keenly aware that they were not just ringing in a new year, they were ringing in an election year. But when New Year's Day dawned 12 months ago, there was little to indicate that the road ahead would veer so sharply to the right.

Most Ontarians woke up with a hangover that morning—a political Katzenjammer brought on by a four-and-a-half year socialist binge. According to the polls, though, there would be no "hair of the dog"—changing the government was one New Year's resolution that voters were determined to keep.

Nobody knew it at the time, but the NDP government had already had its last day in the Legislature, during an abbreviated fall session that would see MPPs spend less than three weeks actually in the House. Avoiding the Legislature was a predictable strategy for the NDP—their numbers on unemployment, welfare, taxation, deficits and debts simply gave the Opposition too much ammunition. But even without the daily glare of Question Period, the rampant unpopularity of the government left no doubt that the NDP would be finished the moment Bob Rae took the long walk to the Lieutenant-Governor's apartment to call the election.

Continued on Page 4

The Week In Review

Hard of Hearings
All eyes at Queen's Park were focused on two committee rooms this week, as public hearings into Bill 26 got underway. Not surprisingly, the submissions were mostly negative, with presentation after presentation offering dire warnings about the consequences of the omnibus legislation. Among the highlights:

- The Ontario Medical Association denounced Bill 26 as an "unprecedented intrusion" into Ontario's medical system, which could force many doctors to flee the province. The OMA is particularly incensed at provisions giving greater power to the Minister of Health to control what medical services are offered and where. Health Minister Jim Wilson got into a war of words with the OMA, but eventually conceded to wait until summer to impose restrictions on where new doctors can practice, to help with malpractice insurance problems for general practitioners who deliver babies, and to limit the Hospital Restructuring Commission to four years.
- Pharmacists chimed in that charging seniors and welfare recipients "co-payments" for their prescription drugs could force them to go without vital medication, an objection echoed by seniors' groups.
- Municipal representatives said the legislation is unclear on what kinds of user fees they will be permitted to charge, prompting wild speculation and eventually compelling Municipal Affairs and Housing Minister Al Leach to clarify that "indirect" charges, such as gasoline and sales taxes, will be forbidden.
- Firefighters opposed a provision in the bill which would allow charges to be levied for some firefighting services, claiming it will endanger lives when people try to fight fires themselves to avoid the fee. Similar complaints were lodged about potential user fees for emergency 9-1-1 calls.
- Ontario's Privacy Commissioner slammed provisions in the legislation which would impose fees for access to an individual's own personal information, and questioned the ethics of electronic monitors on toll highways being used to track drivers' travels.

The hearings will continue from January 8-19 across the province as a dual tour, with the Health Issues sub-committee in one community each day and the Other Issues sub-committee in another.

Happy New Year
Premier Mike Harris held his year-end news conference this week, adopting an optimistic tone as he looked ahead to 1996. He said his government will continue to take steps to "undo the damage" of its predecessors, by getting government spending under control, renewing regulatory and legislative barriers to job creation, restoring investor and consumer confidence, and eliminating the "entrenched culture of government dependency."

In this Issue

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Enterprise Canada's
Ontario Legislative Highlights

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And now, one last time...

WEEKLY ROUNDUP

POWER STRUGGLE – As 2018 winds down, what has inarguably been the most tumultuous year in decades offered one more burst of commotion, as MPPs gathered yet again for an “emergency” legislative session. This time it was for back-to-work legislation – or more precisely, stay-at-work legislation – to keep 6,000 members of the Power Workers Union on the job. “We understand constitutional rights, but we’re here to talk about the lights – specifically, keeping them on,” was how Energy Minister **Greg Rickford** neatly explained it, after the PWU voted in favour of a strike that threatened to shut down half of the province’s electricity supply in three weeks. Beyond the practicality of avoiding blackouts, the Tories know they are on solid ground politically, recognizing that the Opposition New Democrats could never support legislation circumventing collective bargaining. It’s a wedge the Tories will happily drive, and the NDP didn’t disappoint, doing what they could to thwart the bill. NDP Leader **Andrea Horwath** hedged a bit, acknowledging that the PC majority would get the bill through – “We will not vote for it but the legislation will pass this week,” she conceded – but took the opportunity to reinforce her party’s pro-labour philosophy, accusing Premier **Doug Ford** of “meddling” and “fear mongering.”

CIVIL (SERVICE) WAR – Looking through that old edition of *Ontario Legislative Highlights*, one of the themes back in late ’95 was a pervasive anxiety among the province’s civil servants, as they stared into the uncertainty of the reform-driven **Mike Harris** government. This ubiquitous tension is back in a big way, and the early months of 2019 – if not longer – will surely be marked by bureaucratic upheaval. In the effort to cut spending, the Ford government is expanding programs offering buy-out packages for public employees, hoping this will expedite the attrition they need to reduce staff without resorting to layoffs. One vacancy that *will* be filled, however, is at the very top, as Cabinet Secretary **Steve Orsini** bids adieu. Naturally, rumours are ablaze about who might succeed him, in what will be a critically important post given Ford’s efficiency agenda. At least three other senior positions will also be up for grabs, as Orsini announced a trio of temporary Deputy Ministers while the search for permanent mandarins goes on. Veteran **Scott Thompson**’s pending departure leaves openings in Infrastructure and Transportation, which will be filled on an interim basis by **Chris Giannekos** and **Shelley Tapp**, respectively. **Karen Hughes**, who had been acting Deputy at Treasury Board, will stay on in that capacity for a while longer.

An updated chart listing government contacts is available for download at [Government Contact Chart](#).

FUZZ TONE – “He will be the best Commissioner the OPP has ever seen!” With those words, Premier Ford summoned his vaunted hyperbole skills, going on the offensive to defend the appointment of family friend **Ron Taverner** as Ontario’s top cop. It could be months before Ford gets the chance to test his thesis, as Taverner opted to put his swearing-in on hold, pending the outcome of an investigation into allegations that Ford and/or his staff influenced

the hiring process. That probe will be conducted by the Integrity Commissioner, but it's not enough for the NDP, who called for an "emergency select committee" of MPPs with the authority to call witnesses. In a predictable bit of turnabout, that's a riff on the Tories' hearings on the previous Liberal government's spending habits. Indeed, the Select Committee on Fiscal Transparency – which is still writing its report, amid "kangaroo court" sneers from the Opposition – figures to be evoked repeatedly, with demands for similar tribunals every time a scandal pops up.

DOC-U-DRAMA – Given the rhetoric prior to the election, it's a safe bet that many if not most of Ontario's doctors voted for the PCs in June's election. They got the government they wanted, but peace remains elusive. One of Ford's campaign promises was to send a five-year-long contract dispute to arbitration, but in the midst of warring factions within doctor groups – leading to splinters from the Ontario Medical Association – the government reneged. Ford then re-reversed that decision, with arbitration proceeding once again. All of this served to reinforce reported rifts within the government, as the *Toronto Star* cited "numerous sources" saying the decisions about arbitration were coming directly from the Premier's Office, "over the objections of Health Minister **Christine Elliott** and other Tory MPPs." This is not the first time money disputes with physicians have created political grief – it was a major bugaboo for the Liberal government in the 1980s and has burbled ever since – and there's no shortage of frustration that the current impasse continues. Much as they want to make nice with what appears to be a supportive constituency, some Tories have been heard to mutter the old joke:

Q. What's the difference between a doctor and God?

A. God doesn't think he's a doctor.

IN THE HOUSE

- Labour Minister **Laurie Scott** introduced Bill 67, the *Labour Relations Amendment Act (Protecting Ontario's Power Supply)*, to prohibit strikes or lockouts between Ontario Power Generation and the Power Workers Union during the current round of bargaining, sending all disputes to mediation-arbitration. The legislation passed later in the week by a vote of 72-35, with all the Nays coming from the NDP. Three Liberals, including former Premier **Kathleen Wynne** and current interim Leader **John Fraser**, as well as Green Party Leader **Mike Schreiner** all voted in favour.
- The House has once again recessed for its winter break, until February 19.
For the current status of government legislation, click [Government Bills](#).

FOR THE RECORD

“When you're in a dogfight with everything south of the border and sometimes they're eating our lunch we need to respond, react instantly.”

Finance Minister **Vic Fedeli**, not bothered by Premier Ford's active involvement in day-to-day decisions, which Fedeli described as “unbelievably hands on.”

“This also comes a week before Christmas – which is a little Scrooge-y if you ask me.”

Maria Rizzo, Chair of the Toronto Catholic District School Board, angry at being “blindsided” by notification from the province of \$25 million in cuts from programs giving extra support to students – a move she decried as “deplorable and despicable.”

“The era of reckless government spending is over. The era of reckless government cutting has begun.”

Actor **H. Thomson**, as quoted in *Ontario Legislative Highlights* in December 1995. *Plus ça change, plus c’est la même chose...*

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
EQAO ASSESSMENTS**

December 2018

Dear trustees of Ontario's publicly funded school boards:

On behalf of the board of directors and staff of the Education Quality and Accountability Office (EQAO), we congratulate you on your election as district school board trustee.

As you may know, EQAO is an agency of the Government of Ontario mandated to support student achievement through the provision of independent information. EQAO data are discussed widely among educators, parents, decision-makers and leaders such as you. Our assessment results and questionnaire data help to measure quality, foster accountability and contribute to continuous improvement in our publicly funded education system. We hope EQAO data will help inform your discussions as you seek to strengthen education programs in your community.

Attached are answers to 20 common questions about our agency. The information in this document speaks primarily about EQAO's current framework and approach to large-scale assessments. Please note, however, that EQAO is in the process of modernizing its assessments to reflect today's classroom more closely and to better meet the needs of Ontario. We'll be sure to share updates with district school boards as the vision for modernization is confirmed and as we seek input on our plans.

We wish you well in your role as school board trustee and very much look forward to working with you in support of the students of Ontario.

Sincerely,



David Agnew
Interim Chair, EQAO Board of Directors



Norah Marsh
Chief Executive Officer, EQAO

20 Questions About EQAO

A Trustee's Introduction to EQAO and Large-Scale Assessments

SCHOOL BOARD TRUSTEES AND EQAO

1. As a school board trustee, how can I make use of data from the Education Quality and Accountability Office (EQAO)?

EQAO data offer useful tools that can help school board trustees as they consider ways of supporting continuous improvement in student achievement. EQAO generates two information sets that are specific to each school board's education community: large-scale assessment results and questionnaire data.

EQAO's provincial assessment results offer an independent snapshot of student achievement, helping to measure quality and foster accountability in Ontario's publicly funded education system. Questionnaire data offer contextual information that helps us understand students' learning environments.

Both EQAO's assessment results and questionnaire data help us to gain insights into local or regional trends. By analyzing these data alongside information from other local sources (e.g., report cards, attendance records, community profiles, educator observations, student focus groups and parental input), it is possible to build a more complete understanding of student achievement. These insights can help trustees make evidence-informed decisions as they consider improvement plans for their school boards.

THE AGENCY

2. Why was EQAO created?

The Government of Ontario established EQAO as a Crown agency through the *Education Quality and Accountability Act* of 1996 in response to recommendations from the 1994 Royal Commission on Learning. After consulting extensively with educators and parents, the Commission concluded that province-wide testing of all students was required to provide "independent and public scrutiny of the education system." The main focus was to monitor students' achievement at key points in their learning as a way of assuring the public that all students were being assessed in the same way and according to an established set of standards. The government also wanted to respond to the public's demand for more accountability and better information about the quality and effectiveness of the province's publicly funded education system.

3. What does EQAO do?

To contribute to the equity, quality and accountability of Ontario's publicly funded education system, EQAO provides independent information that can help support the achievement of every student. The agency's activities fall under four broad categories.

- **Provincial Assessments.** EQAO provides independent, objective and reliable data on student performance in relation to curriculum standards. Large-scale assessment and provincial questionnaire data complement the information obtained from classroom assignments and other assessments and, together, these provide a detailed picture of student achievement. These insights can serve as a basis for meaningful improvement planning at the individual student, school, school board and provincial levels. EQAO results are the only consistent measure of individual student achievement and progress over time available across the province. Nevertheless, regular classroom assessments have the most direct impact on student learning and well-being.

- **National and International Assessments.** EQAO also coordinates Ontario’s participation in national and international assessments to develop a broader understanding of the strengths of the province’s education system in relation to other jurisdictions.
- **Research.** In addition to its large-scale assessment program, EQAO contributes to research that examines the factors that influence student achievement and education quality, and the processes that result in high-quality assessments. Over the years, the agency has produced research reports in such areas as student achievement, school effectiveness and best assessment practices. Currently, EQAO is partnering on projects related to the Early Development Instrument, academic creativity, and the relationship between some chronic illnesses and academic success.
- **School Support and Outreach.** EQAO’s School Support and Outreach Team delivers data-literacy workshops to school boards, schools, educators, parents and guardians, and teachers in training. Through these workshops, the agency supports Ontario’s education community by explaining how EQAO data can be analyzed alongside schools’ and boards’ information to adjust learning strategies, resource distribution and programming.

4. How much influence does the provincial government have over EQAO?

EQAO is an independent agency of the Government of Ontario. The government sets the curriculum as well as EQAO’s mandate, but the agency performs its assessments independently of the government to ensure they reflect an independent and non-partisan view of student learning. Such independence is important for the credibility of the data EQAO provides.

5. What is EQAO’s annual budget?

The agency receives base allocation payments from the Government of Ontario in accordance with the fiscal year’s approved budget. During the 2017–2018 fiscal year, the cost of operating EQAO was approximately \$31 million. This amounts to a cost of \$15.69 of the approximately \$12,000 spent annually per student enrolled in an Ontario public school. In addition, EQAO’s budget represents approximately 0.13% of the Government’s overall education expenditures in Ontario—a relatively small percentage for a program that measures quality, fosters continuous improvement and contributes to accountability in the education system.

In 2002, the agency’s budget accounted for 0.46% of the K–12 education budget in Ontario. This amounted to a cost of \$29.93 per student of an annual per student cost of \$6,556.53. K–12 funding has almost doubled since 2002. During this same period, the funding allocation to EQAO in relation to the overall K–12 budget has fallen by roughly 71%.

6. Does every individual who works at EQAO have to have a background in education? If not, why?

EQAO has a strong team with the specialized knowledge and skills required to deliver a high-quality assessment program. Approximately one-third of agency staff are educators from across the province or have backgrounds in education. The agency’s current chief executive officer, [Norah Marsh](#), was a teacher, principal and district leader in two school boards before joining EQAO. The agency’s chief assessment officer also has a background in K–12 education and senior leadership experience with Ontario school boards; this position is currently held by [Dr. Steven Reid](#).

As with many organizations, however, EQAO also engages staff with other backgrounds and skills required to run a multidisciplinary business (e.g., operations, production, IT and data specialists).

THE ASSESSMENTS

7. When do EQAO's assessments take place?

EQAO's large-scale assessments are administered yearly to approximately 600 000 students in Ontario's publicly funded education system. Assessments are developed, reviewed and scored by Ontario educators and are based on *The Ontario Curriculum*. They measure achievement in reading, writing and math at key stages of each child's education:

- Grade 3 (i.e., end of primary division): reading, writing, math;
- Grade 6 (i.e., end of junior division): reading, writing, math;
- Grade 9 (i.e., first year of secondary school): math and
- Grade 10: Ontario Secondary School Literacy Test (graduation requirement).

This approach benefits both the student and the education system. By measuring student achievement at regular intervals, parents and teachers can identify individual students' learning needs and track progress over time. In addition, the education system is able to focus its resources on areas that are in most need of support, to enhance the quality of learning programs.

8. Why does EQAO assess every student in Ontario? Why don't we rely on sample-based assessments instead?

By assessing every student, EQAO provides insights into achievement at the student, school, school board and provincial levels. Sampling would challenge EQAO's ability to track progress over time at the first three levels and would diminish its ability to provide independent accountability to stakeholders across the province. Full-census assessment results also provide reliable achievement information for groups of students (e.g., students with special education needs, English or French language learners) to inform improvement planning and resource allocation. EQAO has undergone multiple reviews since its creation, and none of these have recommended switching to a sample-based assessment model, because of the subsequent loss of data such an evolution would entail.

In addition, a sample-based model would affect the French-language school system differently. To have a large enough sample from which to derive reliable data, the number of French-language schools and boards included would need to approach the full population. Currently, each school and school board benefits equally from having its own data that illuminate its specific cohort trends and circumstances.

9. What's the value of EQAO's assessment program?

Because EQAO assesses achievement at key stages of every child's education, the agency's data can serve as the basis for discussions about improvement planning at the individual, school, school board and provincial levels. Analyses of EQAO results have led to decisions and strategies that have benefited thousands of Ontario students. In the late 1990s, EQAO data revealed challenges in literacy achievement, which prompted the education community to mobilize to strengthen students' reading and writing skills. More recently, EQAO data that pointed to a decline in math achievement were among the factors that led to the launch of Ontario's Renewed Math Strategy. EQAO data have also shed light on a number of areas in education that could benefit from further inquiry (e.g., how applied and academic courses in secondary schools serve students; the progress of learning among English or French language learners and students with special education needs). According to EQAO's questionnaire data, thousands of educators across the province are using EQAO results to help improve learning programs in their schools. In doing so, they are actively engaging in evidence-informed decision making to support students' learning needs.

10. Why do we need EQAO assessments if we already have classroom tests?

Teachers know their students best, and classroom assessments have the most direct impact on student learning. EQAO results complement classroom assessments and are the only consistent and independent measure of achievement over time available across the province.

Large-Scale Assessment	Classroom Assessment
Measure students' cumulative knowledge and skills in relation to a provincial standard	Measure how well students have learned specific information
Are given at key stages of students' education	Provide timely results that teachers can use to modify strategies
Are administered, scored and reported on in a consistent and objective manner	May have subjective components based on the teacher's knowledge of each student
Provide results that are comparable across the school, board and province from year to year	Provide results that may not be comparable across the school, board or province

11. How do we know EQAO assessments are accurate?

From its inception, EQAO has adopted a rigorous process to develop high-quality assessments that provide an accurate snapshot of student achievement. The assessments are based on expectations in reading, writing and math outlined in *The Ontario Curriculum*. Every question is developed by a professional Ontario educator and is then reviewed by an Assessment Development and Sensitivity Committee, which is also composed of educators from across the province. This review helps ensure that the question aligns with the curriculum.

Educators are involved in every step of the assessment cycle—from development to administration to scoring. This helps EQAO maintain alignment with curriculum expectations, and ensures a fair and inclusive assessment experience across the province.

In fact, the Auditor General of Ontario confirmed that EQAO tests reflect the provincial curriculum expectations fairly and accurately, are consistent in difficulty from one year to the next, and are administered and scored to ensure that their results are valid, consistent and reliable indicators of student achievement.

12. How do we know schools are actually using EQAO data?

Educators across the province actively use EQAO data and information from other sources to help improve student success.

In 2018, 75% of elementary-school principals in Ontario responded to EQAO's Principal Questionnaire (2564 out of 3423). Of those who indicated that they used EQAO data,

- 94% used EQAO data to identify areas of strength and areas for improvement in elementary programs.
- 96% used EQAO data to guide school improvement initiatives.
- 86% used EQAO data to identify how well students were meeting curriculum expectations.
- 82% used EQAO data to support change in teaching practices.

In 2018, 71% of Grades 3 and 6 teachers in Ontario responded to EQAO's Teacher Questionnaire (12 063 out of 17 030). Of those who responded,

- 76% used EQAO data to identify areas of strength and areas for improvement in elementary programs.
- 75% used EQAO data to identify how well students were meeting curriculum expectations.

13. Do EQAO assessments take into account the requirements of students with special education needs?

A basic guiding principle in the field of large-scale assessment is that tests must be accessible to all students. In EQAO's current practice, the ideas of diversity and equity are interconnected. There is a Sensitivity Committee for each EQAO assessment program, in both English and French, and the members of each committee meet to review items and reading selections at various stages of development, before they appear on an assessment. The Sensitivity Committee members—who are practicing teachers, administrators and subject experts from across Ontario—provide a specialized equity perspective to ensure fairness for all students, and they make recommendations that will assist EQAO in revising assessment content.

Because there isn't a common context for Ontario's students, it is important to have mechanisms in place to ensure assessment questions are free of biases that potentially favour or disadvantage a specific group. EQAO's commitment to equity is manifested in the ways it administers the assessments: the agency understands that different students have different needs, so a range of accommodations are included in assessment parameters to ensure equitable opportunities for all students.

EQAO's accommodation guides indicate which accommodations are permitted for students who have an Individual Education Plan (IEP). Alternative-format versions include large print, colour, Braille, adaptive devices and audio, as well as the option to audio-record responses.

Recently, EQAO has incorporated educators' feedback into its assessment practices by introducing Google Read&Write, and by eliminating the IEP requirements for certain accommodations (e.g., extra time; quiet, individual and/or small group setting; preferential seating in an assessment room; prompts for students with severe attention problems who are at risk of being off-task for significant periods of time). In 2017–2018, EQAO created an Equity and Inclusion Committee, which is looking more closely at the experience of students who are new to Canada and those who aren't accessing the provincial curriculum and whose progress is communicated through an alternative report card.

As more changes are being considered, EQAO welcomes feedback from the education community to help strengthen its approach to inclusivity.

14. Are EQAO assessments getting harder every year?

EQAO assessments are developed by Ontario teachers and are based entirely on the curriculum taught in classrooms every day. The assessments are psychometrically sound with a consistent level of difficulty over time (Office of the Auditor General of Ontario, 2009).

ASSESSMENT PREPARATION AND STRESS

15. Why do some say that teachers need to “teach to the test” to prepare students for EQAO assessments?

EQAO assessments are based on the curriculum taught in classrooms every day, so students should know the material without any special instruction. In addition, much of what is called “EQAO prep” is simply a review of curriculum expectations, using EQAO assessments as the tool. To get a sense of the types of questions on EQAO assessments, students or teachers can refer to previous years’ assessment materials on the agency’s Web site. When students are working with EQAO questions, they are working on skills and expectations contained in *The Ontario Curriculum*: there isn’t a difference.

16. EQAO creates a lot of anxiety for students and teachers. What can we do to address this?

It is natural for students to feel nervous about their performance on any assessment or evaluation. However, there are times when this normal nervousness and anxiety escalate and become problematic and can interfere with student performance and well-being.

Understanding the difference between stress, distress and anxiety disorder can be helpful. **Stress** is a natural part of living, and learning how to manage challenges in healthy ways is important. Explicitly teaching students how to cope with stress from a young age can help them to navigate challenges and transitions throughout their lives. When coping skills are not well-developed, and when life circumstances become too much, acute or chronic stress can lead to **distress** that can interfere with a student’s well-being and ability to learn. An **anxiety disorder** is a mental health condition that arises in response to a combination of predisposing factors and circumstances and is best addressed through a treatment plan that informs supports at school. When needed, EQAO works with school staff when students with this disorder are scheduled to participate in an EQAO assessment to ensure that the student’s mental health and well-being are the first priority.

Students can and do feel some stress in relation to EQAO assessments. This is a common experience when it comes to any form of evaluation. The results of the Organisation for Economic Co-operation and Development (OECD) survey of students’ well-being in 2015 revealed that, in Canada, 64% of students agreed or strongly agreed with the statement “Even if I am well-prepared for [an in-class] test, I feel very anxious.” Twenty percent more girls than boys feel this way (PISA 2015 Results, Volume III: *Students’ Well-Being*, pp.292-294).

EQAO is also aware of the data that suggest that young people (and adults) are reporting greater levels of stress and distress in recent years. For example, on the 2017 Ontario Student Drug Use and Health Survey, 30% of students reported feeling an elevated level of stress or pressure in the past month, and 17% indicated that they were experiencing a serious level of psychological distress. Similarly, Statistics Canada’s 2014 Perceived Life Stress survey of the Canadian population showed that 23% of adults between the ages of 20 and 34 reported that they feel quite or extremely stressed most days, while 20% of young adults between the ages of 15 and 19 reported feeling the same (15.5% for male respondents and 24% for female respondents).

In order to ensure that the normal experience of stress during tests does not escalate and become problematic, EQAO is working on understanding students’ experiences with its assessments and how the agency can make these accessible to students in a less stressful way. For example, the agency is considering how to make its assessments better reflect students’ classroom experience, so that their participation is aligned with their daily expectations of school. As part of its commitment to listening to the student voice, in 2018, the agency launched the EQAO Student Advisory Committee, a group that helps foster a two-way conversation with Ontario’s students.

With respect to pressure on teachers, it is important to recall that learning is cumulative and that, in order to evaluate the effectiveness of the public education system, EQAO assessments take place at key stages of students' learning. EQAO assessments and scores do not reflect a specific teacher's work in one classroom and are not meant to be analyzed as such.

17. Do EQAO assessments reflect the cultural diversity of the province?

EQAO is dedicated to offering a high-quality large-scale assessment program that is equitable, inclusive and reflective of the diversity of Ontario so that all students can demonstrate their understanding of *The Ontario Curriculum*. To ensure the validity and fairness of EQAO assessments for all students, test questions are developed by Ontario teachers to align with the curriculum. Questions are reviewed by diversity experts and field tested across the province prior to being included in assessments. Questions that fail to meet EQAO's rigorous standards do not appear on assessments.

USE OF EQAO DATA

18. Is it true that a single teacher is responsible for a class's EQAO scores?

No. Learning is cumulative, and EQAO assessments take place at key stages of students' learning to evaluate the effectiveness of the public education system rather than a specific teacher's work.

19. What can we do to stop the use of data to rank schools?

EQAO's data are known for their reliability, so it is understandable that many organizations would want to leverage them for an array of purposes. In light of the government's open-by-default approach to data access, and given freedom-of-information requirements in Ontario, EQAO cannot deny access to its information. That said, EQAO does not support the ranking of schools, as it invites overly simplistic comparisons and distracts from conversations about improving learning for all students. In addition, the agency actively communicates how its data can be used alongside information from other sources to undertake analyses that strengthen decision-making in relation to student learning.

THE FUTURE OF EQAO

20. What is EQAO's vision for modernizing its activities?

EQAO recognizes that it is time to modernize. With constant technological advances, classrooms are relying more on digital tools for teaching, and there is a wider array of means available to assess academic and other transferable skills. The agency seeks to continue to collaborate with Ontarians, students, parents and educators to modernize its assessments to

- reflect more closely today's classroom,
- measure skills that EQAO does not currently measure, and
- facilitate some online customization to accommodate students' unique learning needs.

But EQAO does more than just administer assessments. Modernization is therefore an opportunity to reflect on how the agency provides reports and delivers data, particularly in light of the Government of Ontario's open-by-default approach to data access. It is also appropriate to reinvigorate the agency's research program, explore ways of engaging Ontarians more effectively in matters of education quality and accountability and streamline internal business procedures.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
DRAFT 2019 BOARD COMMITTEE MEMBERSHIP**



2019 BOARD COMMITTEE MEMBERSHIP

Members to the Committees are appointed by the Chairperson of the Board in consultation with the Vice-Chairperson of the Board.

STATUTORY COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2019 MEMBERSHIP
<i>Audit Committee</i> <i>O. Reg. 361/10, s. 7 (1). The term of office of a member of the audit committee who is a board member shall be determined by the board but shall not exceed four years.</i>	<i>3 Trustees required</i>	Frank Fera Dino Sicoli TBD
<i>Niagara Catholic Parent Involvement Committee (N.C.P.I.C.)</i>	<i>2 Trustees required</i>	Rhianon Burkholder Leanne Prince
<i>Special Education Advisory Committee (S.E.A.C.)</i>	<i>2 Trustees required</i>	Rhianon Burkholder Kathy Burtnik
<i>Supervised Alternative Learning Committee (S.A.L. Committee)</i>	<i>2 Trustees required</i>	Daniel Moody Paul Turner

STANDING COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2019 MEMBERSHIP
<i>Disciplinary Hearing Committee</i> <i>NOTE: All Trustees serve as alternates for this Committee only</i>	<i>3 Trustees required</i>	Daniel Moody Leanne Prince Paul Turner
<i>Policy Committee</i>	<i>3 Trustees required</i>	Frank Fera Larry Huibers Leanne Prince

AD HOC COMMITTEES	TRUSTEE MEMBERSHIP REQUIRED	2019 MEMBERSHIP
<i>Blessed Trinity Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i>	<i>3 Trustees required</i>	Larry Huibers Leanne Prince TBD
<i>Building on Today Ad Hoc Committee</i>	<i>All Trustees</i>	All Trustees
<i>Denis Morris, Holy Cross, and Saint Francis Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i>	<i>3 Trustees required</i>	Rhianon Burkholder Kathy Burtnik Larry Huibers
<i>Lakeshore Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i>	<i>3 Trustees required</i>	Dino Sicoli Paul Turner TBD
<i>Notre Dame College Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i>	<i>3 Trustees required</i>	Dino Sicoli Paul Turner TBD
<i>Saint Michael and Saint Paul Catholic Elementary and Secondary Family of Schools Attendance Area Ad Hoc Committee</i>	<i>3 Trustees required</i>	Frank Fera Daniel Moody TBD

OTHER LIAISON COMMITTEES	TRUSTEE MEMBERSHIP MANDATED	2019 MEMBERSHIP
<i>Staff Wellness Committee</i>	<i>1 Trustee required</i>	Dino Sicoli

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JANUARY 15, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
DRAFT SCHOOL YEAR CALENDAR 2019-2020**



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MEMO TO: Elementary and Secondary Principals and Vice-Principals
O.E.C.T.A. Elementary
O.E.C.T.A. Secondary
C.U.P.E.
Catholic School Council Chairs
Niagara Catholic Alliance Committee
Niagara Catholic Parent Involvement Committee
S.E.A.C.
Coordinator of Staff Development
Student Senate Co-Chairs

FROM: Frank Iannantuono, Superintendent of Education

DATE: Monday, January 7, 2019.

SUBJECT: **2019-2020 SCHOOL YEAR CALENDAR CONSULTATION PROCESS**

Prior to the submission of the 2019-2020 School Year Calendar Committee Report to the Niagara Catholic District School Board, please find attached the draft proposal of the Niagara Catholic Elementary and Secondary School Year Calendars for 2019-2020 for your consideration.

Labour Day is Monday, September 2, 2019. The Ministry of Education mandates 194 instructional days in a school year.

Please review these draft calendars with your staff and Catholic School Councils at January meetings, and **provide any comments or suggestions to the Niagara Catholic School Year Calendar Committee through [Jennifer Pellegrini](#), Communications Officer, by 1 p.m. on January 31.**

The draft 2019-2020 school year calendar will be posted on the Board website once it is approved by the Board, and will be updated with the final version once it receives Ministry approval.

Thank you for your participation in our consultation process.

Attached – Elementary and Secondary School Year Calendar Draft – 2019-2020

cc. Senior Administrative Council

VETTING	
School	
Group Principal/Vice-Principal CSC Alliance SEAC NCPIC OTHER	
Individual	
Calendar Dates	Feedback or Comments
<i>Start of School Year</i>	
<i>Professional Activity Days</i> <i>Elementary:</i>	
<i>Professional Activity Days</i> <i>Secondary:</i>	
<i>Secondary Exam Days</i>	
<i>Christmas Holidays</i>	
<i>March Break</i>	
<i>Other</i>	



Ontario

Ministry of Education

School Year Calendar 2019 - 2020

Board Designated Half Day

Legend → **H** - Statutory Holiday Schedule
E - Scheduled Examination Day
P - Professional Activity Day

B - Board Designated Holiday
 Half Day

Elementary Draft

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week							
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
August 2019																																							
September 2019	20																																						
October 2019	21	1																																					
November 2019	20	1																																					
December 2019	15																																						
January 2020	19	1																																					
February 2020	18	1																																					
March 2020	17																																						
April 2020	20																																						
May 2020	19	1																																					
June 2020	18	2																																					
July 2020																																							
TOTAL	187	7																																					

Note: The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days



Ontario

Ministry of Education

School Year Calendar 2019 - 2020

Secondary Draft

Legend → H - Statutory Holiday Schedule

E - Scheduled Examination Day

P - Professional Activity Day

B - Board Designated Holiday

Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																					
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																				
August 2019																																																					
September 2019	20								H																																												
October 2019	21	1																																																			
November 2019	20	1																																																			
December 2019	15																																																				
January 2020	14	1	5																																																		
February 2020	18	1																																																			
March 2020	17																																																				
April 2020	20																																																				
May 2020	19	1																																																			
June 2020	13	2	5																																																		
July 2020																																																					
TOTAL	187	7	10																																																		

Note: The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days