



*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, JUNE 11, 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 Huibers | - |
| 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 May 14, 2019 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of May 28, 2019 | A6.1 |
| 6.2 Approval of Policies | - |
| 6.2.1 Community Use of Facilities Policy (800.2) | A6.2.1 |
| 6.2.2 Bullying Prevention and Intervention Policy (302.6.8) | A6.2.2 |
| 6.3 Research Collaborations in the Niagara Catholic District School Board 2018-2019 | A6.3 |
| 6.4 Larkin Estate Admission Awards 2019-2020 | A6.4 |
| 6.5 The Provisions of Special Education Programs and Services – Special Education Plan Revisions | A6.5 |
| 6.6 Staff Development Department Professional Development Opportunities | A6.6 |
| 6.7 Capital Projects Progress Report Update | A6.7 |
| 6.8 In Camera Items F1 & F3 | - |

B. PRESENTATIONS

- | | |
|--|----|
| 1. Student Trustees and Co-Chairs – Student Senate 2019-2020 Introductions | - |
| 2. Student Trustees and Co-Chairs – Student Senate 2018-2019 Appreciation | - |
| 3. National and Provincial Medalists | B3 |

C. COMMITTEE AND STAFF REPORTS

- | | |
|---|----|
| 1. Committee of the Whole System Priorities and Budget 2018-2019 Update | C1 |
| 2. Original Estimates for the Annual Budget 2019-2020 | C2 |

- | | | |
|----|--|----|
| 3. | Accountability Financial Report 2018-2019 as of May 31, 2019 | C3 |
| 4. | Monthly Updates | |
| | 4.1 Student Senate Update | - |
| | 4.2 Senior Staff Good News Update | - |

D. INFORMATION

- | | | |
|----|---|------|
| 1. | Trustee Information | |
| | 1.1 Spotlight on Niagara Catholic – May 28, 2019 | D1.1 |
| | 1.2 Calendar of Events – June 2019 | D1.2 |
| | 1.3 Retirement and Service Recognition – June 20, 2019 | D1.3 |
| | 1.4 Elementary and Secondary Graduation Dates 2019 | D1.4 |
| | 1.5 OCSTA Memorandum – Amendments to the Education Act and Education Development Charges (Bill 108) | D1.5 |

E. OTHER BUSINESS

- | | | |
|----|--|---|
| 1. | General Discussion to Plan for Future Action | - |
|----|--|---|

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF MAY 14, 2019**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of May 14, 2019, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, MAY 14, 2019

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, May 14, 2019 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Burtnik.

2. Roll Call

Vice-Chair Sicoli noted that Superintendent Rocca was excused.

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**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. Approval of the Agenda

Moved by Trustee Huibers

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of May 14, 2019, as presented.

CARRIED

4. Declaration of Conflict of Interest

Vice-Chair Sicoli turned the gavel of the meeting over to Chair Fera and read from a statement regarding a conflict of interest with Trustee Burtnik, Burtnik Printing and printing at Niagara Catholic.

Moved by Trustee Sicoli

THAT a detailed 10 year itemized list of all business transactions and their dates between Burtnik Printing and the Niagara Catholic District School Board and its schools be presented at the May 28, 2019 Board Meeting.

CARRIED

5. Approval of Minutes of the Committee of the Whole Meeting of April 9, 2019

Moved by Trustee Fera

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of April 9, 2019, as presented.

CARRIED

6. Consent Agenda Items

Vice-Chair Sicoli requested Item 6.1 be held. This item was moved to Committee and Staff Reports Section C of the agenda.

6.1 Unapproved Minutes of the Policy Committee Meeting of April 23, 2019

Moved to Section D2

6.2 Approval of Policies

6.2.1 Employee Hiring and Selection (Teachers) Policy (203.1)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Hiring and Selection (Teachers) Policy (203.1), as presented.

6.2.2 Safe Schools Policy (302.6)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Safe Schools Policy (302.6), as presented.

6.2.3 Student Suspension – Safe Schools Policy (302.6.4)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Suspension – Safe Schools Policy (302.6.4), as presented.

6.2.4 Student Expulsion – Safe Schools Policy (302.6.5)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

6.2.5 Financial Investment Policy (NEW)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Financial Investment Policy (NEW), as presented.

6.2.6 Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4)

THAT the Policy Committee recommend to the Committee of the Whole approval of the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4), as presented.

6.3 Operation of EarlyON Child and Family Centres Request for Proposal

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve a Board submission of a Request for Proposal to enter into direct contract negotiations with Niagara Region Children’s Services in order to operate EarlyOn Child and Family Centres. In its submission, the Request for Proposal will consider the overall impact on the broader operations and culture of the Niagara Catholic District School Board, and has developed an action plan to address any challenges with the operations of EarlyON Child and Family Centres by the Niagara Catholic District School Board.

6.4 Pre-Approval of Capital Works Project Tenders Estimated to Cost in Excess of \$500,000 (Revised)

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the tenders related to the 2018-2019 School Year for Capital Works Projects, as presented.

6.5 Accountability Financial Report 2018-2019 as of April 30, 2019

Presented for Information.

6.6 Staff Development Department Professional Development Opportunities

Presented for information.

6.7 Capital Projects Progress Report Update

Presented for information.

6.8 In Camera Items F1 and F3

Moved by Trustee Fera

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

B. PRESENTATIONS

1. National and Provincial Medalists 2019

Yolanda Baldasaro, Superintendent of Education provided a brief presentation on National and Provincial competitions during the school season and introduced Christopher McLean, Consultation, K-12 Health & Physical Education/NCAA Convenor.

Mr. McLean, teachers and coaches introduced students who excelled in athletic competitions.

Students were congratulated for their success. Trustees Huibers, Burtnik and Director Crocco presented the students with Niagara Catholic "Excellence in Athletics" pins.

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole System Priorities and Budget 2018-2019 Update

Director Crocco and members of Senior Administrative Council presented Committee of the Whole System Priorities and Budget 2018-2019 Update.

Senior Administrative Council answered questions of Trustees.

2. Niagara Catholic System Priorities 2019-2020

Director Crocco and members of Senior Administrative Council presented the Niagara Catholic System Priorities 2019-2020.

Senior Administrative Council answered questions of Trustees.

Moved by Trustee Fera

THAT Committee of the Whole meeting be extended.

CARRIED

Moved by Trustee Turner

THAT the Committee of the Whole recommends to the Niagara Catholic District School Board the approval of the Niagara Catholic System Priorities 2019-2020, as amended.

CARRIED

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

Senior Staff highlights included:

Superintendent Farrell

- The Niagara Launch Centre was featured in an article in the Spring/Summer Edition of OASBO's *The Advocate*.

D. INFORMATION

1. Trustee Information

1.1 Spotlight on Niagara Catholic – April 23, 2019

Director Crocco highlighted the Spotlight on Niagara Catholic – April 23, 2019 issue for Trustees information.

1.2 Calendar of Events – May 2019

Director Crocco presented the May 2019 Calendar of Events for Trustees information.

1.3 Niagara Catholic – Catholic Education Week Letter to Parents and Guardians

Director Crocco highlighted the Niagara Catholic – Catholic Education Week Letter to Parents and Guardians

1.4 OCSTA Memorandum – Ontario Government Consultation on Autism Programs

Director Crocco highlighted the OCSTA Memorandum regarding Ontario Government consultation on Autism Programs.

1.5 OCSTA Memorandum – E-Learning Policy Framework Information Request

Director Crocco highlighted the OCSTA Memorandum regarding E-Learning Policy Framework Information Request.

2. Consent Agenda Item A6.1

2.1 Unapproved Minutes of the Policy Committee Meeting of April 23, 2019

Director Crocco answered questions of Trustees for clarification.

Moved by Trustee Huibers

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of April 23, 2019, as presented.

CARRIED

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

1.1 Continue to design a balanced budget for 2019-2020 with a presentation to the May Board meeting.

1.2 Continued implementation of the System Priorities 2018-2019 and the design of the System Priorities and Budget for 2019-2020.

F. BUSINESS IN CAMERA

Moved by Trustee Prince

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

CARRIED

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 9:52 p.m. and reconvened at 10:27 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Prince

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of May 14, 2019.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Fera

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on April 9, 2019, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Fera

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on April 9, 2019, as presented.

CARRIED (Item F3)

The In Camera Session of the Committee of the Whole moved into the Special Board Meeting at 9:59 p.m. and reconvened at 10:11 p.m.

H. ADJOURNMENT

Moved by Trustee Burkholder

THAT the May 14, 2019 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 10:28 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **May 14, 2019.**

Approved on **June 11, 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
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF MAY 28, 2019**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of May 28, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, MAY 28, 2019

Minutes of the Policy Committee Meeting held on Tuesday, April 23, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

1. Opening Prayer

The meeting was opened with a prayer by Trustee Turner.

2. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Committee Chair)	✓			
Frank Fera	✓			
Leanne Prince	✓			

Trustees:

Rhianon Burkholder
Kathy Burtnik
Daniel Moody
Dino Sicoli
Paul Turner

Student Trustees:

Jade Bilodeau
Madison McKinney

Staff:

John Crocco, Director of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance
Kathy Levinski, Administrator of Facilities Services

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

3. Approval of Agenda

Moved by Trustee Prince

THAT the May 28, 2019 Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

No Disclosures of Interest were declared with any items on the agenda. Trustee Huibers indicated he was not declaring a Conflict of Interest as his wife does not have the required qualifications required for the position of Principal or Vice-Principal.

5. Minutes of the Policy Committee Meeting of April 23, 2019

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of April 23, 2019, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO JUNE 11, 2019 COMMITTEE OF THE WHOLE MEETING

6.1 Community Use of Facilities Policy (800.2)

Kathy Levinski, Administrator of Facilities Services presented feedback received from the vetting process and highlighted recommended amendments to the Community Use of Facilities Policy (800.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 2, bullet 3 add “*” to secondary facilities, and “**The Controller of Facilities Services or designate will consider requests for permits outside the time indicated for approval. Any additional costs for caretaking, if required, will be charged to the permit holder at full cost recovery*”.

Moved by Trustee Prince

THAT the Policy Committee recommend to the June 11, 2019 Committee of the Whole Meeting to approve the revisions to the Community Use of Facilities Policy (800.2), as presented.

APPROVED

6.2 Bullying Prevention and Intervention Policy (302.6.8)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Safe Schools Policy (302.6).8 following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Fera

THAT the Policy Committee recommend to the June 11, 2019 Committee of the Whole Meeting to approve the revisions to the Bullying Prevention and Intervention Policy (302.6.8), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.3 Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2)

Trustee Fera distributed a prepared statement for the consideration of the Policy Committee.

Chair Huibers requested that time be provided to read the statement provided and to defer the Catholic Leadership: Principal and Vice-Principal Selection Policy to the next meeting of the Policy Committee.

Following discussion, the Policy Committee requested that the Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2), be deferred to a special one item Policy Committee Meeting prior to the June 11, 2019 Committee of the Whole Meeting.

A copy of Trustee Fera's statement was requested to be included in the minutes as Appendix A

6.4 Employee Meals and Hospitality Policy (201.14)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the Employee Meals and Hospitality Policy (201.14).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Keep the word “*Employee*” in the title of the Statement of Policy

ADMINISTRATIVE PROCEDURES

- Keep the word “*Employee*” in the title of the Administrative Procedures
- Page 2, bullet 4 – replace “*Microsoft Dynamics NAV*” with “*financial software*”

The Policy Committee requested that the Employee Meals and Hospitality Policy (201.14), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

6.5 Employee Conferences, Workshops and Meetings Policy (201.15)

Superintendent Vetrone, presented the Employee Conferences, Workshops and Meetings Policy (201.15).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Conferences, Workshops and Meetings Policy (201.15), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

6.6 Opening or Closing Exercises – Safe Schools Policy (302.6.1)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Opening or Closing Exercises – Safe Schools Policy (302.6.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Page 1, second paragraph – replace “*will*” with “*must*”

ADMINISTRATIVE PROCEDURES

- Under Exemptions – add “*In accordance with the Education Act*”

The Policy Committee requested that the Opening or Closing Exercises – Safe Schools Policy (302.6.1), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

6.7 Acceleration Retention Policy (400.5)

Superintendent Forsyth-Sells, presented the Acceleration Retention Policy (400.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Add a statement that captures the inclusive model.

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Acceleration Retention Policy (400.5), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

INFORMATION

6.8 Policies Currently Being Vetted to September 9, 2019

- Emergency Instructors Policy (NEW)
- Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW)

6.9 Policy and Guideline Review 2018-2019 Schedule

Director Crocco presented the Policy and Guideline Review 2018-2019 Schedule.

7. Date of Next Meeting

June 11, 2019 – 5:30 p.m. Start time.

8. Adjournment

The meeting adjourned at 5:32 p.m.

Please allow me to express a few thoughts prior to this policy meeting.

I have heard many ambiguous and, I believe, incorrect statements of late regarding the recent approved motion by the Board. I am certain that some individuals may find the trustee involvement in the interview process, along with the decisions to be made at the Board table regarding the hiring and promotion of staff, different in their personal experience, however, I would like to point out that this process is well established within other Catholic Boards in Ontario, not to say that it used to be the recommended practice within NCDSB.

The trustees supportive of this motion, believe that the employer (The Board) needs to resume playing an appropriate role in the hiring / promotion / staffing of "their" staff. I will place this in legal context later in my comments.

I would however, like to assure all, that we do not want to ever presume that we have all the detailed skills and background required to do a specific job even if some of us have been principals, teachers, police officers, parents and now Trustees. We do believe, that a team approach gives the best results in decision making. Policy 202.2 which describes the selection committee for Principal / Vice- Principal presently identifies the committee to consist of a maximum of 2 Superintendents of Education, a chair of the Committee: Superintendent of Human Resources, 2 principals, and one vice-principal. (Section 7 of policy 202.2)

Surely one additional individual, representing the employer, would not upset the balance required to make a fair and just recommendation regarding the identification of future administrators. Indeed the committee now moves to 6 individuals whereas the policy currently identifies 5 for the interview team. An additional member of the team, should not nor will they upset the delicate balance required to make a non-partisan recommendation.

Therefore I am convinced that as a Board we do/should bring a dimension that is needed in making the hiring and promotion process more transparent, better and fairer.

At this time, more than ever, we need to clarify and enhance the Board's role in these processes.

During recent years, it may be news to some, a number of people (including staff in leadership positions) from time to time, have been surprised and disappointed in the fact that we trustees (the Board) seem to have abdicated the role that they once had in monitoring and giving input during the hiring and promotion process and / or the final decisions pertaining to those important issues.

This need for reengaging does not mean that we do not value staff responsibility (at all levels of administration). As an enlightened "owner (Board) representing the rate payers (the real owners) we need to be engaged, accountable and hold staff in leadership positions accountable, just as we are held accountable every ~~three~~ ⁴ years at election time. We believe that our "just-measured" involvement will go a long way in reestablishing trust and collegiality with all stakeholders across the NCDSB. We are also sincerely hoping that by this change in involvement, as well as a few others that we are currently discussing, if approved by the majority of trustees (Board decision), will go a long way in moving forward in reestablishing a positive relationship with all employee groups. (Please keep in mind that when staff uses the term "board" they should differentiate that term from "senior administration")

One issue that is being debated concerns the definition of “**day to day administration**”. Surely you will agree that principals, superintendents and the Director, play key roles in defining and acting on “day to day administration”. No Board of trustees would ever want to tell you how to “day to day administer your school” except in concert with the Ed. Act and its Regulations and through well-reasoned (Board approved) policies and administrative guidelines reflecting faithfully the intent of those policies.

We have heard that there are some who contend that our policy may be contrary to the concept of “day to day administration”. The individuals cite the Education Act and various other documents, however, they seldom provide you with sections of the Act and the specific references where the act reads differently.

To those who do not provide specific references allow me to provide you with the following: a document released by the Ministry of Education, December 2011 governing senior leadership within a school board writes

“Boards are responsible for the recruitment and selection of Supervisory Officers.”

Section 169.1 of the Education Act under “Duties and Powers of the Board” holds that the Board of Trustees are responsible for

(b) “ensure effective stewardship of board’s resources “(both financial and Human resources) and

Under the duties of a board. section 12

“appoint a principal and an adequate number of teachers for each school of the Board”

While some boards across the Province may have chosen to delegate this responsibility to senior staff, it is clear that the duty, truly belongs to the board. I would now suggest that we recapture our educational duty and assume our legally stated responsibility.

It would therefore follow, that we do not believe, as some may contend, that items such as the hiring of a superintendent, principal, vice-principal and other senior positions fall within the category of “day to day administration.” What makes this even more outrageous are the many claims made that this practice now violates the Education Act and the accompanying Regulations and various other documents. A claim that has not been substantiated within these same references.

Surely, fair minded people will agree that many levels of staff must play an appropriate role in the appointing persons to positions that they might hold until retirement. All, supporting trustees of the proposed changes, want is a clarified and appropriate role as opposed to being simply told (arrogantly at times) that “trustees have no role” in these processes.

Enlightened school districts have practices where teachers, as an example have an appropriate involvement in the hiring of principals and vice-principals. Exactly as you say, who better than them can give input as to what characteristics are needed for success?

Furthermore, allow us to hold the following view on the issue of transfer of principals and vice-principals. Trustees, who live in the community and receive many calls praising staff or, at times, complaining about school leaders, are in a good position to give senior staff input, along with the Catholic School Council, as to what might be a good fit for an individual in a particular school. The Board’s final approval is more readily and gladly given when the Director presents all the facts after

having gone through proper consultations (including local Trustees and the Board). We all should strive for successful decision making in order to better serve students, parents and staff.

Our objective is to make things better and be respectful of all the stakeholder groups that we serve while fulfilling our role as duly elected Trustees of the Board.

Be assured that we abhor arrogance in thinking that all answers to the various problems, rest with an individual or a selected few. Good processes, we believe, include a variety of reasonably represented, clear thinking and open-minded stakeholders.

Supporting documents regarding the role of Trustees.

According to the Policy "**Establish and cyclical Review of Policies Policy**" 100.5

1. "The Director of Education, a Chief Executive Officer, is accountable to the Board for the implementation of Board approved Policy and shall issue administrative procedures to implement each policy." -

In short this statement captures the frequently misunderstood concept of "day to day administration". It should be noted that when the Board has approved a policy that policy can only be altered by the Board. There are no provisions within our By-Laws which empower a committee to alter the Policy proper. It is the duty of the Director along with staff to develop the Administrative Procedures, as noted above to the policy.

It is these same procedures which are to be discussed at the Policy committee and ultimately approved at the Board level. Thus the vetting process is an opportunity for stakeholders to provide feedback to the Administrative Procedures and not the approved motion of the Board.

Furthermore, since our By-Laws are silent on the rare issue of quorum other than the fact that if quorum is not achieved within 30 minutes of the meeting, the meeting legally must be adjourned.

In the absence of the issue that took place at the previous Policy committee where 2 of the members were either willing or compelled to declare a conflict the Municipal Conflict of Interest Act would apply where...

"(7)(1) Where the number of members who ... are disabled from participating in a meeting is such that at that meeting the remaining members are not of sufficient number to constitute a quorum, then, despite any other general or special Act, the remaining number of members shall be deemed to constitute a quorum, **provided such number is not less than two.**"

2. Policy 202.1 Assignment of Principals and Vice Principals

(9)" Appointments, assignments and / or reassignments of Principals and / or Vice Principals will be made by the Director of Education with consideration given to the current Principal Profile as completed and submitted by the Catholic School Council. Appointments and assignments will be **reported** to the Board."

I would submit to you that the Education Act (169.1 section 12)... Holds that a board shall appoint a principal..."

Good Governance – 2014 A Guide for Trustees , School Boards, Directors of Education and Communities'(page 7) states that it is the school board's responsibilities to... 'Making provision for resources and for the hiring of teachers, and other staff.' Thus if the provision made by this board is to be involved in the hiring of Principals and vice Principals then it too is in compliance with the document.

The Road Ahead – II... A Report on the Role of the School Boards and Trustees 1997

Writes... The school Board level... "As employers, boards are responsible for employing adequate teaching and support staff to meet the needs of their students.

Recommendation 2- That school boards continue to fulfil their traditional responsibilities, which include but are not limited to: employing and compensating staff

Board Accountability

"As the elected governing body of a school board, the board of trustees is accountable for everything the board does" It is responsible for establishing policy direction and ensuring that its policies are implemented.

Education Act (sections 170 and 171) outlines the duties and powers of the boards, among which are the following--- appointing supervisory officers, principals and teachers.

A6.2.1

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
COMMUNITY USE OF FACILITIES POLICY (800.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Community Use of Facilities Policy (800.2), as presented.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: June 11, 2019



Niagara Catholic District School Board

COMMUNITY USE OF FACILITIES POLICY

STATEMENT OF POLICY

800 – Schools and Community Councils

Policy No. 800.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board supports the responsible use of Board facilities by the community where it does not detract from the operations of the facility as it pertains to Board and / or School programs.

Niagara Catholic acknowledges that schools in Ontario are recognized as hubs for community activity and will be affordable and accessible to communities in order to support the goals of a healthier Ontario, stronger communities and student success.

A schedule of fees will reflect the varying nature and purpose of the community use of its facilities based on the fee structure as determined by the community use classifications.

The schedule of fees shall be reviewed and revised annually by Senior Administrative Council.

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

References

- [**Accepting Schools Act, ~~2011~~ \(2012\)**](#)
- ~~[**Fire Safety Reference Guide for Schools**](#) (November 2008) [**\(Updated February 2013\)**](#)~~
- [**Smoke Free Ontario Act 2017**](#)
- **Niagara Catholic District School Board Policies/Procedures/Documents**
 - [**Accessibility Customer Services Policy \(800.8.1\)**](#)
 - [**Access to Board Premises \(302.6.3\)**](#)
 - [**Code of Conduct Policy \(302.6.2\)**](#)
 - ~~[**School Operations for Inclement Weather and Workplace Closure Policy \(500.1\)**](#)~~
 - [**User Group Classifications and Fees**](#)



COMMUNITY USE OF FACILITIES POLICY

ADMINISTRATIVE PROCEDURES

GENERAL CONDITIONS

1. School facilities are primarily for the use of the school and permits shall be granted in compliance with educational programs offered in the Board's schools, custodial and maintenance programs, and the Board's Mission, Vision and Values and the Code of Conduct.
2. Applications for the use of facilities or grounds by community-based groups and organizations will be received by the Controller of Facilities Services or designate through the Niagara Catholic Community Use Online Reservation System. The Controller of Facilities Services or designate will decide on the approval of each application.
3. The general term of indoor permits will be from October 1 to the first Friday in August in the current school year of issue.

~~3.~~

INSIDE FACILITY - Hours available for permit groups

Weekdays elementary facilities 6:00 p.m. - 10:00 p.m.

Weekdays secondary facilities 6:00 p.m. - 9:30 p.m. *

Weekends all facilities 8:00 a.m. - 10:00 p.m.

****The Controller of Facilities Services or designate will consider requests for permits outside the time indicated for approval. Any additional costs for caretaking, if required, will be charged to the permit holder at full cost recovery.***

4. Use of grounds will be from May 1 to October 1 for elementary schools only.

GROUND S - During school year - Hours available for permit groups

Weekdays 6:00 p.m. to dusk

Weekends 9:00 a.m. to dusk

GROUND S - During summer months - Hours available for permit groups

Weekdays 9:00 a.m. to dusk

Weekends 9:00 a.m. to dusk

~~4.~~

5. Secondary school playing fields are not available to permit groups without a reciprocal agreement.

~~INSIDE FACILITY - Hours available for permit groups~~

~~Weekdays all facilities 6:00 p.m. - 10:00 p.m.~~

~~Weekends all facilities 8:00 a.m. - 10:00 p.m.~~

~~GROUND S - During school year - Hours available for permit groups~~

~~Weekdays 6:00 p.m. to dusk~~

~~Weekends 9:00 a.m. to dusk~~

~~GROUNDS – During summer months – Hours available for permit groups~~

~~Weekdays – 9:00 a.m. to dusk~~

~~Weekends – 9:00 a.m. to dusk~~

6. Unless otherwise approved by the Controller of Facilities Services or designate, schools and other facilities will be closed for permit users on the following dates:

Thanksgiving Weekend

Friday to Monday inclusive

Christmas Holidays

Two week shutdown, including Friday to commencement of school on Monday (except for school use)

Family Day

Monday

Mid-Winter Break

Friday to commencement of school on Monday (except for school use)

Easter Weekend

Holy Thursday to Easter Monday inclusive

Victoria Day Weekend

Saturday to Monday inclusive

PA Days with custodial staff participation

(except for child care operators)——

7. The person who obtains a Community Use of Facilities permit shall be 18 years of age or older, shall accept full and personal responsibility for the conduct and supervision of all persons admitted to Board facilities, and shall be accountable for any and all damages resulting from the use of Board property.
- ~~7.8.~~ The person who obtains a Community Use of Facilities permit must designate and identify a person who will be in attendance at the facility during the times ~~and uses~~ to which the permit applies **on the permit application.**
9. A Custodian (subject to the Collective Agreement), security person or responsible person acceptable to the Controller of Facilities Services or designate may be assigned to the permitted facility to protect the interests of the Board by opening the facility, flushing water lines where applicable, providing access to appropriate areas, ensuring the security of the Board's property, responding to emergency situations and shutting down and securing the building at the completion of the program. Costs associated with the additional staff may be charged to the permit holder.
- ~~8.10.~~ **Custodial staff is on duty for the care and protection of school property and not as supervisors of an activity in progress. All participants and spectators attending the permitted event must be supervised by the permit holder or designate.**
- ~~9.11.~~ The Board will not be responsible for personal injury or for the loss or damage to personal belongings of participants or spectators inside the building or on the property.
- ~~10.12.~~ Smoking **and/or vaping** is not permitted on Board property. The permit holder shall be responsible for enforcing this regulation.
- ~~11.13.~~ All parties are to follow standards of behaviour that are consistent with the Provincial and local Code of Conduct when using space in our schools.
- ~~12.14.~~ Exits must be kept free from any obstruction. Exterior doors are to be locked at all times and are not to be wedged open. If necessary, a monitor is to be stationed at the door to admit guests and to keep the door secure at all times.
- ~~13.15.~~ Sleepovers are not permitted in Board facilities.
- ~~14.16.~~ Any advertising for the Community Use activities, which identify the school as the location, must have written permission by the Controller of Facilities Services or designate **prior to distribution.**

- ~~15.17.~~ No parking is permitted on lawns or asphalt play areas.
- ~~16.18.~~ The Controller of Facilities Services / designate will monitor and record group activity complaints received and take appropriate action.
19. The use of specialty rooms (such as computer/technology labs, science rooms, sensory rooms), staff rooms, offices and ~~No storage space will not be is~~ granted to outside organizations.
- ~~17.20.~~ Permitted classrooms will be assigned by school principals and Facilities Services staff. Approved classroom use shall respect and adhere to the following: do not erase items on the blackboard, disturb bulletin boards or use teacher's aids within classroom, furniture must be put back and electronic or technical equipment is not for community use unless previously approved on permit application.
- ~~18.21.~~ Professional movers approved by the Board and paid by the permit holder must carry out moving of any school piano from stage to floor or vice-versa. Pianos must be returned to the same location in which they are found. When the permit holder requests tuning of pianos, a charge will be made.
- ~~19.22.~~ Facilities shall not be physically altered in any way.
- ~~20.~~ Custodial staff is on duty for the care and protection of school property and not as supervisors of an activity in progress.
- ~~21.23.~~ Appropriate attire for the activity including footwear (e.g. ~~running shoes~~ clean rubber-soled, non-skid and non-marking athletic shoes during athletic functions held in gymnasiums ~~on gym floors~~) must be worn by the active participants of the permit group. Permit holders will be responsible for cost associated for additional cleaning.
- ~~22.24.~~ Decorations must conform to fire safety practices as recommended by the Fire Department. The Board reserves the right to request inspections by Fire Department, Municipal and Provincial officials as deemed necessary. Any violations with respect to the above conditions may result in immediate cancellation of the Community Use Agreement.

PERMIT APPLICATION AND PROCESS

All individuals or groups (including Board staff) must apply and pay for use of Board facilities through the Niagara Catholic Community Use Online Reservation System at <http://ncdsb.ebasefm.com/communityuse/>

School Administration shall plan their after school hours facility needs in advance. The system will be available up to July 7th to school principals to enter their permit requests, prior to public bookings.

Board staff, no user fee and not-for-profit groups will be able to enter their permit requests from July 7th to August 31st and all other groups after September 7th for the coming school year. Upon approval, a permit number will be issued.

1. All after school events using Board facilities must have an approved Community Use ~~Permit~~ of Schools Permit Number.
2. Applicants must be 18 years of age or older to obtain a permit.
3. Permits will be issued for a minimum of 1 hour.
4. Permits are valid for the current school year only. Applications must be made on a yearly basis.

5. Applications for community use must be received at least ten (10) working days prior to the date of use.
6. Depending on the classification of the user group, a non-refundable **permit** administration fee for community use of facility ~~is required upon application~~ **will be charged**.
7. Applicants are required to pay the applicable fees for any time or space used that exceeds the information stated on the permit.
8. Applicants are required to provide a valid credit card on their application form and agree to update their credit card information as required.
9. All taxes imposed on the sale of tickets for an event and all arrangements in regard to taxes shall be the responsibility of the organization using the facility.
- ~~9~~10. **It is the responsibility of the permit holder to be aware of and adhere to Canadian copyright laws. Copyright authorization and reimbursement of the appropriate license fees is the sole responsibility of the permit holder.**
- ~~10~~11. Cost for the improper use of fire and security alarms or equipment will be charged to the permit holder.
- ~~11~~12. The permit holder will make restitution for any damages caused.
- ~~12~~13. It is the responsibility of the applicant to examine the facility to ensure its acceptability for the event.

USER GROUP CLASSIFICATIONS

Classification A

Board or school sponsored activities including: school council events, school dances, school sporting activities and Continuing Education, Catholic Church Services, Masses and Religious Instruction Classes.

Classification B

Not-for-profit youth related community groups providing services free of charge and no user fee.

Classification C

Not-for-profit youth related community groups including activities run by local not-for-profit youth groups, groups directly involved with children and youth including scouts/guides, YMCA/YWCA, 4H clubs, Special Olympics and other youth groups where the activities are intended for participants under the age of 18; not-for-profit recognized children's sport and recreation service providers including members or affiliates of Provincial sports organizations that are recognized by the Ministry of Tourism **Culture and Sport**; not-for-profit ~~childcare~~ **child care** operations – before and after school ~~childcare~~ **child care** (as the Day Nurseries Act (as in the Child Care and Early Years Act, 2014).

Classification D

Not-for profit adult related community groups or other charitable groups such as local service clubs, community health associations, senior groups, etc. as determined by Senior Administrative Council, Niagara Catholic staff members booking a personal event.

Classification E

Commercial or profit groups including religious, cultural, service and recognized political organizations (Federal/Provincial/Municipal); individuals or groups providing services and programs for the community and charging participation or user fees (paid instruction/supervision) including music, dancing, arts, drama, gymnastics classes, sports and other groups including driver education programs, partnership in education – colleges and universities, enterprises, general public, Niagara Catholic staff members booking a for profit event.

The Board may enter into negotiated agreements for defined space requirements. Such agreements may include before and after school programs, licensed child care centres, elections and polling stations, and reciprocal agreements.

INSURANCE

All permit holders shall carry liability insurance of at least \$2 million and name the Niagara Catholic District School Board as an additional insured. An insurance certificate proving compliance with this requirement must be provided before the permit application is approved. Where there is ongoing, continuous use, the insurance will contain a clause that it will not be cancelled or changed without the Board first having received not less than 30 days written notice of such a cancellation or change.

If an applicant for a permit is not able to provide their own liability insurance, the applicant can apply for the required insurance through the School Board under the following terms and conditions:

- The applicant must agree to pay the premium at the time of the application;
- The applicant must satisfy itself as to the limits of coverage and the exclusions from coverage;
- The applicant must be truthful in providing full information about the event that may be necessary to assess the risk;
- The applicant acknowledges that the Board would prefer the applicant to arrange their own insurance coverage. The Board assumes no liability with respect to the administration or placing of the insurance and the applicant releases the Board from such liability.

CANCELLATION OF PERMITS

1. In the event of ~~any~~ cancellation of the entire permit or individual booking(s) within a permit, the permit holder must contact the staff assigned to community use coordination a minimum of seven (7) working days in advance of the booking. The cancellation must be in writing through the Community Use Online Reservation System. Failure to do so may necessitate full charge for the rental facility. A cancellation fee will be applied in all cases and caretaking charges may apply; the permit administration fee will not be refunded for any cancelled permit.
- ~~1.2.~~ Should an approved permit booking be modified within five (5) working days of the approved use, a cancellation fee may be applied.
- ~~2.3.~~ Designated Board administrative staff may, at any time, cancel or withdraw the use of any facility, without cause or sufficient notice. In the event of such cancellation staff will endeavour, if requested, to find an acceptable alternate location. There shall be no claim or right to damage or reimbursement on account of any loss, damage or expense incurred by the permit applicant/holder.
- ~~3.4.~~ Permits shall be invalid during the days when the schools are closed due to inclement weather. The ~~Inclement Weather Policy~~ School Operations for Inclement Weather and Workplace Closure Policy will prevail in the event of school closures. Refunds or rescheduling of cancelled events must be applied for within the school year and will be undertaken at no cost to the user group.

SERVING OF ALCOHOL ON BOARD PREMISES

(This applies to all permit groups and Board staff)

When any group (including Board staff) proposes the consumption of alcoholic beverages during the rental period, it must be stated in the Community Use Online Registration Application and the appropriate licensing must be obtained. In addition, the following conditions must be met:

1. One individual is to be designated (name to be provided to the Board in advance) as the person in charge of the bar and must ~~be a licensed bartender and/or~~ have a Smart Serve Certificate. The designate must be given specific instructions and authority by the applicant to refuse alcoholic beverages to any person appearing to be intoxicated. **Any individual serving alcohol must have a Smart Serve Certificate.**
2. The application, together with all required information (~~liquor licence~~ **Special Occasion Permit**, alcohol insurance), is to be submitted one month in advance to the staff assigned to community use coordination.
3. Where alcohol is served, Alcohol Liability Insurance in an amount no less than ~~two~~ **five** million dollars with the Niagara Catholic District School Board named as an additional insured and ~~Liquor Licence~~ **Special Occasion Permit** obtained from the ~~Liquor Control Board~~ **Alcohol and Gaming Commission** of Ontario must be carried by the user group.
4. Persons under the age of 19 must not ~~handle nor~~ be served alcohol.
5. Food must be served in conjunction with alcoholic beverages.
6. When alcoholic beverages are served, a custodian must be in attendance at the event and be responsible to lock up. In addition to the applicable rate, the organization must pay for this custodial assistance for the duration of the event.

~~The Board may enter into negotiated agreements for defined space requirements. Such agreements may include before and after school programs, licensed childcare centres, elections and polling stations, and reciprocal agreements.~~

EQUIPMENT

Technical Equipment

~~Auditorium equipment such as lighting and sound is included in the hourly rates below. Technicians are an extra hourly charge. User groups may be permitted to use some Board/School equipment through the Community Use Online Registration application.~~

Equipment such as sound and audio visual is not included as part of the permit agreement. These items must be arranged directly with the school principal and additional charges may apply.

Rental of any equipment is granted on the conditions that:

- The principal is satisfied that a competent operator will operate the equipment;**
- Such equipment is used within the building to which it was assigned.**

Other Equipment

All other equipment required during the approved permit booking must be identified on the permit application.

Other equipment includes such items as basketball nets, volleyball standards, score clocks, bleachers, tables and chairs.

Adopted Date:	April 28, 1998
Revision History:	April 18, 2000 February 25, 2003 March 17, 2003 August 31, 2006 February 28, 2012 June 18, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
BULLYING PREVENTION AND INTERVENTION POLICY
(302.6.8)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Bullying Prevention and Intervention Policy (302.6.8), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: June 11, 2019



Niagara Catholic District School Board

BULLYING PREVENTION & ~~AND~~ INTERVENTION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.8

Adopted Date: November 25, 2003

Latest Reviewed/Revised Date: October 28, 2014

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to schools and workplaces that are Christ-centred healthy, safe, and inclusive, where all members are accepted and welcomed in teaching, learning and working environments, free from any form of bullying. The principles of equity and inclusive education are embedded in teaching and learning environments to support a positive school climate and a culture of mutual respect. ~~shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers, for they will be called children of God” (Matthew 5:9). All members of the school community deserve a positive school climate that is inclusive, safe and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socio economic status or disability. “Blessed are the peacemakers, for they will be called children of God” (Matthew 5:9).~~

The Niagara Catholic District School Board, and its school actively promotes and supports positive behaviours that reflect Catholic gospel values, the Ontario Catholic School Graduate Expectations, and the provincial, Board and School Code of Conducts.

~~A safe, inclusive and accepting learning and teaching environment, where all students feel accepted, is a necessary condition for the success of all students in the Board. This same environment is also a critical component of bullying prevention and intervention strategies supporting equitable and inclusive educational opportunities for all students.~~ The Board acknowledges that any form of bullying adversely affects a student’s well-being and ability to learn, adversely affects the school climate, including healthy relationships, and will not be accepted on school property/sites, transportation, at school-related activities, on school buses or in any other circumstances (e.g., online) where engaging bullying will have a negative impact on the school climate.

Therefore, in accordance with the Accepting Schools Act, the Ministry of Education PPM 144 (2018), and the provincial, Board and School Codes of Conduct, all members of the school community, including staff, students, parents/guardians and visitors, will be respectful to one another at all times and are responsible to help create a safe, inclusive and accepting school environments free from bullying.

~~Consistent with current legislation in the Province of Ontario, the Provincial Code of Conduct, the Codes of Conduct of the Board and Schools all members of the school community, including staff, students, parent/guardians and visitors, will be respectful to one another and are responsible to help create a safe, inclusive and accepting school environment free from bullying.~~

~~The Niagara Catholic District School Board will~~ When establishing the Board Bullying Prevention and Intervention Plan, the Board will engage students, teachers, Principals, and other staff of the Board, volunteers working in the schools, parents/guardians of students, and Catholic School Councils. The Board will also consult with Student Senates, the Special Education Advisory Committee, the Niagara Catholic Parent Involvement Committee, and the Indigenous Education Advisory Council. The Board Bullying Prevention and Intervention Plan is available to the public through the Board and school websites.

Niagara Catholic schools will implement the Board’s plan will and include a specified bullying prevention and intervention statement in their School Code of Conduct to be included in Student Handbooks. ~~recognizes that system and whole school approaches are required to establish a Bullying Prevention and Intervention Plan for the Board and the schools of the Board and will be reviewed annually.~~

All schools in the Board will include a specified bullying prevention and intervention statement in their School Code of Conduct which will be included in the Student Handbook and will implement the Board's Bullying Prevention and Intervention Plan.

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

References

- [Accepting Schools Act](#)
- [Accessibility for Ontarians with Disabilities Act 2005](#)
- [Caring and Safe Schools in Ontario](#)
- [Child & Family Services Review Board](#)
- [Child, Youth and Family Services Act 2017](#)
- [Education Act and Regulations](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Catholic School Graduation Expectations](#)
- [Ontario Human Rights Code](#)
- [Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education](#)
- [Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct-Issued October 17, 2018](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018](#)
- [Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018](#)
- [Provincial Code of Conduct](#)
- [Regulation 472/07: Behaviour, Discipline and Safety of Pupils](#)
- [Smoke-Free Ontario Act 2017](#)

Niagara Catholic District School Board Policies/Procedures/Documents

- [Access to Board Premises Policy \(302.6.3\)](#)
- [Accessibility Standards Policy \(800.8\)](#)
- [Bullying Prevention and Intervention Policy \(302.6.8\)](#)
- [Catholic School Councils Policy \(800.1\)](#)
- [Code of Conduct Policy \(302.6.2\)](#)
- [Complaint Resolution Policy \(800.3\)](#)
- [Criminal Background Check Policy \(302.6.7\)](#)
- [Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)](#)
- [Electronic Communications System Policy \(Students\) \(301.5\)](#)
- [Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)](#)
- [Equity and Inclusive Education Policy \(100.10\)](#)
- [Niagara Catholic Parent Involvement Committee Policy \(800.7\)](#)
- [Ontario Student Record Policy \(301.7\)](#)
- [Opening or Closing Exercises Policy \(302.6.1\)](#)
- [Progressive Student Discipline Policy \(302.6.9\)](#)
- [Privacy Policy \(600.6\)](#)
- [Records and Information Management Policy \(600.2\)](#)
- [Safe Arrival Policy \(302.6\)](#)
- [Safe Physical Intervention with Students Policy \(301.8\)](#)
- [Safe Schools Policy \(302.6\)](#)
- [Student Expulsion Policy \(302.6.5\)](#)
- [Student Suspension Policy \(302.6.4\)](#)
- [Student Transportation Policy \(500.2\)](#)
- [Volunteers in Catholic Schools Policy \(800.9\)](#)
- [Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program](#)

- ***Protocol between Niagara Catholic District School Board and Family and Children's Services
Niagara***
- ***Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School
Board***



BULLYING PREVENTION & INTERVENTION POLICY

ADMINISTRATIVE PROCEDURES

DEFINITION OF BULLYING

In accordance with subsection 1(1) of the Education Act;

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying (1.0.0.1)

Behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying (1.0.0.1 2)

Bullying includes bullying by electronic means (**cyber-bullying**) including:

- (a) creating a webpage or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one (±) individual or posting material on a website that may be accessed by one (±) or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social.

Physical-may include hitting, pushing, slapping and tripping.

Verbal-may include name calling, mocking, insults, threats, sexist, racist, homophobic or transphobic comments.

Social or Relational-may be more subtle and may include gossiping, spreading rumours, excluding others, humiliating others with public gestures or graffiti, shunning or ignoring and may occur through the use of technology.

Harm to an individual can be experienced in a number of ways, including physical, mental, emotional and psychological.

POSITIVE SCHOOL CLIMATE

Bullying prevention is a whole school approach supporting expectations for a safe, caring, inclusive, and accepting school climate. It includes a shared understanding about the nature and underlying causes of bullying and its impact on the lives of individual students and the school community.

~~Staff, students and parents/guardians and the wider community play key roles in creating a positive and safe school climate and learning environment.~~

The following ~~are~~ **include** some characteristics of a positive school climate:

- **s**tudents, staff members, and parents/guardians feel safe, and are safe, included, and accepted.
- **a**ll members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships free from discrimination and harassment.
- **s**tudents are encouraged and given support to be positive leaders and role models in their school community.
- **o**pen and ongoing dialogue takes place between the **P**rincipal, staff members, parents/**g**uardians, and students with all partners actively engaged.
- **t**he learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- **e**very student is inspired and given support to succeed in an environment of high expectations.
- **b**ullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.
- Students, staff members, parents/guardians, visitors and community members are responsible for promoting a safe, inclusive and accepting school climate by developing an awareness of bullying, reporting incidents of bullying, supporting the school through Catholic School Council bullying prevention initiatives, and communicating an understanding of the factors that contribute to a safe, inclusive, and accepting school climate.

BULLYING PREVENTION AND INTERVENTION STRATEGIES AND SUPPORTS

The ~~Niagara Catholic District School Board~~ will provides **preventative** programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying and **for** students who have engaged in bullying. **Board staff, community agencies, or other professionals may provide bullying prevention and intervention programs and supports that include:**

- **early intervention for both the student who is a victim of bullying and the student who bullies;**
- **a safe and positive learning environment that is supportive of student achievement and well-being; and,**
- **the development of positive relationships among staff, among students, and between staff and students to promote a safe environment and positive school climate.**

STRATEGIES

The Board and all employees of the Board are expected to:

- **t**ake seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents and recognize that some allegations may require more comprehensive intervention.
- **r**espond to any student behaviour that is likely to have a negative impact on the school climate.
- **a**ddress behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but ~~is~~ **are** not limited to, inappropriate sexual behaviour, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the **O**ntario Human Rights Code.
- **e**ncourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
- **c**onsider interventions and, supports and consequences that align with the student's strengths and needs, as well as with the program goals and learning expectations as documented in an Individual Education Plan (IEP).
- **m**odel appropriate language and actions for students.
- **i**ncrease awareness and understanding of the dynamics of bullying and develop a school-wide bullying prevention and intervention plan **to incorporate in the School Improvement Plan for Student Achievement and Well-Being.**

SUPPORTS

The Board and all employees of the Board are expected to:

- provide a safe, caring, and supportive environment that upholds Catholic Gospel values and encourages positive relationships between students, staff and parents/guardians, and all members of the Catholic school community.
- consider that the programs, interventions, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the Board that are curriculum-linked and consistent with a progressive discipline approach.
- use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and acceptable behaviours.
- consider that a range of supports should be available from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers and that ongoing intervention and support may be necessary to sustain and promote positive student behaviour.
- support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including, but not limited to:
 - a) activities or organizations that promote gender equity;
 - b) activities or organizations that promote anti-racism;
 - c) activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
 - d) activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

The name of an activity or organization must be consistent with the promotion of a positive school climate as clarified in the **Education Act** that is inclusive and accepting of all students in consultation with the Principal/Designate of the school.

SUSPENSION AND EXPULSION FOR BULLYING

The Board recognizes the importance of dealing with bullying and any incident of bullying, which can have a significant impact on the safety of students, learning and school climate. As a result, bullying is one of the activities for which suspension must be considered (See Student Suspension Policy No 302.6.4 and Student Expulsion Policy No. 302.6.5). Principals must suspend a student for bullying, and consider referring that student for expulsion if:

- 1) the student has previously been suspended for bullying, and
- 2) the student's continuing presence in the school creates, in the Principal's opinion, an unacceptable risk for the safety of another person.

Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306 (1), of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

PRINCIPAL NOTIFICATION-PARENTS/GUARDIANS

Principals/Designates ~~is are~~ required to provide information to the ~~is less than 18 years of age, is not 16 or 17 and withdrawn from parental control~~ notify parents/guardians of a student who has been harmed as a result of a serious student incident, such as bullying. When notifying parents/guardians, a Principal/Designate must invite the parents/guardians to have a discussion with them about the supports that will be provided for their student.

Principals/Designates shall disclose the following information:

- the nature of the activity that resulted in harm to the student,
- the nature of the harm to the student,

- the steps taken to protect the student’s safety, including the nature of any disciplinary measures taken in responses to the activity, and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

Principals/Designates are required to notify the parents/guardians of students who have engaged in serious student incidents and shall disclose the following information:

- the nature of the activity that resulted in harm to the student,
- the nature of the harm to the student,
- the nature of any disciplinary measures taken in responses to the activity, and
- the supports that will be provided for the students in response to the harm that resulted from the activity.

~~If a~~ The Principal/Designate ~~decides shall~~ not to notify the parents/guardians of a student ~~involved in an incident~~, if, in the opinion of the Principal/Designate, doing so would put the student at risk of harm from the parents/guardians of the student, such that notification is not in the best interests of the student. The Principal/Designate will document the rationale for this decision, and notify both the teacher who reported the incident and the appropriate share this decision with the Family of Schools’ Superintendent and if applicable, the teacher(s) of the student.

REPORTING AND RESPONDING TO INCIDENTS (APPENDIX A)

All Board employees, student transportation and third parties who are under contract or agreement with the Board are required to report and/or respond to any student behaviour, on school property or during a school-related activity or event that is likely to have a negative impact on school climate. ([Appendix A- Keeping Our Kids Safe at School: Reporting and Responding to Incidents](#)).

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension/expulsion must be considered to the Principal/Designate as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions matters that could result in the student doing physical, emotional, or psychological harm to themselves or to others.

REPORTING SERIOUS STUDENT INCIDENTS TO THE PRINCIPAL

The purpose of reporting serious student incidents is to ensure that the Principal/Designate is aware of any activities taking place in the school for which suspension/expulsion must be considered and to help ensure a positive school climate.

In cases where immediate action is required, an oral report to the Principal/Designate may be made. A written report must be made when it is safe to do so. All reports must be confirmed in writing using the [Safe Schools and Accepting Incident Reporting Form-Part I](#).

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART I (APPENDIX B)

An individual who becomes aware that a student may have engaged in a serious student incident shall report the matter to the Principal/Designate as soon as reasonably possible using the [Safe and Accepting Schools Incident Reporting Form-Part I](#). Where the Principal/Designate is the sole witness to an incident, the Principal/Designate is similarly required to use the [Safe and Accepting Schools Incident Reporting Form-Part I](#), to confirm the incident in writing.

All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the [Safe and Accepting Schools Incident Report Form-Part I](#) and must be submitted to the Principal/Designate in a timely manner and no later than the end of the school day. Each report will be assigned a number for filing and retrieval purposes and investigated by the Principal/Designate.

SAFE AND ACCEPTING SCHOOLS INCIDENT REPORTING FORM-PART II (APPENDIX B)

The Principal/Designate must provide the person who reported the incident with written acknowledgement, using the [Safe and Accepting Schools Incident Reporting Form-Part II](#) and must specify whether the investigation has been completed or is still in progress. The Principal/Designate will not provide information that could identify the student(s) involved on the [Safe and Accepting Schools Incident Report Form-Part II](#).

Once the investigation is complete, the Principal/Designate:

1. must communicate the results of the investigation to the teacher who made the report.
2. will communicate the results of the investigation to the individual who made the report, who is not a teacher, only if the Principal/Designate considers it appropriate.
3. must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

ONTARIO STUDENT RECORD (OSR)

If the Principal/Designate has decided that action must be taken as a result of an incident, the Principal/Designate will file a copy of the [Safe and Accepting Schools Incident Reporting Form-Part I](#), along with documentation (i.e., suspension/expulsion letter, police report) in the OSR of the student whose behaviour was inappropriate.

1. Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form must be removed from the form before it is filed.
2. In the case of a student who has been harmed, no information about the incident must be placed in the OSR, unless that student's parents/guardians expressly request that it be placed in the OSR.
3. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
4. The form and documentation must be kept for a minimum of one year in the OSR.
5. In the case of a violent incident, the Principal/Designate must check the Violent Incident Box on the [Safe and Accepting Schools Form-Part I](#), and on the student's discipline tab in the Student Management System. The form, a copy of the Violent Incident Form printed from the Student Management System and any other documentation (suspension/expulsion letter, police report) must be filed and retained in the student's OSR for:
 - one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged;
 - three years, if the student was suspended for the violent incident;
 - five years, if the student was expelled for the violent incident.
6. For non-violent incidents, if no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

MAINTENANCE OF THE ONTARIO STUDENT RECORD (OSR)

The contents of the OSR should be reviewed on a regular basis by the Principal/Designate for the removal of any material that is no longer required to be retained to ensure that they remain conducive to the improvement of the instruction of the student.

~~Reporting and Responding to Incidents (Appendix A)~~

- ~~• All Board employees have a responsibility for reporting student incidents.~~
- ~~• All Board employees who work directly with students have a responsibility to report, respond and support students.~~
- ~~• Principals/designates have the responsibility to report, respond, support students and notify parents/guardians.~~

~~Reporting of Student Incidents to the Principal/Designate~~

The purpose of reporting serious student incidents is to ensure that the Principal/Designate is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

Safe and Accepting Schools Incident Reporting Form (Appendix B)

The Principal/Designate shall investigate any matter reported regarding bullying. All reports made to the Principal/Designate, including those made verbally must be confirmed in writing, using the “Safe and Accepting Schools Incident Report Form” (Appendix B). The Principal/Designate is also required to complete the form to confirm an incident.

Part I of the Safe and Accepting Schools Incident Reporting Form (Appendix B) must:

- be submitted to the Principal/Designate in a timely manner.
- be assigned a number for filing and retrieval purposes.
- be investigated by the Principal/Designate.
- be filed in the student’s OSR “only” if further action is required.

Part II of the Safe and Accepting Schools Incident Reporting Form (Appendix B)

Once the investigation is complete the Principal/Designate must communicate the results of the investigation to the teacher who made the report or the Board employee if the Principal/Designate considers it appropriate.

The Principal/Designate must provide the employee who reported the incident with written acknowledgement, using the “Safe and Accepting Schools Incident Reporting Form Part II”.

Ontario Student Record

If the Principal/Designate has decided that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate.

- Where the Principal/Designate has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – must be removed from the form before it is filed.
- In the case of the student who has been harmed, no information about the incident must be placed in their OSR, unless that student’s parent/guardian expressly requests that it be placed in the OSR.
- In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student’s OSR.
- The form and documentation must be kept in the OSR for a minimum of one (1) year.

If no further action is taken by the Principal/Designate, the Principal/Designate is not required to retain the report.

Principal/Designate Notification to Parents/Guardians

The Principal/Designate are required to notify the parents/guardians of students, who have been harmed as the result of a serious student incident.

Harm, means harm that can be experienced in a number of ways, including physical, mental, emotional and psychological.

The Principal/Designate shall disclose the following information:

- the nature of the activity that resulted in harm to the student
- the nature of the harm to the student

- ~~the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity~~
- ~~the supports that will be provided for the student in response to the harm that resulted from the activity.~~

~~The Principal/Designate is also required to notify the parents/guardians of students, who engaged in serious student incidents.~~

~~The Principal/Designate shall disclose the following information:~~

- ~~the nature of the activity that resulted in harm to the other student~~
- ~~the nature of the harm to the other student~~
- ~~the nature of any disciplinary measures taken in response to the activity~~
- ~~the supports that will be provided for the student in response to their engagement in the activity.~~

~~When notifying parents/guardians of these incidents, the Principal/Designate shall:~~

- ~~invite parents/guardians to have a discussion with them about the supports that will be provided for their student.~~
- ~~not disclose the name of or any other identifying or personal information about the student who has been harmed as a result of the activity.~~

~~The Principal/Designate shall not notify a parent/guardian of a student if, in their opinion, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest. If the Principal/Designate decides not to notify a parent/guardian that their student was involved in a serious student incident, the Principal/Designate shall:~~

- ~~document the rationale for this decision and notify both the teacher who reported the incident and the appropriate Family of Schools' Superintendent of Education of this decision.~~
- ~~if they determine it is appropriate to do so, inform other Board employees of this decision.~~
- ~~refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support.~~

PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINISTRATORS, TEACHERS AND OTHER SCHOOL STAFF

The Board will provide professional development for administrators, teachers and other school staff about bullying prevention and intervention strategies for promoting positive school climate. Training may include but is not limited to, Board policy awareness, curriculum connections related to bullying prevention and intervention, social and emotional skills and critical and creative thinking skills to help students develop healthy relationships.

COMMUNICATION, MONITOR AND REVIEW

It is important that all members of the school community understand and support bullying prevention and intervention. To support a whole-school approach the Board will continue to communicate, monitor, review, and evaluate the effectiveness of Board policies and procedures, in consultation with Principals, staff, parents/guardians, students, the Indigenous Education Advisory Council, the Niagara Catholic Parent Involvement Committee and Catholic School Councils, the Special Education Advisory Committee, and community-based service providers.

SAFE AND ACCEPTING SCHOOLS TEAMS (SASTS)

Under the leadership of Principals, teachers and other school staff members maintain order in the school, and are expected to hold everyone to the highest standard of respectful and responsible behaviour. Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate that ~~is composed of~~ **should include** at least one (1) student, **at least one:** parent/guardian, teacher, support staff member, community partner, and the Principal/Designate. The Chair of this team must be a staff member.

Safe and Accepting Schools Teams shall:

- review the results of the School Climate Surveys and identify areas to monitor.
- ~~develop a bullying prevention and intervention plan using~~ review the Board Bullying Prevention and Intervention Plan School Template (Appendix C).
- monitor, review, and evaluate the effectiveness of strategies and supports in the School Improvement Plan using the results from the School Climate Surveys.
- promote Bullying Awareness and Prevention Week in the school through activities for students, staff, parents/guardians and members of the community.

Adopted Date:	November 25, 2003
Revision History:	February 1, 2008 June 17, 2008 September 18, 2008 January 26, 2010 April 27, 2010 February 26, 2013 October 28, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 2019**

PUBLIC SESSION

**TITLE: RESEARCH COLLABORATIONS IN THE NIAGARA
CATHOLIC DISTRICT SCHOOL BOARD 2018-2019**

The Report on Research Collaborations in the Niagara Catholic District School Board
2018-2019 is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Christine Battagli, Consultant-Research, Assessment, Evaluation and Reporting

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

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

Date: June 11, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JUNE 11, 2019

RESEARCH COLLABORATIONS IN THE NIAGARA CATHOLIC DISTRICT SCHOOL BOARD 2018-2019

BACKGROUND INFORMATION

The research collaborations in the Niagara Catholic District School Board support the Strategic Directions:

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

The Niagara Catholic District School Board supports collaboration with partners from universities and community organizations in order to provide professional learning opportunities for staff and to support evidence-based practices that can improve equity, inclusion, well-being, learning and achievement for all students.

Research Ethics Review Committee 2018-2019

The Research Ethics Review Committee of the Niagara Catholic District School Board regularly reviews research proposals according to the Board Policy: *Education Research Policy No. 800.5*.

Research Ethics Review Committee Members:

Lee Ann Forsyth-Sells, Superintendent of Education
Christine Battagli, Consultant, Research, Assessment, Evaluation and Reporting (Chair)
Lisa Incaviglia, Elementary Principal
Christopher Moscato, Elementary Principal
Diane Pizale, Elementary Principal
Joseph Zaroda, Secondary Principal
Anthony Corapi, Coordinator, Staff Development
Deborah Ogilvie, Coordinator, Community Outreach

Attached to this report is an update of the research collaborations in Niagara Catholic for the 2018-2019 school year.

RESEARCH COLLABORATIONS 2018-2019

Title of Research Project	Research Partners	Description	Implementation
<i>Healthy Schools Program</i>	Heart Niagara	This project investigates the increasing risk of premature cardiovascular disease and diabetes in elementary students and provides health programs to support learning.	Winter 2011 and ongoing
<i>The COMPASS Study</i>	University of Waterloo	This study tracks Ontario students progressing through high school to understand how to effectively improve their health behaviours and to work with schools to improve school climate. Our Catholic secondary schools are utilizing results of this annual survey as School Climate Survey data (at minimum from 2018 to 2020).	Fall 2012 and ongoing
<i>The Healthy Heart Schools' Program – EARLY Study – Early Assessment of Risk; Lipids in Youth</i>	Heart Niagara	This study intends to evaluate the clinical follow-up that may occur for children who have borderline-abnormal screening lipid results in order to support early identification of risk factors to reduce atherosclerotic disease in adulthood.	March 2016 to March 2021
<i>The Recess Project</i>	Brock University, Ryerson University – Diversity Institute	This action research collaboration supports the recess experience for all students to provide positive social experiences and learn effective social strategies and positive coping skills.	October 2016 to August 2019
<i>Brock Healthy Youth Project – A Longitudinal Study</i>	Brock University	This research provides a comprehensive study of youth lifestyle choices and experiences, by examining how interactions among personality, activities, physical health, brain development, environmental factors, genetic and hormonal information might impact lifestyle choices, involving risk and positive choices.	November 2016 to May 2021
<i>Supporting Coaches As They Facilitate Teachers' Professional Learning</i>	Brock and Nipissing University	This study attempts to answer the following question: “How can the professional learning of coaches be supported, so that they in turn can support teachers’ implementation of responsive programs that foster student learning?”	October 2016 to June 2021
<i>The Development of Inclusive Educational Practices for Beginning Teachers</i>	Brock and Western University	Through this national study, new teachers are invited to participate in survey-taking and interviews to chart the development of knowledge and instructional practices of teachers in diverse and inclusive Canadian classrooms.	February 2018 to June 2020

<i>Kindergarten Teachers and Early Childhood Educators Collaborating to Integrate Technology and Enhance Students' Literacy</i>	Brock University	This research collaboration involves two studies with two Kindergarten teams to implement technology enhanced interventions to alleviate challenges in literacy learning for students.	March 2018 to June 2019
<i>Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS)</i>	University of Waterloo	This national student survey collects information regarding youth smoking, drug and alcohol use, bullying and sleep. Randomly selected schools are asked to participate annually in this survey. CSTADS supports knowledge mobilization of school results via School Health Profiles and one-page Summaries to participating schools.	October 2018 to May 2019
<i>Ontario Student Drug Use and Health Survey (OSDUHS)</i>	Centre for Addiction and Mental Health (CAMH)	This survey of Ontario students in grades 7-12 began in 1977 and is the longest ongoing school survey in Canada. The OSDUHS is an anonymous survey conducted every two years at randomly selected schools. The purpose of the study is to identify trends in student drug use, mental health, physical health, gambling, bullying, and other risk behaviours.	October 2018 to May 2019
<i>Impression management: Social media and popular culture constructions of visual and cultural identities in Canadian adolescents</i>	Brock University	This study focuses on ways in which adolescents engage in and resist dominant beauty ideals and impression management. Through collaboration with a secondary Arts teacher and students, adolescents' visual and cultural identities were examined via social media and popular culture. Students engaged in focus group discussions and reflective art-making.	November 2018 to February 2019
<i>STEAM Inquiry and Learning in Kindergarten: A Collaboration with Grade 8 Mentors</i>	Brock University	This research collaboration involved university researchers and teacher co-investigators at one of our elementary schools. This project explores the collaboration experiences of Kindergarten and Grade 8 students involved in inquiry in Science, Technology, Engineering, the Arts and Mathematics (STEAM) enhanced literacy instruction.	November 2018 to May 2019
<i>First Jobs: Young People's Reflections on Very Early Paid Employment in Canada</i>	Brock and Western University	The purpose of this study is to better understand Canadian young people's attitudes about work, and experiences with early paid employment. The impact of working on young people's lives is studied through focus group discussions and interviews with students at one of our high schools.	December 2018 to May 2021

<i>Faith and Wellness: A Daily Mental Health Resource for Kindergarten to Grade 8</i>	York University	This study examines the impact of the implementation of the Faith and Wellness resource, developed by School Mental Health ASSIST and the Ontario English Catholic Teachers' Association (OECTA), to help children develop positive living skills, including recognizing and managing emotions more effectively, having a positive attitude towards themselves and others, and showing positive behaviour in the classroom.	March to June 2019
<i>Recognizing Emotional Expressions</i>	Brock University – Face Perception Lab	The purpose of this study is to learn more about how children learn to recognize emotional expressions. Students at one elementary school participated in a sorting activity with images of faces with different emotions.	March to June 2019
<i>Adolescent Social Relationships</i>	Brock and Queen's University	The main objective of this longitudinal study is to understand how children and adolescents in junior grades to high school can learn to use prosocial strategies, such as cooperation and leadership skills, instead of coercive strategies like bullying, to achieve key social and personal goals.	March 2019 to June 2021

The Report on the Research Collaborations in the Niagara Catholic District School Board 2018-2019 is presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Christine Battagli, Consultant-Research, Assessment, Evaluation and Reporting

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

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

Date: June 11, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 2019**

PUBLIC SESSION

TITLE: LARKIN ESTATE ADMISSION AWARDS 2019-2020

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the payment of \$3,825.00 for Larkin Estate Admission Awards per eligible student, as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: June 11, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JUNE 11, 2019

LARKIN ESTATE ADMISSION AWARDS 2019-2020

BACKGROUND INFORMATION

The Larkin Estate Admission Awards are administered by the Board of Trustees of the Niagara Catholic District School Board. Funding for the awards comes from a bequest from the estate of Maria Eveleen Larkin and Aimee Theresa Larkin. These awards have been administered annually since 1969 by the Board of Trustees of the former Lincoln County R.C.S.S. Board.

As of March 31, 2019 the undistributed earnings and the balance of the scholarship fund amounted to \$22,593.98 with projected interest in the amount of \$3,800 to the end of 2019. According to the terms of the bequest, the undistributed earnings may be paid to eligible students who are approved by the Board.

The Larkin Estate Admission Award is available to graduates of a Catholic high school situated in the jurisdiction of the Niagara Catholic District School Board. Candidates must be enrolled in St. Michael's College, University of Toronto, or a school of nursing, social service work or a college or university offering such course. Applications have been reviewed and a list of qualifying candidates has been prepared, as noted on Appendix A (New Applicants).

The applicants have been made aware that they must provide proof that they have registered in the eligible courses and/or school in order to receive the award. This proof is in the form of an official letter from the registrar of either St. Michael's College or a school of nursing, social service work or a college or university offering such course. Candidates are also obliged to submit evidence of successful completion of their year's study in order to qualify for a renewal of the award. (Appendix B - Renewal Applicants)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the payment of \$3,825.00 for Larkin Estate Admission Awards per eligible student, as presented.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: June 11, 2019

LARKIN ESTATE AWARDS 2019-2020
New Applicants

Name	Amount to be Paid	Degree/Diploma	Graduate of:
1. Ciancio, Logan	\$225.00	Nursing	Denis Morris Catholic High School
2. Hocson, Regine	\$225.00	Nursing	Denis Morris Catholic High School
3. Kish, Kennedy	\$225.00	Nursing	Notre Dame College School
4. Miele, Kassandra	\$225.00	Nursing	Saint Francis Catholic Secondary School
5. Sawchyn, Hannah	\$225.00	Nursing	Saint Francis Catholic Secondary School
6. Schipper, Hannah	\$225.00	Nursing	Saint Francis Catholic Secondary School
7. Zuniga, Stefanie	\$225.00	Nursing	Saint Francis Catholic Secondary School
	\$1,575.00		

**LARKIN ESTATE AWARDS 2019-2020
Renewal Applicants**

Applicant Name	Year of Award	Amount to be paid	Degree/Diploma	Graduate of:
1. Caparello-Wanless, Bianca	2	\$225.00	Nursing	Saint Francis Catholic Secondary School
2. Erzar, Adriana	2	\$225.00	Nursing	Blessed Trinity Catholic Secondary School
3. Jarrett, Jane Mary	2	\$225.00	Nursing	Notre Dame College School
4. Raso, Kate	2	\$225.00	Nursing	Notre Dame College School
5. Rea, Melisa	2	\$225.00	Nursing	Blessed Trinity Catholic Secondary School
6. Antonides, Marisa	3	\$225.00	Nursing	Saint Francis Catholic Secondary School
7. Oreskovich, Lauren	3	\$225.00	Nursing	Saint Paul Catholic High School
8. Zamora, Therese	3	\$225.00	Nursing	Denis Morris Catholic High School
9. Hvilvitzky, Madison	4	\$225.00	Nursing	Saint Paul Catholic High School
10. Opala, Sonia	4	\$225.00	Nursing	Denis Morris Catholic High School
		\$2,250.00		

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 2019**

PUBLIC SESSION

**TITLE: THE PROVISIONS OF SPECIAL EDUCATION PROGRAMS
AND SERVICES – SPECIAL EDUCATION PLAN REVISIONS**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the revisions, as set out in Appendix A to be included in the Special Education Plan, *Building Bridges and Services 2019 and Beyond*, as presented.

Prepared by: Pat Rocca, Superintendent of Education
Yolanda Baldasaro, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education
Yolanda Baldasaro, Superintendent of Education

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

Date: June 11, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JUNE 11, 2019

THE PROVISIONS OF SPECIAL EDUCATION PROGRAMS AND SERVICES – SPECIAL EDUCATION PLAN REVISIONS

BACKGROUND INFORMATION

The Ministry of Education requires district school boards to publicly make available a comprehensive report regarding the current special education programs and services of the Board. *Building Bridges to Services 2018 and Beyond* is our Board's current version of the Ministry of Education mandated Special Education Plan that includes the components that are defined in *Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017* as well as the protocols established in Policy and Program Memorandum 149.

In compliance with *Regulation 464/97*, Student Support staff consults with the Niagara Catholic Special Education Advisory Committee (SEAC) in the preparation and update of the Special Education Plan. Appendix A lists the revisions, as approved by the Special Education Advisory Committee at the SEAC meeting of June 5, 2019, that will be incorporated into the current Special Education Plan.

A checklist that notes the plan's component parts, updated sections and the URL leading to the Special Education Plan on our Board's website is annually completed and submitted to the London Regional Education Office by July 31st each year. The 2018 Plan can be accessed through the following link; [Special Education Plan](#)

The Niagara Catholic District School Board recognizes that the updated Special Education Plan, *Building Bridges to Services 2019 and Beyond* is a valuable resource to students, parents, school and Board staff. In the fall of each year, the revised Special Education Plan is accessible via our Niagara Catholic District School Board website.

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the revisions, as set out in Appendix A to be included in the Special Education Plan, *Building Bridges and Services 2019 and Beyond*, as presented.

Prepared by: Pat Rocca, Superintendent of Education
Yolanda Baldasaro, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education
Yolanda Baldasaro, Superintendent of Education

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

Date: June 11, 2019

SPECIAL EDUCATION PLAN 2019-2020: EXECUTIVE SUMMARY of REVISIONS

Across Special Education Plan:

- Date changes from 2018-2019 to 2019-2020; 2018 to 2019
- Reference to Special Education Department changed to Student Support Services Department

Part 2: Identification, Placement and Review Committee (IPRC) Process

- Update of IPRC/IEP Data with 2018-2019 data (p. 14)

Part 5: Special Education Staff

- Addition of number of staff in each position to be added, in order for the chart to be compliant with Appendix B2 of the Standards document; update staffing positions (p. 46-47)
- Review and revision of staff to be added and removed

Part 12: The Board's Consultation Process

- Inclusion of section Summary of Feedback Received as a Result of Consultations (p. 69)

Part 14: Early Identification Procedures and Intervention Strategies

- Inclusion of Statement from PPM 11 (in order to be compliant with Standard): (p. 78)
 - *“these procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life” (Policy/Program Memorandum No. 11).*

Part 17: Specialized Health Support Services in School Settings

- Specialized Health Support Services in Schools will be sent to our local Children's Treatment Centre for their review of terminology and services related to School Based Rehabilitation Services for Occupational Therapy, Physiotherapy and Speech & Language Pathology (p. 92-96)
- Specialized Health Support Services in Schools will be sent to our local Localized Health Integration Network (LHIN) for services related to nursing (p. 92)

Part 18: Staff Development

- Revise frequency of Student Support Services Discipline Meetings from Monthly to Bi-Monthly (p. 102)
- Update of professional development activities provided to staff (p.103)

Part 19: Accessibility (AODA)

- Accessibility Projects Completed Chart for 2018-2019 to be inserted (p.106)
- Update list of Future Accessibility Projects for Consideration (p.107)

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 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: June 11, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 11, 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 June 11, 2019 through September 10, 2019.

Friday, June 28, 2019

Workplace Violence Training (White Oaks Conference Centre)

- An Ontario Ministry of Education funded Workplace Violence Training Workshop is scheduled for all CUPE Facilities Services Staff on Friday, June 28, 2019 at White Oaks Conference Centre.
- All Caretakers, Casual Caretakers, and Cleaners will report to their schools at 7:00 a.m. before leaving for the full-day workshop.

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: June 11, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 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: June 11, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
JUNE 11, 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:	June 11, 2019



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
JUNE 11, 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: Approval to proceed to tender request has been submitted to the MOE.

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	\$104,518
Other Project Costs	TBD	\$13,923
	<hr/>	<hr/>
	\$1,557,887	\$118,441

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	January 2019	
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**

APPENDIX B

June 11, 2019

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: Awaiting design approval from MOE.

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
	\$5,040,382

Project Costs:

	Budget	Paid
Construction Contract	TBD	0
Fees & Disbursements	TBD	178,423
Other Project Costs	TBD	64,040
	\$5,040,382	242,063

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	March 13, 2018	March 13, 2018
Ministry Approval (space)		
Architect Selection	July 19, 2018	
Design Development	September 25, 2018	
Contract Documents	November 6, 2018	
Tender & Approvals	January 26, 2019	
Ministry Approval (cost)	April 29, 2019	
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
JUNE 11, 2019**

PUBLIC SESSION

TITLE: NATIONAL AND PROVINCIAL MEDALISTS 2019

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education
Ivana Galante, Consultant K-12: Business-Technology/Specialist High Skills Major/COOP/OYAP
Student Success
Chris McLean, Consultant K-12 Health & PhysEd/NCAA Convenor

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

Date: June 11, 2019



PRESENTATION BACKGROUND

**Committee of the Whole Meeting
June 11, 2019**

NATIONAL AND PROVINCIAL MEDALISTS 2019

Students from the Niagara Catholic District School Board medaled at several different events as they represented their school and our Board at recent national and provincial competitions.

Niagara Catholic students who won medals at various national and provincial events will be presented at this meeting.

Niagara Catholic District School Board is extremely proud to celebrate and recognize the accomplishments of these students.

Niagara Catholic also extends its sincere appreciation to school staff, outside coaches and parents for dedicating their time and efforts in motivating and guiding our students to achieve such a high level of performance at provincial and national competitions.

See Appendix A for the list of schools, teachers, coaches and students.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education
Ivana Galante, Consultant K-12: Business-Technology/Specialist High Skills
Major/COOP/OYAP Student Success
Chris McLean, Consultant K-12 Health & PhysEd/NCAA Convenor

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

Date: June 11, 2019

Appendix A - Committee of the Whole Report – June 11, 2019 - National and Provincial Medalists 2019

2019 Skills Ontario Competition and 2019 Skills National Competition

On Monday, May 6th and Tuesday, May 7th, students who placed gold at the NCDSB's 2019 Skills Competition competed in the *Ontario Skills Competition which took place at the* Toronto Congress Centre. Our students did remarkable and represented Niagara Catholic well. Tyler Rocheleau, advanced to the Skills Canada National Competition which took place at the Halifax Exhibition Centre in Halifax, NS on May 28th - 29th, 2019. Although Tyler did not place at Nationals, he did extremely well in representing Niagara Catholic District School Board and Ontario.

Canadian Secondary School Rowing Association Championships – Henley – St. Catharines - May 31st, June 1st and 2nd

2018-2019 Provincial and National Medalists – Skills Ontario & Nationals				
School	Event	Medal	Teacher/Mentor	Team Members
Notre Dame College School	2019 Skills Ontario Competition – Architectural Technology & Design – went on to Nationals but did not place	Gold	Joe Sciarra	Tyler Rocheleau
Blessed Trinity Catholic Secondary School	2019 Skills Ontario Competition – Individual Carpentry	Silver	Gerry Hendriks	Malcom VanDenHurk
Denis Morris Catholic High School	2019 Skills Ontario Competition – heating Systems Technician (HVAC)	Silver	Dino Nardangeli	Ryan Brady
Notre Dame College School	2019 Skills Ontario Competition – Plumbing	Silver	Frank Mauro	Connor Davis
Holy Cross Catholic Secondary School	2019 Skills Ontario Competition – Aesthetics	Bronze	Nancy Cookson	Natasha Vahrmeyer
Notre Dame College School	2019 Skills Ontario Competition – Home & Team Building (Team of 4)	Bronze	Frank Mauro	Zack Browne, Tyler Errington, David Papineau, Noah Rotchill

Appendix A - Committee of the Whole Report – June 11, 2019 - National and Provincial Medalists 2019

2018-2019 Provincial and National Medalists - Canadian Secondary School Rowing Association Championships				
School	Event	Medal	Teacher/Mentor	Team Members
Denis Morris Catholic High School	Canadian Secondary School Rowing Association Championships – Ladies Jr. 4 with Coxswain	Gold	Coach - John White; Denis Morris staff Coach/GM Kevin O'Rourke	Kaitlyn Potashnyk, Madisyn Richards, Riley Wake, Cait Whittard, Nyla Youngblut
Denis Morris Catholic High School	Canadian Secondary School Rowing Association Championships – Ladies Sr. 4 with Coxswain	Bronze	Coach - Joe Cosby; Denis Morris staff Coach/GM Kevin O'Rourke	Kaitlyn Potashnyk, Madisyn Richards, Riley Wake, Cait Whittard, Nyla Youngblut
Saint Francis Catholic Secondary School	Men's Jr. 66 kg Quad Scull	Silver	Head coach - Liz Harold Coaches - Meredith Petrochynko and Jim Findlay	Julio Diaz, Maceo Tripodi, Leo Saporito, Hayden Arnold
Saint Francis Catholic Secondary School	Men's Sr. 72 kg Single Scull	Silver	Head coach - Liz Harold Coaches - Meredith Petrochynko and Jim Findlay	David Picard
Saint Paul Catholic High School	Men's Sr. 72 kg Double 2000 m	Gold	Coach – Wernher Verbraeken	Adam Pozzobon, James Sisley
Saint Paul Catholic High School	Men's Jr. Single 2000 m	Bronze	Coach – Wernher Verbraeken	Chris Sisley
Notre Dame College School	Men's Jr. Double 2000 m	Bronze	Coach – Robert Henson	William Capes, Ethan Engel
Blessed Trinity Catholic Secondary School	Women's Sr. 63 kg Cox Four 2000 m	Bronze	Coach – Lindsay Sferrazza	Thea Freer, Kayla Whitnell, Hannah Locoo, Gina Pieneman, Bianca Faraci

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 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: June 11, 2019



**REPORT TO THE COMMITTEE OF THE WHOLE
JUNE 11, 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.

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: June 11, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 2019**

PUBLIC SESSION

**TITLE: ORIGINAL ESTIMATES FOR THE 2019-2020 ANNUAL
BUDGET**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Original Estimates for the 2019-2020 Annual Budget, as presented.

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

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

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

Date: June 11, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MEETING JUNE 11, 2019

ORIGINAL ESTIMATES FOR THE 2019-2020 ANNUAL BUDGET

BACKGROUND INFORMATION

The government is committed to investments that have the greatest impact on the classroom, while ensuring tax dollars are used more effectively. Ten of the thirteen special purpose grants are either maintained or increasing from 2018–2019 funding levels. These include, for example, Indigenous Education, Special Education, Languages, Geographic Circumstances, Safe and Accepting Schools, and Student Transportation. GSN funding for 2019–2020 is projected to be \$24.66 billion. The average provincial per pupil funding is projected to be \$12,246 in 2019–2020.

The 2019-2020 Original Estimates funding by the Ministry of Education is primarily based on the average daily enrolment (ADE) of students per Board. Currently, approximately 16 of our 49 elementary schools are below 200 pupils and half of our eight secondary schools are expected to be below 800 pupils for the 2019-2020 school year. As some individual schools continue to decline in enrolment the ability to achieve economies of scale by staffing to Ministry aggregate targets continues to present challenges in our school district. In particular, the smaller classes in early learning kindergarten has exceeded Ministry requirements and resulted in more classrooms. The continued decrease in school aged pupils and inflationary pressures will continue to present challenges to our Board for years to come.

The 2019-2020 Estimates are built on an approximate average daily enrolment 20,878 for the 2019-2020 school year. This is an expected decline in enrolment of approximately 417 students for the 2019-2020 school year.

Senior Administration continues to redesign and scale programs and services that will optimize all areas of the Grants for Student Needs (GSN) and one-time grants for 2019-2020. This exercise has achieved a cost structure that is aligned with the 2019-2020 estimates.

Following an extensive consultation process, Senior Administrative Council has completed the initial draft Estimates for the 2019-2020 Budget. The current estimates provide the funding required to achieve the Board approved System Priorities 2019-2020.

The proposed 2019-2020 Original Estimates has resulted in an anticipated operating budget of \$268 million dollars. Niagara Catholic District School Board is projecting a 2019-2020 balanced budget.

The Revised Estimates for the Annual Budget 2019-2020 will be presented to the December 2019 Committee of the Whole Meeting, with a recommendation for the consideration of the Board.

- APPENDIX A – SYSTEM PRIORITIES
- APPENDIX B – AVERAGE DAILY ENROLMENT
- APPENDIX C – CLASS SIZE STATISTICS AND UTILIZATION
- APPENDIX D – FULL TIME EQUIVALENT (FTE) REPORT
- APPENDIX E – ESTIMATED OPERATING REVENUE
- APPENDIX F – SPECIAL EDUCATION
- APPENDIX G – BOARD ADMINISTRATION
- APPENDIX H – REPLACEMENT COSTS
- APPENDIX I – SURPLUS/DEFICIT SCHEDULE 10

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Original Estimates for the 2019-2020 Annual Budget, as presented.

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

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

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

Date: June 11, 2019



**NIAGARA CATHOLIC
SYSTEM PRIORITIES 2019-2020**

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

STRATEGIC DIRECTIONS

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

Advance Student Achievement for All

ENABLING STRATEGIES

Provide Supports for Success

- Ensure that the principles of equity and inclusive education within a Catholic context support the needs and potential of all students.
- Enhance career pathway planning and opportunities for all students.
- Support the critical linkage between mental health and well-being and student success.

Enhance Technology for Optimal Learning

- Improve the teaching and learning experience through access and technology enabled active learning to include global competencies.

Building Partnerships and Schools as Hubs

- Enhance communication opportunities with parents, partners, schools and community.
- Promote partnerships that align with merging social service models and needs.

Strengthen Human Resource Practices and Develop Transformational Leadership

- Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success.
- Enhance and support staff wellness programs.

Create Equity and Accessibility of Resources

- Enhance resource allocation to identified schools based on specific indicators
- Implement software to streamline the Special Equipment Amount Process

Ensure Responsible Fiscal and Operational Management

- Maintain financial stewardship

Address Changing Demographics

- Enhance community partners to access space in schools.
- Optimize school utilization throughout the system

AVERAGE DAILY ENROLMENT

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
	ACTUAL	ACTUAL	ACTUAL	REVISED ESTIMATES	ORIGINAL ESTIMATES	CHANGE
JK - SK	2,644	2,668	2,597	2,603	2,409	(194)
Grade 1 - Grade 3	4,462	4,365	4,260	4,198	4,158	(40)
Grade 4 - Grade 8	7,689	7,673	7,609	7,581	7,476	(105)
Total Elementary Day School	14,796	14,706	14,465	14,382	14,043	(339)
Total Secondary	7,069	6,902	6,704	6,478	6,400	(78)
Total Day School	21,864	21,607	21,170	20,860	20,443	(417)
Adult, Con Ed., High Credit and Summer School	417	412	436	435	435	0
Total Enrolment	22,281	22,019	21,606	21,295	20,878	(417)

Average daily enrolment is the number of full-time pupils enrolled on October 31, 2019 and March 31, 2020

	2018-2019	2018-2019 Aggregate	Teachers	Attrition	2019-2020 Actual Teachers
Grade 9 - Grade 12 Classroom Teachers	387.2	22:1	363.6	(15.0)	348.6
New Class Size Aggregate		23			

* Secondary class size is a floating average based on attrition to achieve a class size average of 28:1 in the next four years.

Class Size Statistics

Key Statistics

Board Statistics	
% Primary Classes 20 and Under	91.5
% Primary Classes 23 and Under	99.5
Classes to Reach 90.0% of Primary at 20 or Under	-3
% FDK Classes 29 and Under (Ministry required for 2018/19)	98.1
% FDK Classes 30 and Under (Ministry allowed for 2017/18)	98.1
% FDK Classes 32 and Under	99
Average FDK Class Size (Including Primary)	22.45
Average FDK Class Size (Excluding Primary) Ministry Definition starting 2016/17	22.45
Average Primary Class Size	19.4
Average Junior/ Intermediate Class Size	24.25
Average Class Size	22.4
Average 1-8 Class Size	22.39
% Grade 3/4 Combined Classes 23 and Under	100
Total KG Classes	103
Total Primary Classes	200
Total J/I Classes	321
Total Classes	624
Number of Schools Offering ELP/FDK	48

Full-Day Kindergarten/Early Learning Statistics

# of FDK/ELP Classes	
15 and Under	12
16 to 20	22
21 to 25	40
26	12
27 to 29	15
30	0
31 to 32	1
33 and Above	1
Total	103

FDK/ELP Classes	
Total Early Learning Classes	103
Total Early Learning Enrolment	2312

FULL TIME EQUIVALENT (F.T.E.)
ORIGINAL ESTIMATES 2019-2020

	2018-2019 REVISED ESTIMATES	2019-2020 ORIGINAL ESTIMATES	Change	
TOTAL INSTRUCTION				
Classroom Teachers	1,238.87	1,196.38	(42.5)	<u>1</u>
Principal / VP Instructional Time	9.54	10.70	1.2	
Teacher Assistants	289.00	289.00	0.0	
Early Childhood Educators	103.00	93.00	(10.0)	<u>2</u>
Professionals, Paraprofessionals and Technicians	93.60	93.20	(0.4)	
Library & Guidance	54.00	54.00	0.0	
Principals & VPs	73.46	73.30	(0.2)	
School Office	89.10	81.89	(7.2)	
Coordinators and Consultants	18.03	19.03	1.0	
Total Instruction FTE	1,968.60	1,910.50	(58.1)	
TOTAL ADMINISTRATION				
Administration				
Trustees	8.00	8.00	0.0	
Student Trustees	2.00	2.00	0.0	
Director and Supervisory Officers	6.00	5.00	(1.0)	<u>3</u>
Board Administration	46.00	44.00	(2.0)	<u>4</u>
Total Administrations	62.00	59.00	(3.0)	
TOTAL TRANSPORTATION				
Pupil Transportation	2.00	0.00	(2.0)	<u>5</u>
Total Transportation	2.00	0.00	(2.0)	
PUPIL ACCOMMODATION				
School Operations and Maintenance	185.00	182.54	(2.5)	<u>6</u>
Total FTE	2,217.60	2,152.04	(65.6)	

NOTES:

1. Class size aggregate, declining enrolment and removal of local priority funding.
2. Class size aggregate for ELKP
3. Additional allocation of 1.0 FTE Superintendent to the Program Leadership Allocation model
4. Efficiencies in Board Administration through attrition.
5. NSTS employees through attrition have been moved to DSBN and payment is through cost sharing model.
6. Efficiencies gained through attrition in caretaking hours.

GRANTS FOR STUDENT NEEDS

SECTION 1A - SUMMARY OF ALLOCATIONS

	REVISED ESTIMATES	ORIGINAL ESTIMATES	VARIANCE
	2018-2019	2019-2020	
Pupil Foundation	\$116,710,696	\$107,260,613	(\$9,450,083) <u>1</u>
School Foundation	\$16,310,233	\$16,350,453	\$40,220
Special Education	\$29,305,026	\$29,336,603	\$31,577
Language Allocation	\$4,500,139	\$4,494,447	(\$5,692)
Rural and Northern Education	\$120,557	\$149,430	\$28,873
Learning Opportunities	\$5,499,576	\$2,790,090	(\$2,709,486) <u>2</u>
Continuing Education Allocation	\$1,635,636	\$1,847,931	\$212,295
Teacher Qualification	\$25,183,856	\$31,052,972	\$5,869,116 <u>3</u>
New Teacher Induction	\$79,162	\$69,414	(\$9,748)
ECE Q&E	\$1,426,661	\$1,184,263	(\$242,398)
Restraint Savings	(\$64,921)	(\$64,921)	\$0
Transportation	\$10,433,454	\$10,453,591	\$20,137
Administration and Governance	\$6,996,453	\$7,098,551	\$102,098
School Operations & Maintenance	\$20,599,989	\$20,248,678	(\$351,311) <u>4</u>
Community Use of Schools	\$292,242	\$285,602	(\$6,640)
Declining Enrolment	\$975,790	\$1,064,181	\$88,391
Indigenous Funding	\$479,062	\$443,457	(\$35,605)
Safe and Accepting Schools	\$392,639	\$389,772	(\$2,867)
Permanent Financing of NFP	\$117,487	\$117,487	\$0
General Operating Allocation	\$240,993,737	\$234,572,614	(\$6,421,123)
Minor Tangible Capital Assets	(\$6,024,841)	(\$5,864,943)	\$159,898
Trustee Association Fee	\$43,017	\$43,017	\$0
Total Operating Allocation	\$235,011,913	\$228,750,688	(\$6,261,225)
Capital Grant - Non Land	\$13,557,877	\$11,100,000	(\$2,457,877)
Minor Tangible Capital Assets	\$6,024,841	\$5,823,514	(\$201,327)
Total School Renewal Allocation	\$3,795,599	\$3,704,088	(\$91,511)
Capital Grants - Temporary Acc.	\$750,000	\$363,776	(\$386,224)
Short Term Interest on Capital	\$39,760	\$0	(\$39,760)
Capital Debts Payments - Interest	\$2,852,150	\$2,664,434	(\$187,716)
Total Capital Allocation	\$27,020,227	\$23,655,812	(\$3,364,415)
Total Allocation	\$262,032,140	\$252,406,500	(\$9,625,640)

Notes:

1. Class size increases and declining enrolment
2. Local Priority Funding removed for 2019-2020
3. Increased revenue is attributed to the attrition protection for Secondary class size adjustment.
4. Reduction in funding is an adjustment to declining enrolment and classroom loading factor.

SCHEDULE 10A SPECIAL EDUCATION
EXPENSES

Appendix F

SCHEDULE 10A AND 10B

SPECIAL EDUCATION EXPENSES		Salaries and Wages	Employee	Staff	Supplies and	Rental	Fees and Contract	Other	Amortization	Self Contained	Total Expenses
			Benefits	Development	Services	Expenses	Services	Expenses	Allocation		
				04	05	08	09	10	12		
TOTAL INSTRUCTION											
Classroom Teachers	510	\$4,643,668	\$571,740	\$0	\$7,500	\$0	\$0	\$0	\$0		\$5,222,908
Supply Staff		\$839,517	\$83,952	\$0	\$0	\$0	\$0	\$0	\$0		\$923,469
Teacher Assistants	531	\$10,240,322	\$3,127,342	\$0	\$0	\$0	\$0	\$0	\$0		\$13,367,664
Early Childhood Educators	532	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Textbooks and Supplies	550	\$0	\$0	\$0	\$615,000	\$0	\$25,000	\$0	\$0		\$640,000
Computers	540	\$0	\$0	\$0	\$45,000	\$0	\$0	\$0	\$0		\$45,000
Professionals, Paraprofessionals and Technicians	560	\$2,108,323	\$600,409	\$0	\$128,500	\$0	\$115,000	\$0	\$225,000		\$3,177,231
Staff Development	580	\$0	\$0	\$18,000	\$0	\$0	\$0	\$0	\$0		\$18,000
Department Heads	670	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Principals & VPs	610	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
School Office	620	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Coordinators and Consultants	590	\$203,576	\$23,708	\$0	\$0	\$0	\$0	\$0	\$0		\$227,284
ELEMENTARY SPECIAL EDUCATION		\$18,035,407	\$4,407,150	\$18,000	\$796,000	\$0	\$140,000	\$0	\$225,000	(\$80,942)	\$23,540,614
TOTAL INSTRUCTION											
Classroom Teachers	510	\$2,067,700	\$252,505	\$0	\$1,000	\$0	\$0	\$0	\$0		\$2,321,205
Supply Staff		\$209,879	\$20,988	\$0	\$0	\$0	\$0	\$0	\$0		\$230,867
Teacher Assistants	531	\$2,739,290	\$836,620	\$0	\$0	\$0	\$0	\$0	\$0		\$3,575,910
Early Childhood Educators	532	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Textbooks and Supplies	550	\$0	\$0	\$0	\$160,000	\$0	\$5,000	\$0	\$0		\$165,000
Computers	540	\$0	\$0	\$0	\$30,000	\$0	\$0	\$0	\$0		\$30,000
Professionals, Paraprofessionals and Technicians	560	\$275,454	\$60,119	\$0	\$10,000	\$0	\$0	\$0	\$65,000		\$410,573
Staff Development	580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Department Heads	670	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Principals & VPs	610	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
School Office	620	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Coordinators and Consultants	590	\$102,904	\$11,876	\$0	\$0	\$0	\$0	\$0	\$0		\$114,780
SECONDARY SPECIAL EDUCATION		\$5,395,228	\$1,182,107	\$0	\$201,000	\$0	\$5,000	\$0	\$65,000	(\$974,261)	\$5,874,074
TOTAL SPECIAL EDUCATION EXPENDITURES		\$23,430,635	\$5,589,256	\$18,000	\$997,000	\$0	\$145,000	\$0	\$290,000		\$29,414,688
SPECIAL EDUCATION FUNDING*											\$29,336,603

* Includes \$500,000 SEA Based Funding transferred to Revenue

(\$78,085)

BOARD ADMINISTRATION EXPENDITURES
SCHEDULE 10.6

Appendix G

SCHEDULE 10.6

	Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Rental Expenses	Fees and Contract Services	Other Expenses	2019-2020 Total Expenses	2018-2019 Total Expenses	
			04	05	08	09	10			
Board Admin - Trustees	\$98,994	\$9,224	\$0	\$33,500	\$0	\$0	\$123,017	\$264,735	\$267,204	
Board Admin - Directors and Supervisors	\$933,078	\$91,349	\$33,300	\$46,500	\$0	\$60,000	\$40,000	\$1,204,227	\$1,420,344	↓ 1
Finance	\$421,800	\$108,560	\$9,000	\$1,000	\$0	\$175,000	\$60,000	\$775,361	\$742,450	
Information Technology Administration	\$309,218	\$71,825	\$9,000	\$437,000	\$0	\$255,900	\$0	\$1,082,943	\$1,133,329	↓ 2
Purchase & Procurement	\$210,829	\$54,933	\$5,500	\$66,000	\$0	\$0	\$20,000	\$357,262	\$343,629	
Human Resource Administration	\$808,445	\$216,659	\$23,150	\$21,500	\$0	\$500,000	\$29,500	\$1,599,254	\$1,548,012	
Payroll Administration	\$366,639	\$102,618	\$3,500	\$0	\$0	\$12,000	\$0	\$484,757	\$486,240	
Director's Office	\$380,585	\$112,063	\$1,800	\$6,500	\$0	\$0	\$0	\$500,948	\$494,915	↑ 3
Administration and Other	\$183,947	\$51,250	\$3,500	\$71,000	\$0	\$0	\$0	\$309,698	\$427,792	↑ 4
Operations & Maintenance	\$137,717	\$42,142	\$0	\$570,600	\$93,000	\$0	\$0	\$843,459	\$776,896	
BOARD ADMINISTRATION EXPENSES	\$3,851,253	\$860,622	\$88,750	\$1,253,600	\$93,000	\$1,002,900	\$272,517	\$7,422,642	\$7,640,811	

\$7,683,252

\$260,610 Ministry Compliant

NOTES:

1. The reduction in Supervisory Office is attributed to the transfer of dollars to the Program Leadership Allocation for initiative taken on by Senior Staff.
2. The reduction is attributed to greater efficiencies in technological support at the Catholic Education System through staff restructuring.
3. The increase is associated with expenses for our print shop that contain offsetting revenue.
4. The additional resources are associated with the aging facility and greater demand on building maintenance for the Catholic Education Centre (CEC)

REPLACEMENT COSTS

	Full Time Equivalent	Average Number of Days	Replacement	Benefits	2019-2020 Total	2018-2019	2018-2019 Original Estimates
TOTAL INSTRUCTION							
Classroom Teachers	1,196.38	12.5	5,234,162.5	523,416.3	\$5,757,579	12.5	\$5,986,173
Teacher Assistants	289.00	13.0	525,980.0	52,598.0	\$578,578	12.0	\$559,020
ECE	93.00	12.5	162,750.0	16,275.0	\$179,025	13.5	\$216,216
Principals & VPs (No Daily Replacement)	73.30	5.0	\$293,200	\$58,640	\$351,840	2.0	\$124,742
School Office	89.10	12.0	\$149,688	\$29,938	\$179,626	12.5	\$187,110
Total Instruction Expenses			\$6,365,781	\$680,867	\$7,046,647		\$7,073,261
NON INSTRUCTIONAL							
Other Non Union (No daily replacement)	103.0	1.0	\$50,000	\$0	\$50,000	1.0	\$50,000
PUPIL ACCOMMODATION							
School Operations and Maintenance							
Caretaker / Cleaners	137.0	14.0	\$276,192	\$55,238	\$331,430	13.0	\$315,187
Vacation - Caretaker / Cleaners 12 Months			\$345,240	\$69,048	\$414,288		\$459,648
			\$671,432	\$124,286	\$795,718		\$774,835
Total Replacement			\$7,037,213	\$805,153	\$7,842,366		\$7,848,096

SCHEDULE 10 EXPENSES

Appendix I

SCHEDULE 10 ANNUAL ESTIMATES 2019-2020

		Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Interest Charges	Rental Expenses	Fees and Contract Services	Other Expenses	Transfer to Other Boards	Amortization	Total Expenses
				04	05	07	08	09	10	11	12	
TOTAL INSTRUCTION												
Classroom Teachers	510	\$115,401,358	\$14,818,380	\$0	\$73,500	\$0	\$0	\$28,500	\$0	\$0	\$0	\$130,321,738
Supply Staff		\$5,922,893	\$592,289	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,515,182
Teacher Assistants	531	\$12,895,009	\$3,814,058	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,709,068
Early Childhood Educators	532	\$4,253,634	\$1,289,669	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,543,303
Textbooks and Supplies	550	\$0	\$0	\$0	\$4,519,563	\$0	\$0	\$264,400	\$0	\$0	\$0	\$4,783,963
Computers	540	\$0	\$0	\$0	\$636,000	\$0	\$0	\$0	\$0	\$0	\$0	\$636,000
Professionals, Paraprofessionals and Technicians	560	\$5,890,091	\$1,526,891	\$0	\$327,000	\$0	\$0	\$115,000	\$0	\$0	\$0	\$7,858,982
Library & Guidance	570	\$3,222,110	\$682,437	\$0	\$38,000	\$0	\$0	\$31,500	\$0	\$0	\$0	\$3,974,047
Staff Development	580	\$450,000	\$0	\$49,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$499,500
Department Heads	670	\$313,073	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$313,073
Principals & VPs	610	\$9,385,006	\$998,187	\$0	\$7,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,390,193
School Office	620	\$3,332,031	\$1,062,179	\$46,250	\$550,666	\$0	\$0	\$0	\$0	\$0	\$0	\$4,991,126
Coordinators and Consultants	590	\$2,065,201	\$228,536	\$10,000	\$63,800	\$0	\$0	\$0	\$0	\$0	\$0	\$2,367,537
Continuing Education	630	\$2,938,066	\$480,713	\$6,500	\$414,050	\$0	\$55,320	\$408,617	\$3,000	\$0	\$0	\$4,306,266
Total Instruction Expenses		\$166,068,472	\$25,493,339	\$112,250	\$6,629,579	\$0	\$55,320	\$848,017	\$3,000	\$0	\$0	\$199,209,977
TOTAL ADMINISTRATION												
Trustees	640	\$98,994	\$9,224	\$0	\$33,500	\$0	\$0	\$0	\$123,017	\$0	\$0	\$264,735
Director and Supervisory Officers	650	\$933,078	\$91,349	\$33,300	\$46,500	\$0	\$0	\$60,000	\$40,000	\$0	\$0	\$1,204,227
Board Administration	660	\$2,819,180	\$760,049	\$46,450	\$1,173,600	\$0	\$93,000	\$1,294,500	\$121,500	\$0	\$0	\$6,308,280
Total Administrations		\$3,851,253	\$860,622	\$79,750	\$1,253,600	\$0	\$93,000	\$1,354,500	\$284,517	\$0	\$0	\$7,777,242
TOTAL TRANSPORTATION												
Transportation												
Pupil Transportation	680	\$0	\$0	\$0	\$0	\$0	\$0	\$9,903,743	\$0	\$375,000	\$0	\$10,278,743
Total Transportation		\$0	\$0	\$0	\$0	\$0	\$0	\$9,903,743	\$0	\$375,000	\$0	\$10,278,743
PUPIL ACCOMMODATION												
School Operations and Maintenance	700	\$9,320,819	\$2,807,419	\$30,400	\$9,275,158	\$0	\$70,000	\$913,300	\$0	\$0	\$0	\$22,417,096
Pupil Accommodation	770			\$0	\$0	\$3,408,562	\$570,200	\$0	\$0	\$0	\$0	\$3,978,762
Amortization	750			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,103,700	\$16,103,700
Interest Charges	780			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Pupil Accommodation		\$9,320,819	\$2,807,419	\$30,400	\$9,275,158	\$3,408,562	\$640,200	\$913,300	\$0	\$0	\$16,103,700	\$42,499,558
School Generated Funds Expenses					\$7,557,500							\$7,557,500
Total Expenses Schedule 10		\$179,240,543	\$29,161,380	\$222,400	\$24,715,837	\$3,408,562	\$788,520	\$13,019,560	\$287,517	\$375,000	\$16,103,700	\$267,323,019

* Estimates include \$1,300,000 in Education Program Other Revenues.

* Maternity Top-Up \$550,000

* Employee Future Benefits \$300,000

* WSIB \$450,000

* Employee Future Benefits \$975,000

SCHEDULE 9 - REVENUE \$268,495,764

Employee Future Benefits (\$1,004,000)

ACCUMULATED SURPLUS / (DEFICIT) AVAILABLE FOR COMPLIANCE \$168,745

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
JUNE 11, 2019**

PUBLIC SESSION

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
MAY 31, 2019**

The Accountability Financial Report 2018-2019 – as of May 31, 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: June 11, 2019



REPORT TO THE COMMITTEE OF THE WHOLE JUNE 11, 2019

ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF MAY 31, 2019

BACKGROUND INFORMATION

Operational Update

The 2019-2020 Technical paper was finally release by the Ministry of Education on Friday, May 24, 2019.

Some of the elements and proposals set out in this paper can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the Education Act. Such regulations have not yet been made. Therefore, the content of the technical paper should be considered to be subject to such regulations, if and when made.

The highlighted changes below will need special consideration in planning our 2019-2020 Estimates.

Teacher Job Funding Protection

The ministry is introducing a new Teacher Job Protection Funding Allocation (within the Cost adjustment and Qualifications and Experience Grant) for up to four years to protect classroom teachers impacted by the proposed changes to class sizes and e-learning; allowing school boards to phase in the proposed class sizes. Through this four-year teacher job protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves.

Special Education

The ministry is investing an additional \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–19. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA), including Board Certified Behaviour Analysts (BCBAs) and to double the training opportunities that will build school board capacity in ABA.

Local Priorities Fund (LPF)

The LPF, first established in 2017-2018 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process.

Cost Adjustment Allocation – Base Amount

The base amount of the Cost Adjustment Allocation, providing supplemental funding for education worker benchmarks, has been discontinued for the 2019-2020 school year.

Human Resource Transition Supplement

The Human Resource Transition Supplement, provided to assist school boards in managing the negotiated 2017-2019 central collective agreements, expires on August 31, 2019.

Student Transportation

Stabilization funding will be provided to school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose. This funding will be provided in 2019-2020 based on boards' 2018-2019 transportation deficits while the Ministry of Education undertakes a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

International Student Recovery Amount (ISRA)

Beginning in 2019-2020, a school board's GSN operating grants are being reduced by an amount equal to a flat fee of \$1,300 multiplied by the international student enrolment, pro-rated where the students are not full-time.

School boards continue to be responsible for setting tuition fee amounts for international students per the tuition fees regulation which sets the minimum amount that must be charged to non-resident students.

Indigenous Languages and Studies Courses

The ministry expects that school boards will offer Indigenous languages and Indigenous studies courses (which are funded through the Pupil Foundation and the Indigenous Education Grants) if there is sufficient demand expressed (i.e., a minimum number of pupils enroll in the course).

The Accountability Financial Report 2018-2019 – As of May 31, 2019 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: June 11, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – MAY 28, 2019**



May 28, 2019

Policies Approved

During the May 28 Board Meeting, trustees approved six policies:

Employee Hiring and Selection (Teachers) Policy (203.1), Safe Schools Policy (302.6), Student Suspension – Safe Schools Policy (302.6.4), Student Expulsion Policy (302.6.5), Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4) and Financial Investment Policy (NEW) are available on the Board website for the public to view.

2019-2020 System Priorities

During the May 28 Board Meeting, trustees approved the 2019-2020 System Priorities for Niagara Catholic.

This brings to a conclusion a process that began in January, when Niagara Catholic commenced the consultation process for the 2019-2020 System Priorities and Annual Budget.

As part of the process, members of Senior Administrative Council sought input from 17 groups of Niagara Catholic stakeholders throughout the winter, keeping trustees updated along the way.

The 2019-2020 System Priorities are designed to continue to provide focused initiatives for the Board's two Strategic Directions: Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education, and to Advance Student Achievement for All.

After collating the feedback received, the draft Enabling Strategies are:

Provide Supports for Success

- Ensure that the principles of equity and inclusive education with a Catholic context support the needs and potential of all students
- Enhance career pathway planning and opportunities for all students

- Support the critical linkage between mental health and well-being and student success

Enhance Technology for Optimal Learning

- Improve the teaching and learning experience, through access and technology enabled active learning, to include global competencies

Building Partnerships and Schools as Hubs

- Enhance communication opportunities with parents, partners, schools and community
- Promote partnerships that align with the merging social service models and needs.

Strengthen Human Resource Practices and Develop Transformational Leadership

- Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success
- Enhance and support staff wellness programs.

Ensure Responsible Fiscal and Operational Management

- Maintain financial stewardship
- Address Changing Demographics

Enhance community partners to access space in schools

- Optimize school utilization throughout the system.

Champion of the Arts Award Recipient



Dr. Christina LeRose, an Itinerant Arts teacher at St. Ann Catholic Elementary School in St. Catharines and St. Martin Catholic Elementary School in Grimsby was recently recognized by the Niagara Symphony Orchestra with the Paul van Dongen Award for Excellence in Music Education, one of three Champion of the Arts Awards presented to educators in Niagara each year. At left, she is seen with Bradley Thachuk, conductor of the Niagara Symphony Orchestra.



Dr. LeRose was recognized for integrating songwriting with language, theory with math, and composer biographies with history and geography, showing that music can be used to enrich and transform the lives of people around the world. Dr. LeRose is the first Niagara Catholic teacher to receive this prestigious award, named in honour of gifted music educator Paul van Dongen, who died at the age of 89 in 2015.

Immediately following Dr. LeRose's presentation, the Niagara Catholic Elementary Choir (left), led by Dr. LeRose, performed for trustees.

National and Provincial Medalists

It's that time of the year again – when we look back at the year that was, and honour students who excelled in academics, the arts, athletics and technology. The following groups were recognized at the May 28 Board Meeting:



Denis Morris Catholic High School Choir, led by Katherine Parr and Louisa Ibbotson
Silver, Musicfest Nationals in Ottawa
Presented with Excellence in Arts pins by St. Catharines trustee Larry Huibers.



Lakeshore Catholic High School Concert and Jazz Bands, led by Fraser Hebert
Silver at Musicfest Nationals in Ottawa
Presented with Excellence in Arts pins by Lakeshore-area trustee Dino Sicoli.



Notre Dame College School Band and Jazz Combo,
led by Ann Bourdages
Silver at Musicfest Nationals in Ottawa
Presented with Excellence in Arts pins by Welland
trustee Paul Turner.

2019-2020 School Year Calendar Approved

Niagara Catholic's [2019-2020 School Year Calendar](#) has been approved by the Ministry of Education, and is now available on the Board website for the community to access.

Good News

Have you checked out our Good News page lately? If you haven't, you're missing out on the great things happening in the system. We have some great stories and photos from [Our Pathways Speakers Summit](#), [FamJam4Wellness Event](#), and the [Celebrating Excellence Award](#) celebration, as well as news from [Skills Ontario](#), the [Niagara Industrial Association Trade Show](#) and about our [2019-2020 Student Senators](#).

Follow us!

If you're not following us on social media, you're missing out on all of the important news and events coming from the Board. Join us on [Facebook](#), [Twitter](#) and [Instagram](#) today.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS JUNE 2019**



JUNE 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2 Family Mass and Picnic 10 a.m.	3	4	5	6	7 Elementary P.A. Day	8
9	10	11 SAL Meeting Committee of the Whole Meeting	12	13	14	15
16	17	18 Board Meeting	19	20 Secondary exams June 20-26 Retirement & Service Recognition Club Roma - 6 p.m.	21	22
23	24	25 Graduation Celebrations Holy Cross 7 p.m. Lakeshore Catholic 7 p.m.	26 Graduation Celebrations Continuing Education 2 p.m. Blessed Trinity 7 p.m. Notre Dame College 7 p.m. Saint Francis 6 p.m. Saint Paul 6 p.m.	27 Secondary P.A. Day Graduation Celebrations Denis Morris 7 p.m. Saint Michael 6 p.m.	28 Elementary P.A. Day Secondary P.A. Day	29

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
RETIREMENT AND SERVICE RECOGNITION – JUNE 20, 2019**



Please join us at the

Annual Retirement & Service Recognition Celebration

to recognize Niagara Catholic's
2019 Retirees & Employees with 25 Years of Service
on

Thursday, June 20, 2019

6:00 p.m

Club Roma Event Centre
125 Vansickle Rd, St. Catharines

For further information
email [Linda Marconi](mailto:Linda.Marconi@niagaracatholic.ca) or call 905-735-0240, ext 214

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
ELEMENTARY AND SECONDARY GRADUATION DATES 2019**

2019 Elementary and Secondary Graduation Dates

Date	School	Location	Time
June 19	St. Ann Catholic Elementary School (SC)	Club Roma	6:00 p.m.
	St. Nicholas Catholic Elementary School	Cathedral of St. Catherine of Alexandria	5:30 p.m.
June 20	St. John Catholic Elementary School	St. Joseph Catholic Church	5:00 p.m.
	St. Joseph Catholic Elementary School (S)	St. Joseph Catholic Elementary School	6:00 p.m.
	St. Peter Catholic Elementary School	St. Julia Church	5:30 p.m.
	St. Vincent de Paul Catholic Elementary School	St. Vincent de Paul Catholic Elementary School	5:30 p.m.
June 21	Mary Ward Catholic Elementary School	Saint Paul Catholic High School	6:00 p.m.
	St. Alfred Catholic Elementary School	St. Alfred Church	5:30 p.m.
	St. Denis Catholic Elementary School	St. Denis Church	5:30 p.m.
	St. Edward Catholic Elementary School	Coppola's Restaurant	5:30 p.m.
	St. Joseph Catholic Elementary School (G)	St. Joseph Church	5:00 p.m.
	St. Kevin Catholic Elementary School	Notre Dame College School	6:00 p.m.
June 24	Alexander Kuska Catholic Elementary School	Notre Dame College School	5:30 p.m.
	Assumption Catholic Elementary School	Grantham Lions Club	5:30 p.m.
	Canadian Martyrs Catholic Elementary School	St. Alfred Church	5:30 p.m.
	Loretto Catholic Elementary School	Saint Michael Catholic High School	5:30 p.m.
	Monsignor Clancy Catholic Elementary School	Our Lady of the Holy Rosary Church	5:00 p.m.
	Mother Teresa Catholic Elementary School	Club Roma	5:30 p.m.
	Notre Dame Catholic Elementary School	Saint Paul Catholic High School	6:00 p.m.
	Sacred Heart Catholic Elementary School	Sacred Heart Catholic Elementary School	6:00 p.m.
	St. Ann Catholic Elementary School (F)	St. Ann Catholic Elementary School	6:00 p.m.
	St. Gabriel Lalemant Catholic Elementary School	Club Italia	5:00 p.m.
	St. John Bosco Catholic Elementary School	Croatian National Home	5:45 p.m.
	St. Mark Catholic Elementary School	Blessed Trinity Catholic Secondary School	5:00 p.m.
	St. Mary Catholic Elementary School (W)	St. Mary Church	5:00 p.m.
	St. Patrick Catholic Elementary School (NF)	St. Patrick Church	5:30 p.m.
	St. Philomena Catholic Elementary School	St. Michael Church	5:00 p.m.
St. Theresa Catholic Elementary School	St. Patrick Church	5:30 p.m.	
June 25	Father Hennepin Catholic Elementary School	Saint Michael Catholic High School	5:30 p.m.
	Cardinal Newman Catholic Elementary School	Club Italia	6:00 p.m.
	Holy Name Catholic Elementary School	Notre Dame College School	5:30 p.m.
	Our Lady of Mount Carmel Catholic Elementary School	St. Thomas More Church	6:00 p.m.
	Our Lady of Victory Catholic Elementary School	St. Michael Church	5:30 p.m.
	St. Alexander Catholic Elementary School	St. Alexander Church	5:00 p.m.
	St. Andrew Catholic Elementary School	Notre Dame College School	6:30 p.m.
	St. Augustine Catholic Elementary School	St. Mary Church	5:00 p.m.
	St. James Catholic Elementary School	Club Roma	5:30 p.m.
	St. Martin Catholic Elementary School	St. Martin Church	6:00 p.m.
	St. Mary Catholic Elementary School (NF)	St. Patrick Church	5:30 p.m.
	Holy Cross Catholic Secondary School	Niagara College, Welland	7:00 p.m.
	Lakeshore Catholic High School	Fort Erie Leisureplex	7:00 p.m.
June 26	Our Lady of Fatima Catholic Elementary School (SC)	Club Roma	5:30 p.m.
	St. Anthony Catholic Elementary School	Denis Morris Catholic High School	5:30 p.m.
	St. Charles Catholic Elementary School	Our Lady of the Holy Rosary Church	10:00 a.m.
	St. Christopher Catholic Elementary School	St. Christopher Catholic Elementary School	6:00 p.m.
	St. Elizabeth Catholic Elementary School	St. Elizabeth Catholic Elementary School	6:00 p.m.
	St. George Catholic Elementary School	Crystal Ridge Community Centre	6:00 p.m.
	St. Michael Catholic Elementary School	St. Michael Catholic Elementary School	5:00 p.m.
	St. Patrick Catholic Elementary School (PC)	St. Patrick Church	5:30 p.m.
	St. Therese Catholic Elementary School	Lakeshore Catholic High School	6:00 p.m.
	Blessed Trinity Catholic Secondary School	Brock University	7:00 p.m.
	Continuing Education	Scotiabank Centre	2:00 p.m.
	Notre Dame College School	Meridian Community Centre, Pelham	7:00 p.m.
Saint Francis Catholic Secondary School	Niagara College, Welland	7:00 p.m.	
Saint Paul Catholic Secondary School	Scotiabank Centre	6:00 p.m.	
June 27	Our Lady of Fatima Catholic Elementary School (G)	St. Joseph Church	5:00 p.m.
	Denis Morris Catholic High School	Brock University	7:00 p.m.
	Saint Michael Catholic High School	Niagara College (Welland)	7:00 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
JUNE 11, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA MEMORANDUM – AMENDMENTS TO THE
EDUCATION ACT AND EDUCATION DEVELOPMENT
CHARGES (BILL 108)**



Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

June 7, 2019

MEMORANDUM

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

FROM: Stephen Andrews, Director of Legislative & Political Affairs

SUBJECT: Amendments to the *Education Act* and Education Development Charges (Bill 108)

Further to our Memorandum of May 3, 2019, on June 6th the government passed Bill 108: *More Homes, More Choice Act*. No changes were made to Schedule 4 of the bill that relates to education development charges (EDCs).

OCSTA made a submission to the Standing Committee on Justice Policy that was reviewing the draft legislation. The submission was drafted with input from our boards and legal experts on EDCs. Please find a copy attached for your reference.

Key amendments to the *Education Act* that impact EDCs include:

- Section 195 of the *Education Act* to require a school board to give notice to the Minister if it plans to acquire or expropriate land and to allow the Minister to reject the board's plans;
- Amendments with respect to education development charges. Section 257.53.1 is added to the Act to provide for alternative projects that, if requested by a board and approved by the Minister, would allow the allocation of revenue from education development charge by-laws for projects that would address the needs of the board for pupil accommodation and would reduce the cost of acquiring land;
- Section 257.53.2 is added to the Act to provide for localized education development agreements that, if entered into between a board and an owner of land, would allow the owner to provide a lease, real property or other prescribed benefit to be used by the board to provide pupil accommodation in exchange for the board agreeing not to impose education development charges against the land.

OCSTA Next Steps

OCSTA will continue to liaison with the Ministry of Education to discuss consultations and working group processes on regulatory and guideline development in respect of EDCs.

If you have any questions please contact Steve Andrews at sandrews@ocsta.on.ca or Policy Advisor - Finance Dan Duszczyzyn at dduszczyzyn@ocsta.on.ca.

Submission to

The Standing Committee on Justice Policy Regarding
Bill 108: More Homes, More Choice Act, 2019

May 31, 2019



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Vision Statement

Ontario is enriched by a publicly funded Catholic education system, governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

Introduction

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Together, these school boards educate approximately 545,000 students in over 1,500 schools from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

Background on Bill 108 Impacting School Boards in Ontario

Schedule 4 of the Bill proposes several amendments to the *Education Act* related to education development charges (EDCs). This follows the government's consultation on housing strategy and the review of the EDC policy framework led by the Ministry of Education.

Key proposed amendments to the *Education Act* in Bill 108 that impact EDCs include the following:

- Section 195 of the *Education Act* is changed to require a school board to give notice to the Minister if it plans to acquire or expropriate land and to allow the Minister to reject the board's plans;
- Amendments are made with respect to education development charges (EDCs). Section 257.53.1 is added to the Act to provide for alternative projects that, if requested by a board and approved by the Minister, would allow the allocation of revenue from education development charge by-laws for projects that would address the needs of the board for pupil accommodation and would reduce the cost of acquiring land;
- Section 257.53.2 is added to the Act to provide for localized education development agreements that, if entered into between a board and an owner of land, would allow the owner to provide a lease, real property or other prescribed benefit to be used by the board to provide pupil accommodation in exchange for the board agreeing not to impose education development charges against the land;
- Section 257.101 permits the Minister to make regulations governing any terms, conditions and limitations that may be imposed on the allocation of revenue raised by EDCs towards an alternative project or that must be included in a localized education development agreement.

Context Setting: Education Development Charges and School Capital Planning

The siting and development of schools is crucial to the long-term success of local communities. They are learning centres for students and serve a variety of community purposes, including sports and recreation facilities. Throughout the province, Catholic schools serve as centres of

faith formation, excellence in academic and co-curricular achievement and hubs for community use. The siting of schools is an important denominational right of Catholic boards.

School capital projects are funded by the province through a specific ministry approval process and capital grants. Land acquisition costs are not funded through the same process. Boards that are undergoing residential growth in their jurisdictions and requiring new schools to be built rely largely on funds generated by Education Development Charges (EDC) for land acquisition.

An EDC is a development charge which may be levied by a board on residential, industrial, commercial or institutional development pursuant to Division E of Part IX of the *Education Act*. EDCs are imposed under a by-law respecting growth-related net education land costs incurred or proposed by a board. A board qualifies to levy EDCs only when its average projected enrollment over a five year period exceeds permanent capacity in either its primary or secondary schools, or the entire board jurisdiction. The regulatory framework for EDCs pursuant to Part IX, Division E of the *Education Act* includes Ontario Regulation 20/98 and Ontario Regulation 193/10, various Ministry of Education guidelines/directives, internal board policies and student accommodation planning initiatives.

In an effort to ensure appropriate planning for the construction of new schools, boards develop long-term student accommodation plans in concert with the ministry and local municipalities. These plans consider where to develop new schools, and over time, where existing schools may need to close. The process of site selection for new schools is complex and boards often enter into preliminary agreements with developers to buy a school site in areas where residential housing development is planned. However, the process is risky since it takes several years to determine, with reasonable certainty, the potential student population that may be needed in a given area of the new housing development.

In 2018, the Ministry of Education introduced a number of changes to the regulatory framework impacting EDCs. First, the Ministry of Education stopped approving background studies required for the approval of EDC bylaws. This resulted in EDC bylaws lapsing and a loss of EDC revenue for those boards. Certain EDC eligible boards lost millions of dollars in EDC funds during the period when developers were not required to pay any EDCs after they were issued building permits, during the period of the lapsed EDC by-laws.

Second, the Ministry imposed temporary caps on the rates of EDCs as well as a conditional approval of those lapsed EDC bylaws and a policy review process to examine EDCs and reform this regulatory structure. On March 29, 2019 the Ministry of Education made further amendments to O. Reg. 20/98 to replace the current cap on EDC rates with a restricted and phased-in approach to rate increases. The changes to this regulation also included limiting boards' ability to change parts of their EDC bylaws and limiting new boards from becoming eligible to pass EDC bylaws. This regulatory change has put school boards into a position where school boards are unable to fund even existing acquisitions with their EDC accounts requiring additional borrowing. It is unlikely that the proposed amendments in Bill 108 will make up for this shortfall.

In addition, O. Reg 193/10 was changed directing proceeds from the sale of any land that purchased using EDC funds back into school board EDC accounts. The ministry further

instructed boards to consult with local municipalities prior to purchasing land and finalizing plans regarding future school investments.¹

Impacts on School Board Capital Planning

These regulatory changes had the effect of delaying needed school site acquisitions and related capital expansion for many school boards with existing EDC bylaws. These regulatory shifts also negatively impacted the financial arrangements many boards had in place to support their projects for site acquisition. Further, the changes reduced the flexibility boards had in modifying their EDC bylaws to meet their needs while also restricting other boards from becoming eligible to develop EDC bylaws and thus potentially access EDC charges for school site acquisition.

OCSTA's Concerns Regarding Bill 108

OCSTA has several concerns with Bill 108 in respect of the proposed changes to EDCs. First, the proposed amendments do not address the regulatory challenges facing boards in respect of the current cap on EDC rates that boards are allowed to charge developers. With the substantial increase in property values in many parts of the province, but particularly so in Toronto, the GTA and throughout most of southern Ontario, the restrictions on EDC rates will not be adequate to cover costs for land acquisition.

Second, the amendments do not address the financial deficits boards now face in their EDC accounts as a result of the regulatory changes made during 2018. In some cases, these deficits have imposed costly delays on key capital projects.

Third, and specifically regarding the proposed amendments to subsection 195 (1) of the *Education Act* that would provide the Minister of Education new powers to reject land acquisition sites by boards, OCSTA believes this undermines a board's capacity to make local decisions affecting student accommodation options. In addition, boards may already have agreements in place that may have been made during early planning stages of site acquisition. This new ministerial power will lead to time delays in the site acquisition and thus increase costs associated with land acquisition. The increased regulatory steps will make it more difficult for school boards to negotiate and close on new school sites. In the case of land expropriation, school boards may be subject to delay damages or higher interest charges if the process is unduly delayed leading to higher costs for site acquisition.

It is not clear what the legislative intent is here, nor the underlying motivation for this increase in ministerial oversight. It seems to simply add a new layer of approvals.

It is also not clear why the Minister requires additional powers over boards' site acquisitions. Subsection 10 of O. Regulation 20/98 (amended) spells out the conditions that must be met in order for a board to pass an EDC by-law. The Minister must already approve a board's estimates of the total number of new students using the estimated number of new dwelling units and the estimated average number of new students generated by each dwelling unit and (subtracting from

¹ See B-Memo 2019: B11, March 29, Ministry of Education, "Interim Changes to Education Development Charges (EDC)".

that number) the number of existing school student spaces that the board could reasonably be used to accommodate those new students.² The Minister already has the power to review the pupil estimates that are used to calculate the charge in the Background Study.

OCSTA believes boards require the autonomy and flexibility to make capital plans that reflect their local circumstances and needs without increasing the regulatory burden related to EDCs.

On the positive side, OCSTA welcomes the proposed amendments to section 257.53 regarding alternative projects that appear to give boards the flexibility to use EDC funds for addressing the need for student accommodation without land acquisition. This could be used for smaller scale construction projects on existing board property for example.

However, the existing statutory framework prohibits school boards from spending EDCs on most capital costs even when those expenditures would reduce overall land acquisition costs. School boards can only spend EDCs on land acquisition and ancillary costs. Section 257.53(3) of the *Education Act* expressly prohibits school boards from allocating EDC funds to “**any building** to be used to provide pupil accommodation”.

An Alternative Project that could conceivably reduce land costs would be to permit school boards to allocate EDC funds to certain types of capital building costs. Examples of capital costs that could reduce education land costs may include:

- Allocating funds to increased building density that would reduce site area (adding a third storey to new school sites and reducing overall site area below existing standards);
- Structured parking to reduce land area requirements for surface parking;
- Community access improvements (such as pedestrian bridge over a major arterial road that would increase the catchment area of an existing school site); and
- Purchase of a strata interest in a larger development.

In respect of the proposed amendments in subsection 257.53.2 - localized education development agreements, it is not clear if these sorts of agreements would preclude at future dates, a board imposing an EDC on land that may be subject to EDCs. In addition, it not clear how such agreements would potentially restrict a boards use of the land or other “prescribed benefits” in its efforts to accommodate students. For example, a board could enter into a lease agreement with a land owner for use of an existing facility for student accommodation. But over time the board determines that portable classrooms are required due to increased enrollment. However, the lease agreement may impose restrictions and conditions on the use of land that may preclude portables, thus restricting how a board functions to accommodate its students.

² Subsection 7 paragraph 3 O. Reg. 20/98

Summary

OCSTA does not believe that the Minister requires new powers to impose further regulatory burdens on boards as part of the EDC site approvals regime. This will only lead to more uncertainty over student accommodation planning. In addition, OCSTA believes that the ministry needs to address existing issues in respect of EDC rate caps to allow boards, in expensive land jurisdictions, to determine EDC rates that enable them to purchase land as part of their student accommodation planning initiatives. If Ministerial oversight is maintained in the legislation, OCSTA believes that timelines should be imposed in order to provide certainty as to when the Minister will make a decision in exercising its discretionary powers.

OCSTA Legislative Recommendations

Based on the concerns described above, OCSTA respectfully proposes the following recommendations to Bill 108 Schedule 4:

- Remove the Minister’s power to reject/approve a boards proposed land acquisition or expropriation as described in the proposed Amendment 1 to subsection 195 (1);
- Amend the proposed changes to section 257.53 (3) to ensure building costs used for pupil accommodation are excluded from the definition of education land costs for approved alternative projects;
- Clarify the language and criteria for the approval of “alternative projects” and the use of EDC funds as outlined in Amendment 2 to subsection 257.53; and
- Specify a time period regarding Localized Education Services Agreements in Section 257.53.2., and the conditions or restrictions they impose on boards.

Alternative Legislative and Regulatory Recommendations

In the event these amendments do not satisfy the objectives of the government, please consider the following alternative recommendations to the proposed changes the EDC framework described in Schedule 4. Many of these proposed solutions would be the subject of regulations under the amendments being proposed to the Education Act.

New Requirement to seek Minister’s Approval regarding site acquisition:

Timeframe for Ministerial Decision Making

Section (1.1) *Notice to intent to acquire* and section (1.2) *Minister’s response* indicate the Minister shall inform boards of his or her decision to proceed or not within a time frame prescribed in the regulation (section 1.4). OCSTA believes that short time frames would mitigate some of the negative financial impacts in delays.

Approval Process for site acquisition

The concern is that the Ministry has not made explicit what extent of oversight it seeks and what other reporting requirements it may require as a result of the proposed legislative amendments.

The Minister may require some sort of submission outlining the need to acquire land either through a voluntary agreement or through expropriation. In some cases, however, the land to be acquired is associated with a particular building project for which approval has already been sought. Moreover, in developed areas it may be necessary for a school board to acquire land over a long period of time in an area where there is need for more pupil spaces. If the land acquisition submission is supported by an appraisal report and if there is an EDC in place where it can be demonstrated that the acquisition is consistent with the EDC background study, then a simple reference to both should be sufficient.

OCSTA believes the Ministry should limit (in regulation) the scope of its submission criteria to ensure the land acquisition is consistent with the applicable EDC background study.

Alternative Projects:

Minister's Approval Powers

Section 257.53.1 amendments suggest conditions for the approval of alternative projects. One condition requires the EDC background study to predict what kind of alternative arrangements may be approved by the Minister in the future. Whether or not that approval happens depends on the future Minister's discretion. This condition can make a significant difference in estimating future land costs. That is, projects that have a presumptive ministerial approval may be significantly less costly than those that do not have such approval.

OCSTA believes that a regulation should be developed that allows the Minister to approve an alternative project that is consistent with proposed projects in the boards EDC background study. This would reduce future costs while leaving some room for ministerial discretion.

Business Case for Alternative Projects

The amendments being proposed contemplate detailed submissions or business cases to be brought forward by boards to the Minister for his or her approval. At this stage, it is not clear whether the requirements for such submissions or business cases go beyond the requirements boards already have for approval by their trustees.

OCSTA suggests that the Ministry establish a working group of senior board staff to determine criteria for the submissions or business cases required for alternative projects.

Time Delays in Ministerial Approvals

The ministerial approvals process outlined in the amendments risk delays for boards that are not mitigated by the default process. Boards can only proceed with projects if and only if they receive ministerial approval. This also applies to any proposed changes to the original approval. Alternative project business cases or submissions will be detailed and complex and so time delays will have a negative impact on a boards' ability to develop these projects in a cost effective manner.

OCSTA believes that the Ministerial approval be limited to the basic requirements of the agreement and not every detail. This will shorten the process for approvals and lessen any negative impact on a board's ability to move an alternative project forward.

Localized Education Development Agreements:

Section 257.53 2 proposes a range of requirements for localized education development agreements that present challenges to our boards.

Financial Issues

It is not clear how the economics of EDCs can support the arrangements related to Localized Education Development Agreements ("LEDAs"). EDCs are charged on all new growth in the area of the board's jurisdiction. If EDCs were charged only on units in proximity to a new school or new school site, it is difficult to develop a model where the cost of the land could be paid for by the new growth units in that area. For example, a landowner may contribute land worth \$4.7 million in Hamilton for a school site and this would require creating 1229 new units to fund the cost. In the case of Toronto, the costs would be roughly \$49 million and require 34,000 units (using average prices for land and average elementary school size in each case).

OCSTA believes that in the case of these LEDAs, regulatory provisions must make clear that in addition to the forgiveness of EDCs, boards are not prohibited though these LEDAs to pay additional amounts for the use of property or other benefits.

Prescribed Benefits of LEDAs

Section 257.53.2 (1) discusses "prescribed benefits" in relation to landowner agreements with boards to provide pupil accommodation. However, it is not clear what such a benefit may be or how it will be determined.³ In addition, leasing arrangements may introduce new risks that boards are not used to managing. OCSTA would support the creation of a working group in this context to develop criteria for agreements that provide alternatives to land sites.

Finally, OCSTA has a number of other concerns about LEDAs that are similar to those of alternative projects and the role of ministerial approvals, potential costly delays and the structure of EDCs that will focus our regulatory discussions with the Ministry of Education.

³ One possible benefit might be the ability to pre-pay or guarantee EDC obligations in advance of development. Prepayment is sometimes utilized in municipal development charges given that municipalities have broader powers than school boards to waive or amend development charge obligations. Certainty of future costs might incentivize a developer to offer a school board an interest in land at a below market value, all other factors being equal.

Ontario Catholic School Trustees' Association
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