



*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

BOARD MEETING

**TUESDAY, MAY 28, 2019
7:00 P.M.**

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



SEEDS OF FAITH
FAITH · MERCY · MISSION
2018-2021

8:30 p.m. Timed In Camera Item

A. ROUTINE MATTERS

- | | | |
|-------|--|--------|
| 1. | Opening Prayer – Trustee Fera | - |
| 2. | Roll Call | - |
| 3. | Approval of the Agenda | - |
| 4. | Declaration of Conflict of Interest | - |
| 5. | Minutes of the Board Meeting of April 23, 2019 | A5 |
| 6. | Consent Agenda Items | |
| 6.1 | Unapproved Minutes of the Committee of the Whole Meeting of May 14, 2019
and Consideration of Recommendations | A6.1 |
| 6.1.1 | Employee Hiring and Selection (Teachers) Policy (203.1) | A6.1.1 |
| 6.1.2 | Safe Schools Policy (302.6) | A6.1.2 |
| 6.1.3 | Student Suspension – Safe Schools Policy (302.6.4) | A6.1.3 |
| 6.1.4 | Student Expulsion – Safe Schools Policy (302.6.5) | A6.1.4 |
| 6.1.5 | Financial Investment Policy (NEW) | A6.1.5 |
| 6.1.6 | Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4) | A6.1.6 |
| 6.1.7 | Operation of EarlyON Child and Family Centres Request for Proposal | A6.1.7 |
| 6.1.8 | Niagara Catholic System Priorities 2019-2020 | A6.1.8 |
| 6.2 | Approved Minutes of the Staff Wellness Committee Meeting of January 16, 2019 | A6.2 |
| 6.3 | In-Camera Agenda Items F1, F2, F4, F5, F6 & F7 | - |

B. DELEGATIONS/PRESENTATIONS

- | | | |
|----|--|----|
| 1. | Champion of the Arts Award | B1 |
| 2. | Niagara Catholic Elementary Choir | B2 |
| 3. | National and Provincial Medalists 2019 | B3 |
| 4. | OECTA Elementary | B4 |

C. COMMITTEE AND STAFF REPORTS

- | | |
|---|----|
| 1. Conflict of Interest Information Report – May 14, 2009 to May 14, 2019 | C1 |
| 2. Board and Committee Meeting Dates Calendar 2019-2020 | C2 |
| 3. Original Estimates for the 2019-2020 Annual Budget | C3 |
| 4. Financial Reports as at April 30, 2019 | C4 |

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

- | | |
|--|------|
| 1. Correspondence | - |
| 2. Report on Trustee Conferences Attended | - |
| 3. General Discussion to Plan for Future Action | - |
| 4. Trustee Information | |
| 4.1 Spotlight on Niagara Catholic – May 14, 2019 | D4.1 |
| 4.2 Calendar of Events – June 2019 | D4.2 |
| 4.3 Family Mass & Picnic – June 2, 2019 | D4.3 |
| 4.4 OCSTA Memorandum – 2020 AGM Resolutions | D4.4 |
| 4.5 OCSTA Draft Policy/Memorandum on School Board Policies on Service Animals | D4.5 |
| 4.6 OSTA-AECO Vision Document | D4.6 |
| 5. Open Question Period | |
| <i>(The purpose of the Open Question Period is to allow members of the Catholic school supporting public to ask about items on that night's public agenda or any previous agendas, and the Board to answer and react.)</i> | |

E. NOTICES OF MOTION**F. BUSINESS IN CAMERA****G. REPORT ON IN CAMERA SESSION****H. FUTURE MEETINGS AND EVENTS****I. MOMENT OF SILENT REFLECTION FOR LIFE****J. ADJOURNMENT**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TITLE: MINUTES OF THE BOARD MEETING OF
APRIL 23, 2019**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of April 23, 2019, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, APRIL 23, 2019

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, April 23, 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 Chair Fera.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Burkholder.

2. Roll Call

Chair Fera noted that all Trustees and Student Trustees were in attendance.

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

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Pat Rocca**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of

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

3. Approval of the Agenda

Moved by Trustee Moody

Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of April 23, 2019, as amended:

AMENDMENT TO THE AGENDA

ITEM F8 Deferred

CARRIED

4. Declaration of Conflict of Interest

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

5. Approval of Minutes of the Board Meeting of March 26, 2019

Moved by Trustee Burkholder

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of March 26, 2019, as presented.

CARRIED

6. Consent Agenda Items

Trustee Sicoli requested Items A6.1.3 and F7 be held. Item was moved to Committee and Staff Reports Section C of the agenda.

6.1 Unapproved Minutes of the Committee of the Whole Meeting of April 9, 2019 and Consideration of Recommendations

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole of April 9, 2019, as presented.

6.1.1 Admission of Elementary and Secondary Students Policy (301.1)

THAT the Niagara Catholic District School Board approve the Admission of Elementary and Secondary Students Policy (301.1), as presented.

6.1.2 Naming Request – St. Gregory the Great Chapel at St. Augustine Catholic Elementary School

THAT the Niagara Catholic District School Board approve the Naming Request – St. Gregory the Great Chapel at St. Augustine Catholic Elementary School, as presented/

6.1.3 Pre-Approval of Capital Works Project Tenders Estimated to Cost in Excess of \$500,000

Moved to Section C2

6.2 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of January 9, 2019

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of January 9, 2019, as presented.

6.3 In-Camera Items F1, F2, F4, F5, F6 & F7

Moved by Trustee Moody
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board adopt the consent agenda items.

CARRIED

B. DELEGATIONS/PRESENTATIONS

1. Niagara Regional Science and Engineering Fair

Yolanda Baldasaro, Superintendent of Education presented background information on the Niagara Regional Science and Engineering Fair and introduced Denice Robertson, Principal at Lakeshore Catholic High School.

Principal Robertson introduced Zoe Gagnon, a Grade 12 student at Lakeshore Catholic High School. Zoe's project submission earned her the Brock University Biology Award, the Senior Category Silver Medal, the Brock University Entrance Scholarship and a spot on the Niagara Region team competing at this year's Canada Wide Science Fair in Fredericton on May 11-17, 2019.

Zoe highlighted key elements of her project submission entitled "*Activation of a Receptor for Insulin-like Peptide Decreases Fictive Locomotion in Fruit Fly Larvae*".

Vice-Chair Sicoli presented Zoe with a Niagara Catholic "Excellence in Academics" Pin.

Chair Fera extended congratulations on behalf of the Board to Zoe and the Lakeshore Catholic staff.

C. COMMITTEE AND STAFF REPORTS

1. Financial Report as at March 31, 2019

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Financial Report for information.

Superintendent Vetrone answered questions of Trustees.

2. Consent Agenda Item A6.1.3

6.1.3 Pre-Approval of Capital Works Project Tenders Estimated to Cost in Excess of \$500,000

Scott Whitwell, Controller of Facilities Services answered questions of Trustees.

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

Director Crocco highlighted information contained in the following:

- 1.1 Letter from Hamilton-Wentworth District School Board to Ministry of Education**
- 1.2 Card from William Amadio**
- 1.3 Letter from OCSTA**
- 1.4 Letter from The Terry Fox Foundation**

Trustee Burtnik asked the Board to accept the invitation from OCSTA to attend a future In-Camera Board Meeting.

Chair Fera indicated he would speak to the Notice of Motion under Item E1.

2. Report on Trustee Conferences Attended

Nil Report

3. General Discussion to Plan for Future Action

Staff continues to work on the May Committee of the Whole report for Board consideration on the Draft System Priorities 2019-2020.

4. Trustee Information

4.1 Spotlight on Niagara Catholic – April 9, 2019

Director Crocco highlighted the April 9, 2019 Spotlight on Niagara Catholic.

4.2 Calendar of Events – May 2019

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

Director Crocco requested Trustees confirm their attendance at the Celebrating Excellence Mass & Ceremony on May 6, 2019 at St. Alfred Parish with Anna Pisano.

4.3 Catholic Education Week 2019

Director Crocco highlighted the Catholic Education Week 2019 Booklet.

5. Open Question Period

None Submitted

E. NOTICES OF MOTION

1. Accountability & Transparency

Chair Fera noted that the Accountability & Transparency notice of motion is withdrawn and that Chair Fera along with Vice-Chair Sicoli will discuss the contents of the OCSTA letter with Mr. Daly at the upcoming OCSTA AGM.

A request to have a report on the meeting with Mr. Daly presented at the next Board meeting was agreed to by Chair Fera.

F. BUSINESS IN CAMERA

Moved by Trustee Sicoli
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board move into the In Camera Session.

CARRIED

The Niagara Catholic District School Board moved into the In-Camera Session of the Board Meeting at 7:54 p.m., recessed the In-Camera Session at 9:34 p.m., reconvened to the In-Camera Session at 10:14 p.m. and reconvened to the Public Session at 10:25 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Sicoli
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of April 23, 2019.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Moody
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION A: Student Trustees Present of March 26, 2019, as presented.

CARRIED (Item F1)

Moved by Trustee Moody
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION A: Student Trustees Present of April 9, 2019, as presented.

CARRIED (Item F2)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Moody
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the Minutes of the In Camera Session of the Board Meeting - SECTION B: Student Trustees Excluded of March 26, 2019, as presented.

CARRIED (Item F4)

Moved by Trustee Moody
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of April 9, 2019, as presented.

CARRIED (Item F5)

The Niagara Catholic District School Board moved into the Public Session of the Board Meeting at 9:34 p.m.

Design of System Priorities 2019-2020

Trustees presented their considerations for the Design of the System Priorities 2019-2020.

Moved by Trustee Moody

Seconded by Trustee Prince

THAT the Niagara Catholic District School Board move back to the In-Camera session.

CARRIED

The Niagara Catholic District School Board moved into the In-Camera Session of the Board Meeting at 10:15 p.m.

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Turner

Seconded by Trustee Prince

THAT the April 23, 2019 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 10:26 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **April 23, 2019**.

Approved on **May 28, 2019**.

Frank Fera
Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

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

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Meeting of May 14, 2019, as presented.

The following recommendation is being presented for the Board's consideration from the Committee of the Whole Meeting of May 14, 2019:

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

THAT the Niagara Catholic District School Board approve the Employee Hiring and Selection (Teachers) Policy (203.1), as presented.

6.1.2 Safe Schools Policy (302.6)

THAT the Niagara Catholic District School Board approve the Safe Schools Policy (302.6), as presented.

6.1.3 Student Suspension – Safe Schools Policy (302.6.4)

THAT the Niagara Catholic District School Board approve the Student Suspension – Safe Schools Policy (302.6.4), as presented.

6.1.4 Student Expulsion – Safe Schools Policy (302.6.5)

THAT the Niagara Catholic District School Board approve the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

6.1.5 Financial Investment Policy (NEW)

THAT the Niagara Catholic District School Board approve the Financial Investment Policy (NEW), as presented.

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

THAT the Niagara Catholic District School Board approve the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4), as presented.

6.1.7 Operation of EarlyON Child and Family Centres Request for Proposal

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 has considered the overall impact on the broader operations and culture of the Niagara Catholic District School Board, and will develop an action plan to address any challenges with the operations of EarlyON Child and Family Centres by the Niagara Catholic District School Board.

6.1.8 Niagara Catholic System Priorities 2019-2020

THAT the Niagara Catholic District School Board approve the Niagara Catholic System Priorities 2019-2020, as amended.



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 asked to be 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
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: EMPLOYEE HIRING AND SELECTION (TEACHERS) POLICY
(203.1)**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Employee Hiring and Selection (Teachers) Policy (203.1), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: May 28, 2019



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**

STATEMENT OF POLICY

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: June 19, 2018

In keeping with the mission, vision and values of the Niagara Catholic District School Board, the Niagara Catholic District School Board believes that the realization of the goals of Catholic education, founded on faith, inspired by the Gospel, and committed to service requires leadership at all levels.

The Niagara Catholic District School Board recognizes that our school community exists primarily to foster and exemplify Catholic values centred on the person of Jesus Christ. The Board supports the continuing growth of staff through faith development and religious education courses.

As required by the Collective Agreements, the Board requires staff to obtain certification in Religion.

The Board will subsidize staff successfully completing the Board-approved Religion Course as outlined in the Administrative Procedures.

The purpose of this policy is to recognize the inherent dignity and worth of every person, and to provide for equal rights and opportunities without discrimination for all qualified employees and applicants for employment with the Niagara Catholic District School Board, in accordance with the Ontario Human Rights Code. All employees employed by the Board will have an understanding of and a genuine commitment to the Board's mission, vision and values and are expected to respect and to support the Catholic philosophy of the Board and its schools.

In its hiring of exemplary and qualified teachers, to meet the needs of the system, the Niagara Catholic District School Board will give preferential consideration by virtue of the availability of qualified candidates, to qualified Roman Catholic applicants in accordance with the Ontario Human Rights Code, Section 24(1) (a), the historical right under the Constitution Act, 1982 and the Education Statutes and Regulations.

The Board shall ensure that no individual will be involved in any part of the hiring process if it is self-declared and/or deemed to be a Conflict of Interest.

This policy and accompanying Administrative Procedures will clearly define and clarify the hiring and selection practices of teachers of the Niagara Catholic District School Board.

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

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Ontario Human Rights Code*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Equity and Inclusive Education Policy \(100.10\)*](#)



Niagara Catholic District School Board
**EMPLOYEE HIRING AND SELECTION
POLICY (TEACHERS)**
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 203.1

Adopted Date: June 12, 2012

Latest Reviewed/Revised Date: NIL

TEACHER SELECTION

The Niagara Catholic District School Board is committed to hiring exemplary and qualified teachers. The Hiring Policy specifically addresses the selection of teacher candidates for a teaching position within the Niagara Catholic District School Board.

Criteria and qualifications for positions will be established in a fair and objective manner. This criterion is outlined in the Administrative Procedures as set out below.

Recruitment for positions will ensure that all qualified applicants have the opportunity to apply. Applications and documentation of all teacher candidates and employees of the Niagara Catholic District School Board will be maintained in a confidential filing system in the Human Resources Services Department.

The Niagara Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee. Staff who are related will declare a conflict of interest and not partake in any part of the selection process.

CONFLICT OF INTEREST

No individual will be involved in any part of the hiring process if it is self-declared and/or deemed a Conflict of Interest regarding any individual submitting their name for a position with Niagara Catholic.

Conflicts of Interest will be declared to either the Superintendent of Human Resources Services or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the hiring process.

A. SELECTION PROCEDURES FOR NEW HIRES TO PERMANENT CONTRACT POSITIONS

Applicants being selected for permanent teaching contracts will be based on the following process: Hiring of teachers will be determined by the system needs of the Niagara Catholic District School Board and will be in accordance with the Education Act, Regulations, Board Policy or Procedure and the Collective Agreement.

It is a requirement of the Niagara Catholic District School Board that, as a condition of Employment, a teacher will have completed at least Part I of the OCSTA/OECTA course in Religious Education or its equivalent within 2 years of employment.

A vulnerable sector background check (dated within the last year) shall be a condition of employment and shall be used to determine whether candidates have a record of offences which would render them unsuitable for employment. The candidate shall be directed to the appropriate Police Department who will be responsible for the processing of the vulnerable sector background check. The fee charged for this service shall be the responsibility of the candidate.

PERMANENT TEACHER SELECTION PROCESS

1. Applicants for teaching positions will be interviewed at the board level by a team as determined by the Superintendent of Human Resources Services.
2. Applicants being considered for permanent teacher contract positions will be based on:
 - Pastoral reference and Faith Reference Portfolio
 - Qualifications (i.e. Undergraduate Courses, Graduate Courses, Additional Qualification Courses and/or other related experience)
 - Performance Appraisals and/or evaluations
 - Specific areas of specialization
 - Experience with Niagara Catholic and other related experience
 - Recommendations provided by supervisors
3. Senior Administrative Council will be informed of recommendations for the hiring of teachers based on the scoring of teacher candidates as outlined in Section 2 as well as the results of the Interviews for permanent contract positions.
4. The Director of Education will approve hiring for permanent teacher positions to the Niagara Catholic District School Board.
5. The Director of Education, through the Superintendent of Human Resources Services will submit the In-Camera Staffing Report to the Board for information.
6. Human Resources Services will be responsible for all offers of ~~te~~teaching positions with the Board as well as the specific teaching assignment for the candidate.
7. Upon request, Human Resources Services will debrief candidates on the strengths and weaknesses of their interview.
8. The Superintendent of Human Resources Services will inform the teacher candidates in writing of their permanent status and any necessary requirements from the Board.
9. A subsidy of \$200.00 per course will be paid to permanent staff upon successful completion of a Board-approved Religious Education Course or a course in Religion or Theology such as those offered by OCSTA/OECTA Course.
10. Staff must send evidence of successful completion of courses to the Director of Education or Superintendent of Education-Human Resources Services.
11. Employees must complete the "Request for a Religious Education Course Subsidy" form for prior approval.
12. Requests for course subsidies must be submitted within one year of successful completion of the course.
13. The Director of Education, through the Superintendent of Human Resources Services will submit the In-Camera Staffing Report to the Board for information.

B. SELECTION PROCEDURES FOR OCCASIONAL TEACHERS

Selection of Candidates to be interviewed

Individuals, applying for available teaching positions with the Niagara Catholic District School Board, unless exempted as per a Letter of Permission, are required to:

- Be a Catholic
- Be in ‘Good Standing’ with the Ontario College of Teachers (prior to being assigned to a position or Letters of Permission)
- Meet all requirements set out in Teacher Application Package (Apply to Education)
- Submit a pastoral reference
- Submit a faith reference portfolio
- Submit practice teaching reports and final evaluations and/or recent evaluations
- Submit references
- Meet all qualifications as required by regulations
- Submit related experience
- Submit undergraduate transcripts and/or graduate Faculty of Education transcripts

Interview Procedures

Board Interviews and Selection of Candidates

- Human Resources Services will organize interviews for teacher candidates which will be conducted during specified dates as determined by the Superintendent of Human Resources Services.
- The interviews are to be conducted by a panel as appointed by the Superintendent of Human Resources.
- All candidates for a given position will be asked identical questions.
- The panel will have the opportunity to ask probing questions if required.
- The Human Resources Services Department will screen and process the recommendations of the Interview Panel and validate whether the candidate has met all the requirements for a teaching position in the Niagara Catholic District School Board, including satisfactory references, Vulnerable Sector Checks, pastoral references, and other requirements as requested.
- Human Resources Services will notify successful individuals.
- All applicants interviewed will be debriefed on the strengths and weaknesses of the interview by staff as appointed by Human Resources Services.

C. SELECTION PROCEDURES FOR THE RETIREE EMERGENCY LIST

- For the purposes of daily and or long-term occasional teaching positions, Human Resources Services will invite qualified teachers who have retired from the Board to be placed on the Emergency List.
- No person shall be assigned from the Retiree Emergency List unless and until the call out for occasional teachers have been exhausted.

Adopted Date:	June 12, 2012
Revision History:	June 19, 2018

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TOPIC: SAFE SCHOOLS POLICY (302.6)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Safe Schools Policy (302.6), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: May 28, 2019



Niagara Catholic District School Board
SAFE AND ACCEPTING SCHOOLS POLICY
STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to fostering caring, safe, inclusive and accepting learning and teaching environments for all students, staff, parents/guardians and community members involved in Board and school programs, events and activities.

If the Niagara Catholic District School Board enters into an agreement with another person, organization or entity, other than a board, with respect to the use of a school property or building operated by the Board, the Board will require that the person, organization or entity will uphold Board Policies, Administrative Procedures, Protocols and the standards that are consistent with the provincial, Board, and local Codes of Conduct.

The Niagara Catholic District School Board has established Policies and Administrative Procedures linked to this Safe and Accepting Schools Policy, which foster increased respect, responsibility and civility in compliance with current legislation. The Board will provide professional development for staff to support prevention of inappropriate student behaviour and strategies for promoting positive school climate.

Therefore, the Niagara Catholic Safe and Accepting Schools Policy and Administrative Procedures will:

- create schools that are caring, safe, inclusive and accepting of all students, staff, parents/guardians; and members of the school community by implementing Board Policies and Administrative Procedures;
- provide students with a caring, safe, inclusive and accepting learning and teaching environment;
- promote a positive school climate in all schools and prevent inappropriate behaviour, including but not limited to, bullying, sexual assault, gender-based violence and incidents based on homophobia;
- address, report, and respond to inappropriate student behaviour in accordance with Board Policies and Administrative Procedures and promote early prevention, intervention and supports;
- provide support to students who are impacted by the inappropriate behaviour of other students; and
- establish progressive disciplinary approaches that promote positive behaviour with measures that include appropriate consequences and supports for students to address inappropriate behaviour.

The Director of Education will ensure the implementation of policies and administrative procedures linked to the Safe and Accepting Schools 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 and Documents

- [Access to School 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 \(302.6.6\)](#)
- [Elementary Standardized Dress Code Policy \(302.6.10\)](#)
- [Electronic Communications System Policy \(Students\) \(301.5\)](#)
- [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 Physical Intervention with Students Policy \(301.8\)](#)
- [Student Suspension Policy \(302.6.4\)](#)
- [Student Expulsion Policy \(302.6.5\)](#)
- [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 the Niagara Regional Police Service and the Niagara Catholic District School Board](#)
- [Protocol between Niagara Catholic District School Board and Family and Children’s Services Niagara](#)

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 February 1, 2008 June 17, 2008 February 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TOPIC: STUDENT SUSPENSION – SAFE SCHOOLS POLICY (302.6.4)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Student Suspension – Safe Schools Policy (302.6.4), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: May 28, 2019



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to promoting and supporting appropriate student behaviour that contributes to a positive school climate, and sustaining a caring, safe, inclusive, and accepting learning and teaching environment for all students to reach their full academic, and spiritual potential and become living witnesses of Christ.

A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites.

The conduct of students as members of the Catholic school community is expected to be modelled upon our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to suspension.

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*](#)



Niagara Catholic District School Board

STUDENT SUSPENSION POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.4

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 28, 2017

When inappropriate behaviour occurs, a Principal/Designate shall consider suspending a student for no less than one school day and no longer than 20 school days for an infraction that a student has committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal/Designate will contact the police consistent with the Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board. A Principal may not suspend a student more than once for the same exact incident under section 306 of the Education Act.

ACTIVITIES LEADING TO POSSIBLE SUSPENSION

A Principal/Designate shall consider whether to suspend a student if the Principal/Designate believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol, illegal drugs, or cannabis, unless the student is a medical cannabis user
3. Being under the influence of alcohol, illegal drugs or cannabis, unless the student is a medical cannabis user.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
6. Bullying.
7. Medical Immunization.
8. Any other activity that, under a policy of the Board, is an activity for which a Principal/Designate may suspend a student to be contrary to the Board or school Code of Conduct:
 - Habitual neglect of duty,
 - Use of profane vulgar, or improper language,
 - Conduct injurious to the physical or mental well-being of any member of the school community.
 - Conduct injurious to the moral tone of the school,
 - Persistent opposition to authority,
 - Smoking and/or vaping (i.e., e-cigarettes) and any other use of a tobacco product.

ACTIVITIES LEADING TO SUSPENSION

A Principal/Designate shall suspend a student if the Principal/Designate believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.

4. Committing sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol, illegal drugs, cannabis or e-cigarettes and any other tobacco product to a minor.
8. Bullying, if,
 - i. the student has previously been suspended for engaging in bullying, and
 - ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1) of the Education Act 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.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal/Designate must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

VIOLENT INCIDENT

Where inappropriate behaviour constitutes a violent incident, the Principal/Designate must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.

The term violent incident is defined as the occurrence of any one of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

A Principal/Designate must consider whether a student should be suspended, and the duration of the suspension taking into account any mitigating and other factors, and will make every effort to consult with the student's parent/guardian, student or adult student and any other person who can contribute relevant information to the investigation.

The Principal/Designate, in determining consequences shall consider the following mitigating factors:

1. whether the student has the ability to control the behaviour;
2. whether the student has the ability to understand the foreseeable consequences of the behaviour; and
3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

The Principal/Designate, in determining consequences shall also consider the following other factors:

1. the student's academic, discipline and personal history;
2. whether a progressive discipline approach has been used with the student;
3. whether the activity for which the student might be suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the suspension would affect the student's ongoing education;
5. the age of the student;

6. where the has an Individual Education Plan (IEP) or disability related needs:
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct; and
7. other matters as the Principal/Designate considers appropriate.

NOTICE OF SUSPENSION

A Principal/Designate who suspends a student shall:

- a) Notify the student of the suspension.
- b) Inform the student's teacher(s) of the suspension.
- c) Make all reasonable efforts to inform the student's parent/guardian of the suspension within 24 hours of the suspension being imposed, unless,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.

A Principal/Designate who suspends a student shall ensure that written notice of the suspension is given promptly to the following persons:

1. The student.
2. The student's parent/guardian unless,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The Family of Schools' Superintendent, the student's teacher(s) and the Stay-in-School Coordinator.

The written notice of the suspension must include the following:

1. The reason for the suspension.
2. The duration of the suspension.
3. Procedure to return to school upon completion of the suspension.
4. Information about the Niagara Catholic Alternative Learning Fresh Start Program, an intervention and prevention program for Grades 7 to 12 students while serving a suspension for six or more school days.
5. Information about the investigation the Principal/Designate will conduct to determine whether to recommend expulsion.
6. Information about the right to appeal the suspension.
7. The name and contact information of the Family of Schools' Superintendent to whom the notice of appeal must be submitted.

The Principal/Designate shall not notify the parent/guardian of a student, if, in the opinion of the Principal/Designate, doing so would put the student at risk of harm from the parent/guardian 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 Family of Schools' Superintendent.

SCHOOL WORK

A student who is subject to a suspension of five or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the student's parent/guardian and student or adult student:

- the day the student is suspended, if the student is suspended for one school day.
- the day the student is suspended or the following school day, if the student has been suspended for two or more school days.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

Where a Principal/Designate suspends a student for six or more school days, the Principal/Designate will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start Program for suspended students. Students who have been suspended for six or more school days are strongly encouraged to participate in the Niagara Catholic Alternative Learning Fresh Start Program.

Elementary and secondary Principals/Designate are to approve the submission of a Niagara Catholic Alternative Learning Fresh Start Student Action Plan for consideration of student enrolment at the Pope Francis Centre. Following an intake conference with the student's parent/guardian, and the student or adult student to review the expectations of the program, the Principal/Designate of the Pope Francis Centre will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program at the Pope Francis Centre if:

- the student is serving a suspension of six or more school days as part of a progressive discipline process,
- the student's actions warrant the program as approved by the Principal/Designate of the Pope Francis Centre, the Family of Schools' Superintendent of Education and the Superintendent of Program and Innovation.

This alternative program will strive to:

- address the academic, behavioural and community supports of the student;
- develop positive relationships among parents/guardians, the community and schools to support and sustain safe schools and learning;
- provide programs containing strategies for building positive attitudes, for developing positive behaviours, for providing continuous learning and for successful re-integration into the school setting; and
- reduce future suspensions and expulsions.

RE-ENTRY

Following a suspension of six or more school days, a re-entry meeting will be held with appropriate staff, the student's parent/guardian, and student or adult student to provide positive and constructive redirection for the student.

APPEAL OF SUSPENSION

A person who is entitled to appeal a suspension must give written notice of the intention to appeal to the Family of Schools' Superintendent of Education within 10 school days of the commencement of the suspension. A request for an appeal shall not stay the suspension.

The following persons may appeal, to the Board, a Principal's decision to suspend a student:

1. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
2. The student, if
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.

REVIEW OF SUSPENSION

Upon receipt of written notice of the intention to appeal the suspension, the Family of Schools' Superintendent will:

1. advise the school Principal of the appeal and set a meeting date to review the appeal;
2. advise the student's parent/guardian or adult student that a review of the suspension will take place and will discuss any matter respecting the incident and/or appeal of the suspension;
3. hear and determine the appeal within 15 school days of receiving notice of intention to appeal, unless the parties agree on a later deadline;
4. review the suspension (reason, duration, any mitigating or other factors);
5. consult with the Principal regarding modification or expunging the suspension;
6. request a meeting with the student's parent/guardian or adult student and the Principal to narrow the issues and try to effect a settlement;
7. provide written notice of the review decision to the student's parent/guardian or adult student as follows:
 - i. Confirm the suspension and the duration of the suspension.
 - ii. Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly.
 - iii. Quash the suspension and order that the record of suspension be expunged, even if the suspension that is under appeal has already been served.
 - iv. The decision of the Board on an appeal under this section is final.

APPEAL TO THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

Where the suspension is upheld on review by the Family of Schools' Superintendent and the student's parent/guardian or adult student chooses to continue with the appeal to the Disciplinary Hearing Committee, the Board shall hear and determine the appeal within 15 school days of receiving notice to appeal, unless the parties agree on a later deadline and shall not refuse to deal with the appeal on the ground that there is deficiency in the notice of appeal.

The Superintendent of Education: Resource to the Disciplinary Hearing Committee will:

Arrange a date for the appeal before the Disciplinary Hearing Committee.

1. Coordinate the preparation of a written report for the Disciplinary Hearing Committee containing:
 - i. a report of the incident and rationale for suspension prepared by the Principal;
 - ii. a copy of the original suspension letter;
 - iii. a copy of the letter requesting appeal of the suspension; and
 - iv. a copy of the correspondence with respect to the decision of the Family of Schools' Superintendent regarding the suspension review.
2. Inform the student's parent/guardian or adult student of the date, time and location of the hearing for the appeal of the suspension, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Disciplinary Hearing Committee.
3. Ensure that the item is placed on the Disciplinary Hearing Committee's agenda.

The parties in an appeal to the Disciplinary Hearing Committee shall be:

1. The Principal who suspended the student;
2. The student's parent/guardian or adult student if they appealed the decision to suspend the student.
3. The person who appealed the decision to suspend the student if the decision was appealed by someone other than the student or their parent/guardian and that person is allowed by Board Policy to appeal.
4. Such other persons as may be specified by Board policy.
5. A student who is not a party to the appeal has the right to be present at the hearing and to make a statement on their own behalf.

SUSPENSION APPEAL BEFORE THE DISCIPLINARY HEARING COMMITTEE OF THE BOARD

The Disciplinary Hearing Committee will conduct the suspension appeal in accordance with the [Suspension/Expulsion Hearing Rules](#), the *Education Act* and Board Policy:

1. One of the appointed Trustees will be elected Chair of the Disciplinary Hearing Committee.
2. The Director of Education or designate, will act as Secretary to the Disciplinary Hearing Committee to facilitate the Hearing
3. Legal counsel for the Board may be present at the appeal to act as an advisor on procedural matters.
4. The Disciplinary Hearing Committee may make such orders or give such directions at an appeal, as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.
5. Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.
6. When making their determination the Disciplinary Hearing Committee shall consider:
 - i. the Principal's Report and submissions;
 - ii. the submissions and any other information provided by the Appellant; and
 - iii. the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
7. The Disciplinary Hearing Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:
 - i. Confirm the suspension and its duration; or
 - ii. Confirm the suspension but shorten its duration and amend the record, as necessary;
 - iii. Quash the suspension and order that the record be expunged; or
 - iv. Make such other appropriate order.
8. The decision shall be communicated to the appellant in writing.
9. The decision of the Disciplinary Hearing Committee is final.

REVIEW OF THE SUSPENSION PROCESS

It is expected that the Family of Schools' Superintendent will review the suspension statistics of each school with the Principal on an annual basis.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board's Student Management System (Maplewood) under the student discipline tab with the following information:

1. Type of infraction
2. Check Violent Incident Box, if applicable
3. Student Incident Details
4. Consequences
5. Appeal/Outcome Information, if applicable

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 parent/guardian 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 Incident Reporting 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.

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 January 22, 2007 February 1, 2008 September 18, 2008 June 17, 2008 June 16, 2009 May 26, 2015 February 28, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TOPIC: STUDENT EXPULSION – SAFE SCHOOLS POLICY (302.6.5)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Student Expulsion – Safe Schools Policy (302.6.5), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: May 28, 2019



STUDENT EXPULSION POLICY

STATEMENT OF POLICY

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to promoting and supporting appropriate student behaviour that contributes to a positive school climate and sustaining a caring, safe, inclusive, and accepting learning and teaching environment for all students to reach their full academic, and spiritual potential and become living witnesses of Christ.

A positive school climate exists when all members of the school community feel safe, included, and accepted, by actively promoting responsibility, respect, civility, and academic excellence in all Niagara Catholic schools/sites.

The conduct of students as members of the Catholic school community is expected to be modelled upon our Catholic faith, the traditions of Catholic education, and the Ontario Catholic School Graduate Expectations.

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to expulsion from a school or all schools of the Board.

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*](#)



STUDENT EXPULSION POLICY

ADMINISTRATIVE PROCEDURES

When inappropriate behaviour occurs, a Principal shall consider recommending to the Board that a student be expelled from a school or all schools of the Board for an infraction committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal will contact the police consistent with the Protocol between Niagara Regional Police Service and the Niagara Catholic District School Board.

The Board may expel a student who commits any of the following infractions while at school, at a school-related activity or event, and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol, illegal drugs, cannabis or e-cigarettes and any other tobacco product to a minor.
8. Bullying, if,
 - i. the student has previously been suspended for engaging in bullying, and
 - ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1) of the Education Act 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.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

VIOLENT INCIDENT

Where inappropriate behaviour constitutes a violent incident, the Principal must follow the direction in the Police/School Board Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board regarding notification of the police for a violent incident.

The term violent incident is defined as the occurrence of any one of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

MITIGATING AND OTHER FACTORS

A Principal must consider whether a student should be expelled, taking into account any mitigating and other factors and will make every effort to consult with the student's parent/guardian, and student or adult student and any other person who can contribute relevant information to the investigation. Any police investigation will be conducted separately from the Principal's investigation according to the procedures in the Protocol between the Niagara Regional Police Service and the Niagara Catholic District School Board.

The Principal, in determining consequences shall consider the following mitigating factors:

1. whether the student has the ability to control the behaviour;
2. whether the student has the ability to understand the foreseeable consequences of the behaviour; and
3. whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

The Principal, in determining consequences shall also consider the following other factors:

1. the student's academic, discipline and personal history;
2. whether a progressive discipline approach has been used with the student;
3. whether the activity for which the student might be suspended was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. how the expulsion would affect the student's ongoing education;
5. the age of the student;
6. where the student has an Individual Education Plan (IEP) or disability related needs:
 - i. whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - ii. whether appropriate individualized accommodation has been provided; and
 - iii. whether an expulsion is likely to result in aggravating or worsening the student's behaviour or conduct, and
7. other matters as the Principal considers appropriate.

SUSPENSION PENDING RECOMMENDATION FOR EXPULSION

The Principal will immediately suspend a student for 20 school days if the Principal believes that the student has committed an infraction for which expulsion may be considered.

A Principal shall promptly conduct an investigation following the suspension to determine whether to recommend to the Board that the student be expelled. Pending an investigation to determine whether the student will be recommended to the Disciplinary Hearing Committee for expulsion, the Principal must assign the student to the Niagara Catholic Alternative Learning Fresh Start Program for suspended students.

NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM

Where a Principal/Designate suspends a student for six or more school days, the Principal/Designate will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start Program for suspended students. Students who have been suspended for six or more school days are strongly encouraged to participate in the Niagara Catholic Alternative Learning Fresh Start Program.

Elementary and secondary Principals are to approve the submission of a Niagara Catholic Fresh Start Student Action Plan for consideration of student enrolment at the Pope Francis Centre. Following an intake conference with the student's parent/guardian, and the student or adult student to review the expectations of the program, the Principal/Designate of the Pope Francis Centre will determine admittance into the program.

A student will be considered for acceptance into the Niagara Catholic Alternative Learning Fresh Start Program at the Pope Francis Centre if:

- the student is serving a suspension of six or more school days as part of a progressive discipline process, or
- the student is serving a limited expulsion with approval of the Family of Schools' Superintendent of Education, or
- the student's actions warrant the program as approved by the Principal/Designate of the Pope Francis Centre, the Family of Schools' Superintendent of Education and the Superintendent of Program and Innovation.

This alternative program will strive to:

- address the academic, behavioural and community supports of the student;
- develop positive relationships among parents, the community and schools to support and sustain safe schools and learning;
- provide programs containing strategies for building positive attitudes, for developing positive behaviours, for providing continuous learning and for successful re-integration into the school setting; and
- reduce future suspensions and expulsions

EXPULSION NOT RECOMMENDED

If, on concluding the investigation, the Principal in consultation with the Family of Schools' Superintendent decides not to recommend to the Board that the student be expelled; the Principal will provide written notice of the decision to every person to whom he or she was required to give notice of the suspension that contains the following:

1. A statement that the student will not be subject to an expulsion hearing for the activity that resulted in the suspension.
2. A statement indicating whether the Principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension.
3. Unless the suspension was withdrawn, information about the right to appeal the suspension including :
 - i. a copy of Board policy and procedures governing the appeal;
 - ii. a statement that a written notice of intention to appeal must be given within five school days of the date on which he or she is considered to have received the notice of the decision not to recommend expulsion; and
 - iii. the name and contact information of the Family of Schools' Superintendent to whom notice of appeal must be given.

EXPULSION RECOMMENDED TO THE BOARD

If, on concluding the investigation the Principal, in consultation with the Family of Schools' Superintendent, decides to recommend to the Board that the student be expelled, the Principal will prepare and provide a written report to the Disciplinary Hearing Committee with the following information:

1. Summary of the Principal's findings.
2. The Principal's recommendation as to whether the student should be expelled from the school only or from all schools of the Board.
3. The Principal's recommendation as to,
 - i. the type of school that might benefit the student, if the student is expelled from the school only, or
 - ii. the type of program for expelled students that might benefit the student, if the student is expelled from all schools of the Board.

The Principal will ensure that written notice will accompany the report to every person who received the notice of the suspension the following information:

1. A statement that the student will be subject to an expulsion hearing for the activity that resulted in suspension.
2. A copy of the Board policies and procedures governing the expulsion hearing.
3. A statement that the person has the right to respond, in writing, to the Principal's report.
4. A statement that the person has the right to appeal the Principal's decision for expulsion to the Board.
5. Detailed information about the procedures and possible outcomes of the expulsion hearing, including but not limited to, information explaining that:
 - i. if the Board does not expel the student, it will, confirm the suspension, shorten its duration or withdraw it,
 - ii. the parties will have the right to make submissions during the expulsion hearing as to whether, if the student is not expelled, the suspension should be confirmed, reduced or withdrawn,
 - iii. any decision of the Board with respect to the suspension made at the expulsion hearing is final and not subject to appeal.
 - iv. if the Board expels the student from the school only, the Board will assign the student to another school, or alternative program, and
 - v. if the Board expels the student from all schools of the Board, the Board will recommend the student to an alternative program for expelled students.
6. The name and contact information of the Superintendent of Education: Resource to the Discipline Hearing Committee to discuss any matter respecting the expulsion hearing.

SUPERINTENDENT OF EDUCATION: RESOURCE TO THE DISCIPLINE HEARING COMMITTEE

Superintendent of Education: Resource to the Discipline Hearing Committee will:

1. Arrange a meeting with the Family of Schools' Superintendent, the Principal, the student's parent/guardian, student or adult student. If a meeting is arranged, the Superintendent of Education: Resource to the Discipline Hearing Committee will review the Disciplinary Hearing Committee process for expulsion hearings, as well as respond to any questions or concerns the student's parent/guardian and student or adult student may have regarding the process or incident; and may assist to narrow the issues and identify agreed upon fact.
2. Prepare a package of documents for the Disciplinary Hearing Committee, which will include the following components:
 - i. a copy of the Principal's Report; and
 - ii. a copy of the original suspension letter and the notice of expulsion sent to student's parent/guardian, student or adult student.
3. Inform the student's parent/guardian, student or adult student of the date, time and location of the expulsion hearing, will provide a copy of the *Suspension/Expulsion Hearing Rules*, and a copy of the documentation to the Disciplinary Hearing Committee.
4. Ensure that the item is placed on the Disciplinary Hearing Committee agenda.

DISCIPLINARY HEARING COMMITTEE

The Board authorizes the creation of a Disciplinary Hearing Committee of no fewer than three Trustees to decide Principal recommendations for expulsion. For these purposes, the Disciplinary Hearing Committee will conduct the expulsion hearings in accordance with the Education Act and Board policy and procedures, and *Suspension/Expulsion Hearing Rules*.

If the Principal recommends to the Board that a student be expelled, the Board Disciplinary Hearing Committee shall hold a hearing. At the hearing the Committee shall:

1. consider the submissions of each party in whatever form the party chooses, whether orally, in writing or both;
2. solicit the views of all parties as to whether the student should be expelled from the school only or from all schools in the Board; and

3. solicit the views of all parties as to whether the student is not expelled; the Board should confirm the suspension originally imposed, confirm the suspension but reduce its duration or withdraw the suspension.

Parties before the Disciplinary Hearing Committee will be:

1. The Principal.
2. The student, if,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
4. Such other persons as may be specified by Board policy and procedures.
5. If a student is not a party, the student has the right to be present at the expulsion hearing and to make submissions. The Disciplinary Hearing Committee may grant a person with daily care authority to make submissions on behalf of the student.

DECISION OF THE DISCIPLINARY HEARING COMMITTEE

Upon completion of the hearing, the Committee shall decide:

1. whether to expel the student; and
2. if the student is to be expelled, whether the student is expelled from the school only or from all schools of the Board.

APPEAL OF BOARD DECISION TO EXPEL

An appeal from an expulsion decision made by the Board shall be heard and determined by the Child and Family Services Review Board (CFSRB).

The expulsion of a student remains in effect pending the outcome of the appeal decision of the Family and Children Services Review Board committee.

The following persons may appeal, to the Child and Family Services Review Board, the Board's decision to expel a student, whether the student is expelled from the school only or from all schools of the Board:

1. The student, if,
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
2. The student's parent/guardian, unless
 - i. the student is at least 18 years of age, or
 - ii. the student is 16 or 17 years of age and has withdrawn from parental control.
3. Such other persons as may be specified by Board policy.

Appeals must be forwarded to the Child and Family Services Review Board and copied to the Director of Education:

1. Within 30 calendar days of the Board's decision to expel the student. This date should be referenced in the letter of appeal.
2. The 30 calendar days may be extended if the Child and Family Services Review Board believes there are reasonable grounds.
3. The expulsion appeal hearing will be held no later than 30 calendar days after receiving a request to appeal the Board's expulsion decision, unless either the parties or the school board requests a later date.

After hearing an appeal from a decision of the Board, the Child and Family Services Review Board may decide any of the following options:

1. Confirm the Board's expulsion decision.
2. Reject the expulsion decision and reinstate the student.

3. change the expulsion decision from all schools in the Board to the student's school only.
4. Order that the record of the expulsion be removed or changed.

The Child and Family Services Review Board will issue a decision no later than 10 calendar days after the hearing has been completed and will issue written reasons for the decision within 30 calendar days.

RE-ENTRY FOLLOWING AN EXPULSION

1. A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once the student has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit the student and inform the student in writing of the re-admission.
2. A student who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which the student was expelled.
 - i. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
 - ii. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;
 - iii. The student will be required to sign a Declaration of Performance form provided by the Board; and
 - iv. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

STUDENT MANAGEMENT SYSTEM (MAPLEWOOD)

The Principal/Designate shall document student discipline on the Board's Student Management System (Maplewood) under the student discipline tab with the following information:

- Type of infraction
- Check Violent Incident Box, if applicable
- Student Incident Details
- Consequences
- Appeal/Outcome Information, if applicable

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 the following 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 parent/guardian 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 Incident Reporting 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.

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002 February 1, 2008 June 17, 2008 September 18, 2008 June 16, 2009 December 17, 2013 May 26, 2015 February 28, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TOPIC: FINANCIAL INVESTMENT POLICY (NEW)

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Financial Investment Policy (NEW), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Committee of the Whole
Date: May 28, 2019



Niagara Catholic District School Board
FINANCIAL INVESTMENT POLICY
STATEMENT OF POLICY

600 – Business Services

Policy No: New

Adopted Date:

Latest Reviewed/Revised Date:

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board when investing public funds, is responsible for ensuring financial stewardship and integrity through an effectual investment strategy.

In accordance with legislation, the Board may invest its surplus funds in securities prescribed under the *Education Act*, O. Reg. 41/10 – Part IV Eligible Investments. The Board will endeavour to achieve a positive rate of return to minimize the risk associated with investments by ensuring that the Board is compliant with the *Education Act*, while maintaining sufficient liquidity.

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

References

- [*Education Act, Ontario Regulation 41/10*](#)



Niagara Catholic District School Board
FINANCIAL INVESTMENT POLICY
 ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No: New

Adopted Date:

Latest Reviewed/Revised Date:

DEFINITIONS

Surplus Cash Balances – the amount of funds held within centrally managed accounts. This does not apply to fund balances held by schools.

Eligible Investments

Section 241 of the Education Act states that:

1. The Board does not have the power to invest in a security other than a security prescribed under O. Reg. 41/10, s. 8.
2. The Board shall not invest in a security that is expressed or payable in any currency other than Canadian dollars. O. Reg. 41/10, s. 11 (1).

All investment activity requires the written approval by the Director of Education and Superintendent of Business and Financial Services with an annual written report to the Board.

Management Methodology

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

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

The Superintendent of Business and Financial Services will provide an annual information report to the Board on the status of any financial investments.

Adopted Date:	NEW
Revision History:	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: CORPORATE CARDS, PURCHASING CARDS AND PETTY
CASH POLICY (600.4)**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4), as presented.

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

Presented by: Policy Committee

Recommended by: Committee of the Whole

Date: May 28, 2019



Niagara Catholic District School Board

CORPORATE CARDS, PURCHASING CARDS AND PETTY CASH POLICY

STATEMENT OF POLICY

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Purchasing of Goods and Services Policy (600.1) and the related Administrative Procedures recognize that the purchase and payment of low value goods and services can be expedited through the use of Corporate Cards, Purchasing Cards and Petty Cash.

The Niagara Catholic District School Board authorizes the Director of Education to provide Corporate Cards, Purchasing Cards and Petty Cash to appropriate employees in order to fulfill their duties.

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

References

- [**Broader Public Sector Accountability Act \(BPSAA\), 2010**](#)
- [**Niagara Catholic District School Board Policies/Procedures**](#)
 - [**Employee Code of Conduct and Ethics Policy \(201.17\)**](#)
 - [**Purchasing/Supply Chain Management Policy \(600.1\)**](#)



Niagara Catholic District School Board

CORPORATE CARDS, PURCHASING CARDS AND PETTY CASH POLICY

ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No 600.4

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: December 17, 2013

DEFINITIONS

Corporate Card

A Niagara Catholic credit card that is issued to corporate executives, such as Members of Senior Administrative Council. Purchases made by an executive using the corporate card are not subject to a single purchase limit and must adhere to the Purchasing/Supply Chain Management Policy (600.1).

Purchasing Card

Procurement card, or P-card, is a form of company credit card that is issued to non-corporate employees. Purchases made by an employee using a procurement card are subject to a single purchase limit and must adhere to the Purchasing/Supply Chain Management Policy (600.1).

All employees who are issued credit cards are expected to follow Niagara Catholic's policies and procedures related to credit card use, including reviewing and approving transactions within given deadlines.

1. Corporate Cards will be issued to Members of Senior Administrative Council.
2. Purchasing Cards will be provided to all Principals and Vice-Principals.
3. Corporate Cards and/or Purchasing Cards may be provided with the approval of the Superintendent of Business and Financial Services to other board employees, if it is deemed necessary for them to carry out their responsibilities.
4. Through the Superintendent of Business & Financial Services, the appropriate Family of Schools Superintendent of Education may provide adequate Petty Cash Funds for departments under their supervision, in order to facilitate the purchase and payments of low value goods and services, in accordance with the Purchasing/Supply Chain Management Policy (600.1).
5. Approved Corporate Cards and Purchasing Cards will be issued by the bank responsible for the Board's Banking Services and they shall be issued in the name of the Board and the Employee. Approved Petty Cash Funds will be issued by the Accounting Department.
6. Corporate Cards, Purchasing Cards and Petty Cash Funds are to be used solely for expenses related to Board Business.
7. Cash Advances from Corporate Cards, Purchasing Cards and Petty Cash are not permitted.

8. Personal expenses shall not be charged to Corporate Cards, Purchasing Cards and Petty Cash. Any personal expenses charged in error shall be recovered from the respective employee.
9. Expenses paid with Corporate or Purchasing Cards shall be processed using the Expenses and Claims module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Claim and submitted for approval within given deadlines. Failure to adhere to given deadlines may result in the revocation of credit card privileges.
10. Expenses paid with Petty Cash funds shall be processed using the Payment Requests module in Microsoft NAV Employee Centre. All receipts and invoices for these purchases shall be scanned into the Request and submitted for approval.
11. All expenses paid by Corporate Card, Purchasing Card and Petty Cash shall be reviewed and approved by the appropriate supervisor, with the following exceptions:
 - The expenses of the Director of Education shall be approved by the Chair of the Board.
 - The expenses of the Chair of the Board shall be approved by the Superintendent of Business and Financial Services and the Director of Education.
12. Failure to abide by this policy and the related administrative procedures may lead to the cancellation of the Corporate Cards, Purchasing Cards and Petty Cash and may lead to appropriate disciplinary action at the discretion of the Director of Education.

Adopted Date:	March 27, 2007
Revision History:	December 17, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: OPERATION OF EARLYON CHILD AND FAMILY CENTRES
REQUEST FOR PROPOSAL**

RECOMMENDATION

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 has considered the overall impact on the broader operations and culture of the Niagara Catholic District School Board, and will develop an action plan to address any challenges with the operations of EarlyON Child and Family Centres by the Niagara Catholic District School Board.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Presented by: Yolanda Baldasaro, Superintendent of Education
Recommended by: Committee of the Whole
Date: May 28, 2019



REPORT TO THE COMMITTEE OF THE WHOLE MAY 14, 2019

OPERATION OF EARLYON CHILD AND FAMILY CENTRES REQUEST FOR PROPOSAL

BACKGROUND INFORMATION

The Regional Municipality of Niagara (“Niagara Region”) has extended an invitation to prospective proponents to submit proposals for the operation of EarlyON Child and Family Centres in Niagara by issuing a Negotiated Request for Proposals (“NRFP”) on May 2nd, 2019.

Information regarding the NRFP process can be found on the Niagara Region website at <https://niagararegion.bidsandtenders.ca>.

As of January 1, 2018, Niagara Region’s Children’s Services Division (“Children’s Services”) became responsible for the planning and administration of EarlyON Child and Family Centres in Niagara. As outlined in the posted document located on the above website link, *2019-RFP-96 Operation of EarlyON Child and Family Centres*, the NRFP process is to seek preferred proponents who will be invited to enter into direct contract negotiations with Children’s Services in order to operate an EarlyON Child and Family Centre in one (1) or more of sixteen (16) designated Service Zones across Niagara and participate in the transformation to a new integrated early years system. The submission deadline for the NRFP is 2:15 p.m. on June 6, 2019.

Niagara Catholic has a rich legacy in implementing and supporting early learning initiatives and programs for both pre-school and school aged children and their families. Currently, Niagara Catholic, through a Purchase of Services Agreement with Children’s Services, operates six EarlyON Child and Family Centres in Niagara. Niagara Catholic is interested in participating in the NRFP process in order to have the opportunity to be considered and selected as a preferred proponent.

Approval of the recommendation provided for the consideration of the Board is being requested to ensure that all requirements are secured to meet the submission deadline for the NRFP process.

It is the recommendation of the Director of Education, the Superintendent of Business & Financial Services, the Controller of Facilities Services and the Superintendent of Program and Innovation, in consultation with the Coordinator of EarlyON Child and Family Centres, that the subject recommendation be approved.

RECOMMENDATION

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.

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

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

Date: May 14, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TOPIC: NIAGARA CATHOLIC SYSTEM PRIORITIES 2019-2020

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Niagara Catholic System Priorities 2019-2020, as amended.

Prepared by: Senior Administrative Council

Presented by: Senior Administrative Council

Recommended by: Committee of the Whole

Date: May 28, 2019



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING MAY 14, 2019

NIAGARA CATHOLIC SYSTEM PRIORITIES 2019-2020

BACKGROUND INFORMATION

At the January 15th, 2019 Committee of the Whole Meeting, the Director of Education, the Superintendent of Business and Financial Services and members of Senior Administrative Council presented a report on the Design of the System Priorities and Annual Board Budget 2019-2020 for the consideration of the Committee of the Whole and the January 2019 Board Meeting.

At the January 29th, 2019 Board Meeting, the Board approved the two fundamental principles, the consultative process and the timelines for a presentation of draft System Priorities and Annual Budget for the 2019-2020 school year to achieve the enabling strategies in the final year of implementation of the Board's Vision 2020 Strategic Plan.

Within the monthly information reports on the System Priorities and Budget 2018-2019 Update to the Committee of the Whole, it provided Trustees with an opportunity to monitor the progress of the implementation of the current year's System Priorities and Budget along with opportunities for Senior Administrative Council to engage in dialogue with the Committee of the Whole towards the design and consideration of a recommendation for the approval of the System Priorities 2019-2020 at the May 14th, 2019 Committee of the Whole Meeting.

Concurrently, Senior Administrative Council continues to build the 2019-2020 Budget to achieve the System Priorities 2019-2020 and meet all of the legislated requirements of the *Education Act* and the Ministry of Education Grants for Student Needs (GSN) funding allocations for 2019-2020.

At the May 28th, 2019 Board Meeting, the Director of Education, the Superintendent of Business and Financial Services and Senior Administrative Council will present a draft balanced Board Budget 2019-2020 for the consideration of the Board towards a recommendation for approval by the June 18th, 2019 Board Meeting.

As noted in each monthly report to the Committee of the Whole, the annual System Priorities and balanced annual Board Budget will be in alignment with the Board's Vision 2020 Strategic Plan, the Mission, Vision and Values of the Board, the two Niagara Catholic Strategic Directions and the vision and key elements of the recently released Ministry of Education's *Education that Works for You*.

As approved by the Board on January 29th, 2019, Senior Administrative Council continues to be committed to two fundamental principles in preparing the 2019-2020 System Priorities and balanced Board Budget. The two principles are:

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

Recommendations

In preparing the recommendations for the 2019-2020 System Priorities and balanced Board Budget for the consideration of the Committee of the Whole and the Board, members of Senior Administrative Council continually monitor and review a variety of Niagara data and information. The data includes demographics, economic and employment statistics and trends; current and projected enrolment in elementary, secondary and continuing education schools; provincial educational directions; provincial Grants for Student Needs (GSN), Priorities and Partnership Funding (PPF) grants and capital funding of district school boards.

System Priorities and Annual Budget 2019-2020 Consultation & Decision Making Process

As part of the design, consultation, monitoring and decision-making process, members of Senior Administrative Council engaged, updated and informed, through reports, the January, February, March and April 2019 Committee of the Whole Meetings.

In addition to the continued dialogue with the Committee of the Whole, administrators at the system and school level invited, listened, participated and provided opportunities from the following leadership groups, committees, councils and educational partners to submit measurable action verb system priority recommendations for 2019-2020 by April 23rd for the consideration of the May 2019 Committee of the Whole. (Appendix A)

Consultation, discussion and recommendations from:

- ❖ Trustees
- ❖ Senior Administrative Council
- ❖ Principals at Director's Meetings
- ❖ Family of Schools Meetings
- ❖ Secondary Principals Meetings
- ❖ Academic Council
- ❖ Elementary and Secondary Curriculum Councils
- ❖ Secondary Management Council Meetings
- ❖ School and Catholic Education Centre Staff Meetings
- ❖ Student Senates - Elementary and Secondary
- ❖ Catholic School Councils
- ❖ Special Education Advisory Council (SEAC)
- ❖ Niagara Catholic Parent Involvement Committee (NCPIC)
- ❖ Niagara Catholic Alliance Committee (NCAC)
- ❖ CUPE 1317 - President
- ❖ OECTA - Niagara Elementary Unit President
- ❖ OECTA - Niagara Secondary Unit President

As part of our open and transparent process, a summary copy of all measurable action verb submissions received during the extensive consultation on the design of the System Priorities and Budget 2019-2020 is provided. In reviewing the feedback, recommendations were provided for consideration, both at the strategic system priority “what” level and at the implementation action “how” level. (Appendix B)

System Priority 2019-2020 Consultation Themes

In reviewing all of the feedback provided during the four-month consultation process, the following system priority themes emerged for consideration in designing the System Priorities 2019-2020:

- Professional Development opportunities for specific topics
- Equity in resource supports and allocations
- Communication, partnership and engagement with parents and community
- Technological enhancements for active learning strategies
- Fiscal operational management
- Virtual Learning Environment
- Global competencies
- Advanced Placement courses
- Implementation of universal design for learning, differentiated instruction
- School utilization
- Pathway planning for students
- Support agencies in schools
- Alternative programs
- Service delivery models
- Mental health and well-being students and staff
- Facilitate student independence
- Partnerships with community social service agencies

System Priorities 2019-2020

Rooted in achieving the expectations of the Niagara Catholic Vision 2020 Strategic Plan, the Ministry of Education’s *Education that Works for You* document and building on the current 2018-2019 System Priorities, the Enabling Strategies of the Board’s Vision 2020 Strategic Plan continue to provide focused system priority initiatives for 2019-2020 to achieve the Board’s two Strategic Directions within its Vision 2020 Strategic Plan to:

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

At the May 14th, 2019 Committee of the Whole Meeting, Senior Administrative Council will provide background information on each recommended System Priority, an overview of the action plan working document to operationalize each System Priority and the evidence to monitor the implementation of each System Priority for 2019-2020 for the consideration of the Committee of the Whole. (Appendix C)

Each Board approved System Priority will be accounted for in the balanced Board Budget 2019-2020 within the funding provided in the 2019-2020 Grants for Student Needs.

Once approved by the Board, a copy of the Niagara Catholic System Priorities 2019-2020 will be provided to all Principals, Vice-Principals, Administrators, Bishop Bergie and the Diocese of St. Catharines, the Special Education Advisory Council, Catholic School Councils, the Niagara Catholic Parent Involvement Committee and the Alliance Committee. A copy of the 2019-2020 System Priorities will be placed in a public location in all schools, Board sites and the Catholic Education Centre for review by students, staff, parents and guests to Niagara Catholic. A copy will also be placed on the Board, *My Niagara Catholic* and *My Niagara Catholic Trustee* websites.

Throughout the 2019-2020 school year, Senior Administrative Council will continue to provide updates at each Committee of the Whole Meetings with monitoring reports on the implementation of various initiatives in achieving the System Priorities 2019-2020 and the Board's Strategic Plan.

As has been provided annually since 2010, a Mid-Year Progress Review of the System Priorities 2019-2020 will be presented at the January 2020 Board Meeting. A Niagara Catholic System Priorities 2019-2020 Achievement Report will be presented at the September 2020 Board Meeting.

In achieving the Board approved timeline to present the System Priorities 2019-2020 at the May 14th, 2020 Committee of the Whole Meeting and having given full consideration of all input and recommendations provided through the extensive consultation process, the Niagara Catholic System Priorities 2019-2020 are presented to the Committee of the Whole for its consideration, discussion and approval. (Appendix D)

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

Appendix A – Design of System Priority and Balanced Budget Consultation Submission

Appendix B – Design of the System Priority and Balanced Budget 2019-2020 Consultation Feedback

Appendix C – Niagara Catholic System Priorities 2019-2020 Action Plan Working Document

Appendix D – Niagara Catholic System Priorities 2019-2020

RECOMMENDATION

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 presented.

Prepared by: Senior Administrative Council

Presented by: Senior Administrative Council

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

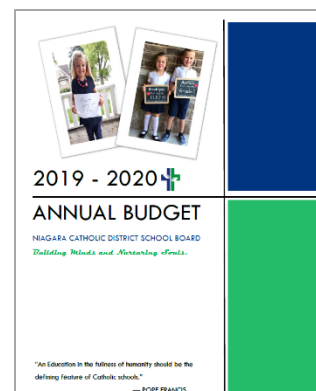
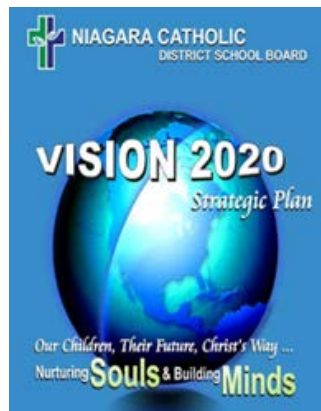
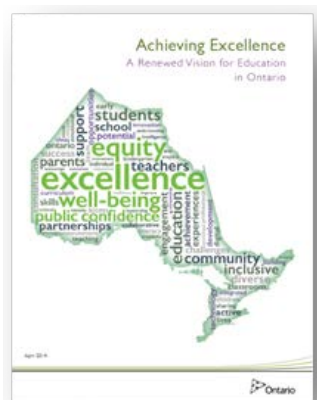
Date: May 14, 2019



Design of System Priorities and Balanced Budget 2019-2020

MISSION STATEMENT

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



STRATEGIC DIRECTIONS

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

TWO GUIDING PRINCIPLES

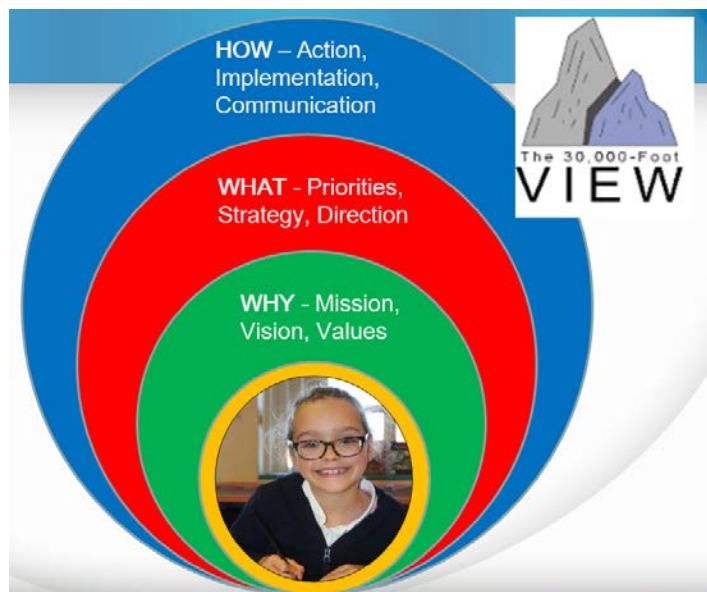
- Commitment to providing Catholic educational excellence through approved programs and services for all students.
- Commitment to achieving the Board's Vision 2020 Strategic Plan and Annual System Priorities through balanced and sustainable annual budgets.

VISION 2020 STRATEGIC PLAN ENABLING STRATEGIES

- Provide Supports for Success
- Enhance Technology for Optimal Learning
- Building Partnerships and Schools as Hubs
- Strengthen Human Resource Practices and Develop Transformational Leadership
- Create Equity and Accessibility of Resources
- Ensure Responsible Fiscal and Operational Management
- Address Changing Demographics



- **Provide Supports for Success**
 - Address learning gaps
 - Ensure student success in a Catholic context
 - Provide specialized subject teachers
 - Promote all pathways for all students
 - Increase opportunities for social justice
 - Mental health supports
 - Strategies for classroom supports
 - Impact of socio-economic factors
 - Life-skills programs for students
 - Provide additional resources for identified students
- **Enhance Technology for Optimal Learning**
- **Building Partnerships and Schools as Hubs**
 - Engage all students in community services
 - Create programs that meet local economic needs
- **Strengthen Human Resource Practices and Develop Transformational Leadership**
- **Create Equity and Accessibility of Resources**
- **Ensure Responsible Fiscal and Operational Management**
- **Address Changing Demographics**
 - Address declining enrolment
 - Prepare and support diversity of communities
 - Accuracy and impact of enrolment projections



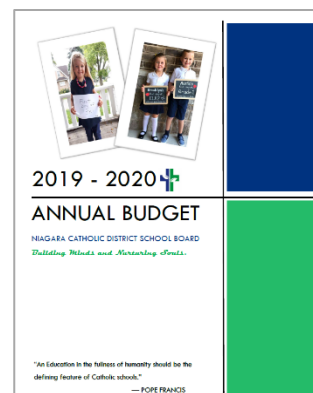
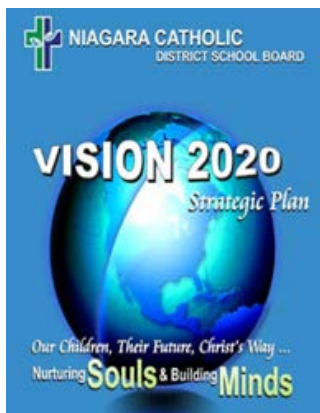
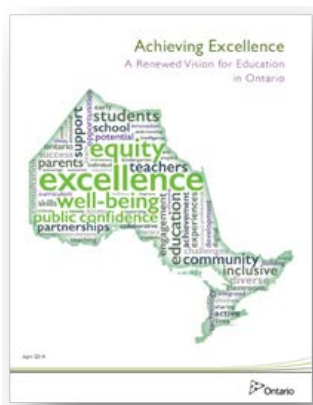
Invitation to submit a measurable action verb System Priority for 2019-2020 by April 23rd, 2019

Phrased with a measurable action verb:

- | | |
|-----------|------------|
| Design | Deliver |
| Implement | Review |
| Develop | Facilitate |
| Engage | Create |

EXAMPLE

*Address Changing Demographics
Develop and implement a revised Long Term
Accommodation Plan 2018 to 2023*





Design of System Priorities and Balanced Budget 2019-2020

Feedback

Recommendations as of April 23rd, 2019

Committee of the Whole – Trustees

Tech – PD staff re training re on-line resources
 Equity – ensure transportation for co-instructional is equitable re distance of travel for all schools

Supports / Equity – ensure we continue to provide alternative education opportunities / “preferential option for the poor” (opportunity, spirit....)

Supports – provide supports for students with mental health – SW / CSW – additional implementation

Supports – address the needs of students with mental health
 Supports – resources for students to take AP courses
 Enhance communication opportunities with partners, schools, community
 Enhance tech – provide course flexibility for on-line courses if courses not available
 Fiscal Operational Mgmt – attendance ability to monitor, replace staff opportunity to revisit Attendance Support Policy

Discussion
 We respond collectively will be paramount to the faith people have in us
 Status quo staffing ? – based on government policy / directive

Senior Administrative Council

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.

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

Enhance communication opportunities with parents, partners, schools and community.

Promoting partnerships that align with merging social service models and needs.

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

Enhance and support staff wellness programs.

Enhance resource allocation to identified schools based on specific indicators

Implementation of software to streamline the Special Equipment Amount Process

Maintain financial stewardship

Enhance community partners to access space in schools.

Optimize school utilization throughout the system

Principals

Family of Schools Meetings

Elementary and Secondary Curriculum Councils

Management Council Meetings

School and CEC Staff Meetings

PROGRAM AND INNOVATION DEPARTMENT STAFF

Early Years - Primary

Provide Supports for Success

- Support the learning of Kindergarten teams in the planning, implementing and delivery of the Kindergarten Program.
- Provide resources and professional development opportunities for educators with pedagogical documentation and student portfolios to support the assessment, evaluation and Communication of Learning reporting
- Provide Kindergarten teams with strategies and resources to develop Self-Regulation skills and Well-Being for all students, including The MindUP Curriculum, Zones of Regulation, and Christian Meditation
- Facilitate ongoing engagement with community partners to support transitions with core practices, common language, and key understanding of the Kindergarten Program

Enhance Technology for Optimal Learning:

- Enhance and support a system-wide Virtual Learning Environment to facilitate the use of Education Technology.
- Advance and Support teaching practices that engage with global competencies for learning in the 21st century. (TELT & Coaching Roles to support Educators)
- Develop and deliver resources to support the implementation of Technology enabled learning and teaching. (TELT & Coaching Roles to support Educators)
- Improve the learning experience of students through access and use of technology.
- Review and enhance the communication between staff and parents. (Brightspace for Parents)

Create Equity and Accessibility of Resources

Support the use of a single Virtual Learning Environment to deliver resources to all.

RELIGION & FAMILY LIFE CONSULTANT

Providing Supports for Success

Address learning gaps of students with special needs by creating a locally developed Religion Course or allowing students with special needs to attain a K code for Religion courses.

Make it a priority to have Religion courses delivered to secondary students by exceptionally qualified Religion teachers, by making the staffing of Religion departments a priority and implementing a program that will have Niagara Catholic pay for Religion Part 2 and 3 courses for a predetermined number of teachers each year.

Promote all pathways for all students including vocations, by supplying vocation lessons to elementary teachers in primary, junior and intermediate grades, as well as provide supporting resources for Grade 12 students in their study of vocation purpose, ministry and Holy Orders.

Increase opportunities for student engagement in social justice issues by nurturing an initial contact into a relationship with Brock University's Social Justice Research Institute and sharing and creating other opportunities to grow in social justice awareness.

Create mental health supports by facilitating or participating in workshops/seminars/presentations on the role of prayer in living a healthy life and one's wellbeing.

LAKESHORE CATHOLIC HIGH SCHOOL

Provide Supports for Success

Engage all teachers in the system to create lesson plans based on a UDL/DI model.

- In the elementary classrooms focus on learning skills and self-assessment of learning skills. In the secondary classrooms focus on executive functioning and self-assessment of executive functioning skills.
 - Teachers would use a diagnostic assessment at the beginning of the semester for all students to identify their greatest deficit and guide students to create a plan to grow their knowledge and capacity in that area.
 - Teachers would use the same assessment at the end of the semester and guide students to an understanding of how to identify a need, learn and grow and continually assess their direction and overall growth.
- More PD on how to manage the Mental health issues prevalent in our schools;
- Explore career pathways programs.

Enhance Technology for Optimal Learning

Electronic real-time platform between teachers and parents;

Enhance teaching and learning through tech-enabled active learning strategies in 21st Century Classrooms.

- Information technology services:

In a five year plan, introduce and implement a plan to put computer devices in the hands of every student.

- Year 1 - Open House and curriculum nights to introduce to parents the importance of having students bring a device with them to class everyday starting the following year.
- Year 2 - Target grade 9s as they enter high school. Every grade 9 class will infuse tech-enabled active learning strategies.

- Year 3 - Continue to promote the plan to incoming grade 9s. Continue to infuse tech-enabled active learning strategies in grade 9 courses and expand to grade 10 courses.
- Year 4 - Continue to promote the plan to incoming grade 9s. Continue to infuse tech-enabled active learning strategies in grade 9 and 10 courses and expand to grade 11 courses.
- Year 5 - Continue to promote the plan to incoming grade 9s. Continue to infuse tech-enabled active learning strategies in grade 9, 10, and 11 courses and expand to grade 12.
- Implement a technology renewal plan that takes into consideration the limited lifespan of current Chromebooks purchased in the same timeframe.
- Implement a technology plan that provides students with access to computers in each class
- Provide head phones and mics for all Chromebook sets
- Review the wait time for tech repair/service in NCDSB

Building Partnerships & School Hubs

Engage students and parents in a process to help identify the crossroad of student passion, interest and pathway options taking into account timely career opportunities.

- Facilitate student exchange programs with schools in the country-the North, Quebec, West & East;
- Create connections with community supports- allow companies to advertise in our schools in return for donations or access to agencies;
- Allow support agencies a space in our schools so that students can access supports in-house - Pathstone, Ontario Works, Community Living

Strengthen HR Practices & Develop Transformational Leaders

Develop professional development opportunities for all teachers and staff to build their capacity to be able to deliver tech-enabled teaching in 21st Century Classrooms.

- Rooted in the Niagara Catholic District School Board's Visions are to have a Vibrant Board-wide Culture and Effective Technology. Board-wide after hours professional development sessions should be offered to all staff on tech-enabled teaching in the 21st Century. The workshops need to take into consideration adult learning needs and occur on a monthly basis. Many school boards such as York Region District School board also offer a conference style learning day on a weekend they call YRDSB EdTechCamp which is free to our staff to attend but we can invite and charge teachers from outside school boards to travel and attend.
- Initiate a program that enables teachers to try VP for a day as part of building leadership in the position.
- Facilitate more opportunities for teachers to teach-teachers, we have so many skills that it would be refreshing to share.
- Continue to address workplace violence awareness.

Create Equity and Accessibility of Resources

Enhance teaching and learning through equitable access to devices to carry out tech-enabled active learning strategies. (See Enhance Technology for Optimal Learning).

For those students who do not have their own devices (there are many reasons why this might be) there needs to be a way for students to sign out learning devices as well as a way to be able to connect to the Internet (ie. Rogers Rocket Stick).

- Allow school libraries to be open after school hours so that students without access to computers/technology at home have access at school;
- Distribute resources based on school needs and not population.

Address Changing Demographics

- Amalgamate with another Catholic board.
- Combine St. Catharines schools (North end) into one school.
- Re-establish boundaries so that schools are equally populated.

ST. JOSEPH CATHOLIC ELEMENTARY SCHOOL

Provide Supports for Success

Provide Additional Resources for Identified Students

Implement a service delivery model that focuses on student need instead of student population size.

Rationale - need to look at providing additional funding to students with special education needs to better support our most vulnerable students; as class sizes increase, more supports are required

Mental Health Supports

Design and implement a program to support the mental health of all staff as they work to address the changing and diverse spiritual, academic, social and emotional needs of all students.

Implement a service delivery model that provides regular and consistent access to mental health professionals in the school setting through an itinerant model (assigned to a family of schools with time scheduled in each school on a weekly basis).

Address Learning Gaps

Design professional development opportunities for teachers from a variety of domains to support teaching and learning in all curriculum areas to reach diverse learners and build on students’ strengths and interests.

Student Senates - Elementary and Secondary

Provide Supports for Success

- Provide additional supports for students with extenuating circumstances such as mental health.
- Provide additional resources for students to take AP courses.

Enhance Technology for Optimal Learning

- Provide students with course flexibility and online options for courses that are otherwise not accessible.
- Provide teachers with training in the implementation of classroom online resources such as google classroom.

Create Equity and Accessibility of Resources

- Ensure transportation for sports teams and extra-curricular activities is equitable and available to all students.

Catholic School Councils

CSC - LAKESHORE CATHOLIC HIGH SCHOOL

Enhance Technology for Optimal Learning

- Continue Chromebook/Google Classroom

Building Partnerships & School Hubs

- Continue combined June Elementary/Secondary Catholic Council transition meetings.

Create Equity and Accessibility of Resources

- While there is still merit in social media, advertisement in person is valuable. Offering assistance to local, refugee centres (Casa El Norte)

Special Education Advisory Council (SEAC)

Provide Supports for Success

To create greater opportunities to implement an inclusive environment to further facilitate independence that are measurable.

Building Partnerships and Schools as Hubs

Developing and enhancing professional partnerships that align with merging social service models/needs.

Guiding Principles

Advocate for the continued provision of Catholic Educational excellence through approved programs and services for all students.

Niagara Catholic Parent Involvement Committee (NCPIC)

Niagara Catholic Alliance Committee (NCAC)

OECTA - Niagara Elementary Unit President

Submission by 1st VP
 Listen, respond and invest.
 Reverse cuts.
 Rebuild bridges.

OECTA - Niagara Secondary Unit President

CUPE Local 1317 President

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2019-2020 Draft System Priorities

Recommended by the May Committee of the Whole to May Board - May 14, 2019

VISION 2020 STRATEGIC PLAN ENABLING STRATEGY (WHY)	SYSTEM PRIORITY 2019-2020 (WHAT)	ACTION PLAN WORKING DOCUMENT (WHAT)	MONITORING THE EVIDENCE (HOW)	MOST RESPONSIBLE PERSON (MRP)
<p><i>Provide Supports for Success</i></p>	<p>Ensure that the principles of equity and inclusive education within a Catholic context support the needs and potential of all students</p>	<p>Improve the consistency of classroom implementation of universal design for learning, differentiated instruction, and assessment, evaluation and reporting.</p> <p>Increase sense of belonging for all students by building educator capacity in culturally relevant and responsive pedagogy.</p> <p>Expand opportunities in the area of Tier 1 supports that will enhance a tiered approach to prevention and intervention.</p> <p>Provide the supports for students and staff that are required to support K to 12 implementation of Ministry of Education mathematics initiatives.</p> <p>Facilitate the educational principles identified by the Truth and Reconciliation Commission for Indigenous education.</p> <p>Create greater opportunities to implement an inclusive environment to further facilitate measurable independence.</p>	<p>Alignment of supports provided with the Board Improvement Plan for Student Achievement and Well-Being and School Improvement Plans for Student Achievement and Well-being.</p> <p>Improvement in provincial assessment results and graduation rates.</p> <p>Improvement in numeracy scores to close the achievement gap and meet provincial mathematics standards.</p> <p>Data received from the Indigenous Education Analytical Profile.</p> <p>Participation of a local team on the LON (Landscape of Nations) 360° initiative and the development of resources to support teachers.</p> <p>School Effectiveness Framework Reviews.</p>	<p>Principals</p> <p>Yolanda Lee Ann Ted Pat</p> <p>All SAC</p>

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<p><i>Provide Supports for Success - continued</i></p>	<p>Enhance career pathway planning and opportunities for all students</p> <p>Support the critical linkage between mental health and well-being and student success</p>	<p>Continue to explore and expand dual-credit courses, SHSM and the need for Advanced Placement courses for students.</p> <p>Increase opportunities for engagement of students and parents particularly for intermediate students led by our secondary guidance support.</p> <p>Support implementation of an enhanced career planning software with students, staff and parents.</p> <p>Support vulnerable students including youth-at-risk to stay in school to graduation.</p> <p>Continue to provide the resources and professional development for staff to improve mental health literacy through the implementation of the tiered approach to mental health services.</p> <p>Promote well-being through sustained implementation of physical and mental health supports, and social -emotional programs.</p>	<p>Data received from supervised alternative programs.</p> <p>Data gathered from student participation in alternative programs.</p> <p>Alternative programs to meet the needs of students both at a school and system level.</p> <p>Increase in graduation rates.</p> <p>Enhanced career pathway program and alternative education opportunities.</p> <p>Data collected from activities outlined in the Board's Mental Health Strategy.</p> <p>Increased supports for students and staff with mental health challenges.</p>	<p>Principals</p> <p>Yolanda Ted</p> <p>Lee Ann</p>
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<p><i>Enhance Technology for Optimal Learning</i></p>	<p>Improve the teaching and learning experience through access and technology enabled active learning to include global competencies</p>	<p>Implement the Virtual Learning Environment for all staff.</p> <p>Review and update the Technology Plan that builds in a renewal plan for the purchase of new technology.</p> <p>Design a plan which provides online options for students to align with e-learning strategies from the Ministry within a Catholic perspective.</p> <p>Explore the implementation of Brightspace communication platform within the Virtual Learning Environment.</p> <p>Explore the implementation of a real-time platform between teachers and parents.</p> <p>Advance teaching practices that engage with global competencies for learning.</p>	<p>Explored the feasibility of a blended e-learning model.</p> <p>Investment in secondary computer labs to support hardware and software upgrades.</p> <p>Upgraded Wifi in elementary schools.</p> <p>TELT and Coaching to support staff.</p>	<p>Giancarlo Yolanda</p>
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<p><i>Building Partnerships and School Hubs</i></p>	<p>Enhance communication opportunities with parents, partners, schools and community</p> <p>Promote partnerships that align with merging social service models and needs</p>	<p>Increase wrap-around services for students through community partners.</p> <p>Redesign and develop a new corporate webpage to enhance communication with partners.</p> <p>Create a parent support portal that provides resources and community contacts for families.</p>	<p>Tracking of Community Partnership trends to support student success.</p> <p>Heightened awareness through tracking of access to parent portal.</p>	<p>John Ted Scott</p> <p>John Pat</p>
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<p>Strengthen Human Resource Practices and Develop Transformational Leadership</p>	<p>Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success</p> <p>Enhance and support staff wellness programs</p>	<p>Strengthen our partnership with Brock University to expand the offering of Additional Qualification courses tailored to meet the ongoing needs of Niagara Catholic educators.</p> <p>Facilitate opportunities for teachers to share best pedagogical practices for teachers.</p> <p>Implement a virtual professional development plan to meet identified school and system needs.</p> <p>Increase the usage and leverage a virtual conferencing platform to deliver professional development remotely and increase collaboration between employees across Niagara Catholic.</p> <p>Staff Wellness Committee Mandate: Develop Terms of Reference which meet the needs of employees of the board in a measurable method.</p> <p>Implement a program to support the mental health of all staff to address the diverse needs of all students.</p> <p>Enhance programs and policies to improve the return to work initiatives for all staff.</p> <p>Develop support programs through Chaplaincy and Parish outreach initiatives.</p>	<p>Additional and continued PD opportunities to include a focus on: Ministry Mathematics Initiatives; mental health assistance and management; Kindergarten; assessment; evaluation; MindUp; Zones of Regulation; Christian Meditation; tech-enabled teaching; workplace violence awareness; coaching - teachers to teachers; online resources.</p> <p>New Employee Assistance Program to enhance support for staff.</p> <p>Data collected on the average number of sick days for all staff.</p>	<p>Frank</p> <p>Frank John</p>
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<p><i>Create Equity and Accessibility of Resources</i></p>	<p>Enhance resource allocation to identified schools based on specific indicators</p> <p>Implement software to streamline the Special Equipment Amount Process</p>	<p>Develop a delivery model that focuses on student needs rather than on school population.</p> <p>Facilitate the distribution of technology for students that require assistive technology.</p>	<p>Monitoring of social economic factors in providing resources for students and schools.</p> <p>Utilized tracking system that monitors the timelines from order to distribution to schools.</p>	<p>SAC</p> <p>Pat Giancarlo</p>
<p><i>Ensuring Responsible Fiscal and Operational Management</i></p>	<p>Maintain financial stewardship</p>	<p>Continue to ensure a balanced position and establish financial health and stability.</p> <p>Improve and ensure full compliance with BPAS and enhance internal controls through policies and professional development for staff.</p>	<p>Audited financial statements to the Audit Committee and Board.</p> <p>Alignment with Ministry funding and initiatives.</p> <p>Provision of bi-monthly financial reports to the Board.</p> <p>Comprehensive review of Supply Chain Management and the Architectural Selection Policies to ensure full BPAS compliance.</p> <p>Additional support in Procurement department to support capital purchases.</p>	<p>Giancarlo</p>

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<p><i>Address Changing Demographics</i></p>	<p>Enhance community partners to access space in schools</p> <p>Optimize school utilization throughout the system</p>	<p>Engage community organizations.</p> <p>Enhance the Board website to promote use of available school space.</p> <p>Use updated enrolment to consider potential accommodation options to address capacity issues as per Ministry Pupil Accommodations Review.</p>	<p>Monitor the data from annual community hub partnership meetings.</p> <p>Report to the Board on potential pupil accommodation reviews and/or attendance area boundary reviews.</p>	<p>Scott Ted</p>
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**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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TITLE: APPROVED MINUTES OF THE STAFF WELLNESS
COMMITTEE MEETING OF JANUARY 16, 2019**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Staff Wellness Committee Meeting of January 16, 2019 as presented for information.



STAFF WELLNESS COMMITTEE

WEDNESDAY, JANUARY 16, 2019

2:00 pm – 3:30 pm

Holy Cross Community Room



APPROVED MINUTES

1. Opening Prayer
2. Committee Members – roll call

Staff Wellness Committee	Present	Absent	Regrets
John Crocco, Director of Education			✓
Frank Iannantuono, Superintendent of Human Resources	✓		
Gina Sattin, Coordinator of Staff Wellness (<i>Chair</i>)	✓		
Krista Wood, Board Chaplaincy Leader	✓		
Mary Ann McKinley, Vice Principal	✓		
Marie Balanowski, OECTA-E President			✓
Anthony Corapi, Coordinator of Staff Development	✓		
Andrea Bozza, Mental Health Leader	✓		
Teresa Claxton, Supervisor of Benefits	✓		
Anna Maxner, CUPE President		✓	
Jennifer McArthur, OECTA-E Vice President	✓		
Lisa Bowers, OECTA-S President	✓		
Larry Huibers, Trustee	✓		

3. Unapproved Minutes of Staff Wellness Meeting – October 2, 2018
 - Moved by a committee member
 - Seconded by a committee member
 - That the Niagara Catholic District School Board Staff Wellness Committee members approve the Minutes of the meeting on October 2, 2018, as presented.
 - Carried

4. Staff Wellness Initiatives

- Site Representatives have been requested from each site- voluntary meeting to be scheduled for representatives to discuss employee feedback
 - Met to discuss agenda for Site Rep voluntary meeting; would like input from Staff Wellness Committee regarding agenda to be followed
 - What is the role of the site representative?
 - Best way to communicate?
 - Have we defined wellness as a committee?
 - How do we engage them? Measure engagement; measure impact?
 - Mind, Body, Spirit is the focus
 - What can we control, what we can't control
 - Representatives need to go to staff and ask questions
 - What are we doing to address staff wellness at your school?
 - Survey with open ended question
 - Trying to move wellness in the right direction; a little at a time
 - Wellness – standing item on staff meeting agenda – provide definition of committee; their role and facilitated discussion
 - Staff wellness –very important; bring to Family of Schools – should we provide ½ day to attend representative meeting during the day
 - Day to be planned – what's in our control?
 - Should look at wellness; individual wellness; staff wellness; organizational wellness
 - Develop a plan; discussion with schools; to be shared with groups and committee; small steps, acknowledging factors
 - What is it that your staff does together that makes them well; wellness in general
 - Who on staff contribute to making others feel well?
- Continue to send reminders for upcoming sessions; found to be helpful
- Continue to work on Google calendar of events for upcoming school year/website

5. Ideas, Recommendations/Suggestions from the Staff Wellness Committee

- Suggestions for 2018 – 2019 School year
 - Wellness Wednesdays – start at Saint Michael High School; take suggestion to Staff Wellness Representative meeting, ask for their feedback

6. Next Meeting – Wednesday, April 24, 2019 @ 2:00 p.m.

7. Adjournment

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TITLE: CHAMPION OF THE ARTS AWARD

Prepared by: Yolanda Baldasaro, Superintendent of Education
Teri Cristelli, Arts and Student Leadership Consultant

Presented by: Yolanda Baldasaro, Superintendent of Education
Teri Cristelli, Arts and Student Leadership Consultant

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

Date: May 28, 2019



PRESENTATION BACKGROUND

**Board Meeting
May 28, 2019**

CHAMPION OF THE ARTS AWARD

The Niagara Symphony Orchestra has recently announced that Dr. Christina LeRose, Itinerant Arts teacher for the Niagara Catholic District School Board, is the 2018 recipient of the Paul van Dongen Award for Excellence in Music Education. This award is one of the three local Champion of the Arts Awards presented to educators each year by local community organizations. Established in March 2017 to recognize the impact teachers of the arts have on students, the Niagara Symphony Orchestra's annual award celebrates an outstanding teacher of music at the elementary level.

Dr. LeRose is recognized for integrating song-writing with language, theory with math, and composer biographies with History and Geography, showing students that music can be used to enrich and transform the lives of people around the world. She has shown a commitment to inspiring and nurturing a love of music.

Dr. Le Rose currently teaches at St. Ann Catholic, St. Catharines and St. Martin Catholic Elementary schools. As part of the award, Dr. Le Rose and her class from St. Ann Catholic, St. Catharines attended a performance of the Niagara Symphony Orchestra's Classical Family concert Game On! and toured backstage at the concert hall.

This is the first presentation of this award to a teacher in the Niagara Catholic District School Board and celebrates the memory of gifted music educator, Paul van Dongen.

The Champion of the Arts Awards celebrate and recognize one teacher in the area of Visual Arts, Drama and Music each year from one of the local school boards through a nomination process.

Prepared by: Yolanda Baldasaro, Superintendent of Education
Teri Cristelli, Arts and Student Leadership Consultant

Presented by: Yolanda Baldasaro, Superintendent of Education
Teri Cristelli, Arts and Student Leadership Consultant

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

Date: May 28, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TITLE: NIAGARA CATHOLIC ELEMENTARY CHOIR

Prepared by: Christina LeRose, Itinerant Arts Coach
Yolanda Baldasaro, Superintendent of Education

Presented by: Christina LeRose, Itinerant Arts Coach

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

Date: May 28, 2019



PRESENTATION BACKGROUND

**Board Meeting
May 28, 2019**

NIAGARA CATHOLIC ELEMENTARY CHOIR

The Niagara Catholic Elementary Choir was formed in April 2017 as an initiative to invite students from all Niagara Catholic elementary schools to participate in an Honour Choir to represent the Niagara Catholic District School Board at various events. Principals and Itinerant Arts Coaches were invited to select students for the choir based on their musical talent and ability to commit to the rehearsal schedule. This year, the choir is comprised of approximately thirty (30) students from ten (10) elementary schools. Choir members rehearse once a month to sing at Board designated events throughout the school year. Since its inception, the Niagara Catholic Elementary Choir has had the opportunity to perform at the Festival of Families, Volunteer Appreciation Breakfast, Partners in Catholic Education Dinner, and the Family Mass and Picnic.

Prepared by: Christina LeRose, Itinerant Arts Coach
Yolanda Baldasaro, Superintendent of Education

Presented by: Christina LeRose, Itinerant Arts Coach

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

Date: May 28, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TITLE: NATIONAL AND PROVINCIAL MEDALISTS 2019

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education
Teri Cristelli, Consultant - Arts and Student Leadership

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

Date: May 28, 2019



PRESENTATION BACKGROUND

**Board Meeting
May 28, 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;
Teri Cristelli, Consultant – Arts and Student Leadership
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 28, 2019

National and Provincial Medalists 2019 - Appendix A – May 28, 2019 – Board Report

2018-2019				
School	Event	Medal	Conductor(s)	Team Members
Denis Morris Catholic High School	Musicfest Nationals - Choir	Silver	Katharine Parr, Louisa Ibbotson	Aksamit, Maya Arca, Adam Baserechia, Tanya Berg, Jessica Bondoc, Jobelle Choi, Yubin (Esther) Daramola, Vivian (Hannah) Duong, Ivan Fixon-Owoo, Brittney Guevarra, Josiah Hocson, Regine Kocjan, Emily Laffin, Megan Lefebvre, Vanessa Lemay, Jenna McLeish, Darren Mechelse, Hannah Rabino, Coleen Scott, Cheyenne Scott, David Vallis, Jessica Zamora, Ethan
Lakeshore Catholic High School	Musicfest Nationals – Concert Band	Silver	Fraser Hebert	Acaster, Taylor Atkins, Aidan Beauregard, Adam Cashman, Krystena Cordova, Allie Crites, Dillan DeAngelis, Alex Donovan, Tate Fletcher, Madelaine Gagnon, Izaak Hink, Sean Hum, Garrett Jukosky, Ayla Kearns, Liam Linblad, Nicholas MacLean, Mitch Marion, Erica

				Muscat, Josh Nowak, Mireille O'Neil, Sophie Plante, Ashley Pollard, Josh Ruch, Brandon Sardella, Megan Scott, Andrew Sgambati, Briana Smith, Julia Souder, Addison Suitor, Ethan Tamburri, Nicolas Therrien, Willie Vergara, Caitlyn Wainwright, Luke Western, Minnie Wilson, Patrick
Lakeshore Catholic High School	Musicfest Nationals – Jazz Band	Silver	Fraser Hebert	Acaster, Taylor Atkins, Aidan Beauregard, Adam Cashman, Krystena Cordova, Allie Crites, Dillan DeAngelis, Alex Donovan, Tate Fletcher, Madelaine Gagnon, Izaak Hink, Sean Hum, Garrett Jukosky, Ayla Kearns, Liam Linblad, Nicholas MacLean, Mitch Marion, Erica Muscat, Josh Nowak, Mireille O'Neil, Sophie Plante, Ashley Pollard, Josh Ruch, Brandon Sardella, Megan Scott, Andrew Sgambati, Briana

				Smith, Julia Souder, Addison Sutor, Ethan Tamburri, Nicolas Therrien, Willie Vergara, Caitlyn Wainwright, Luke Western, Minnie Wilson, Patrick
Notre Dame College School	Musicfest Nationals – Jazz Combo	Silver	Ann Bourdages	Defazio, Mason Fraraccio, Nick Lostracco, Jeremy Nagy, Alex Shpurko, Kaitlyn Tomaino, Willi
Notre Dame College School	Musicfest Nationals – Jazz Band	Silver	Ann Bourdages	Augustyn, Krystyna Augustyn, Lucas Battista, Anthony Berry, Callum Boom, Meg Boon, Ella Colangelo, Ava Criddle, Carson Defazio, Mason Demers, Taylor Engel, Ethan Fraraccio, Nick Gallant, Lauren Heil, Parker Joseph, Nate Lostracco, Jeremy MacFarlane, Iain Nagy, Alex Pisani, Matthew Reyes, Juan Rocca, Ben Schaefer, Laura Tomaino, Willi Turkovich, Nick

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TOPIC: OECTA ELEMENTARY

Presentation to Board by Marie Balanowski
May 28, 2019
Occasional Teachers and Occasional Teacher Hiring

This presentation is made without precedent and prejudice.

At the March 5, 2019 Committee of the Whole Meeting, it was stated that there were 60 occasional teacher applicants interviewed for our Board and 26 of those individuals were not successful in getting on our Occasional Teacher Roster. That means that 43% of qualified Catholic occasional teachers with a pastoral letter of reference were turned away by NCDSB.

Some of the information provided to the Trustees at the May 14, 2019 Committee of the Whole Meeting was about the LTO List interview process, but I want it to be known that the LTO List interview process is irrelevant to 43% failure rate. Not one occasional teacher applicant is applying to the LTO List because they can't apply to the LTO List; they can only apply to the Occasional Teacher Roster.

Information was provided to Trustees about there being two questions for the LTO List. Trustees were asked if it should be reduced to one question. Again, the number of questions to get on the LTO List is irrelevant. None of the 43% of failed occasional teacher applicants were interviewed for the LTO List.

You were informed that the occasional teacher applicants were debriefed after the interview, however, I have been told by occasional teacher applicants that the debriefing was not done by the principals who did the interview. Rather, the debriefing was done by someone who was not part of the interview panel.

At the May 14, 2019 Committee of the Whole Meeting, Trustees were informed that there are no savings when teachers don't get replaced. Rather, it was indicated that there is a cost associated with replacing staff. While I, personally, have a different viewpoint, as I believe there are savings when teachers are not replaced, if I were to look at it from a cost perspective, then I would say that it's the cost of doing business, so to speak.

God didn't make robots; God made human beings. Unfortunately, human beings get sick.

There will always be "cost pressures" when one doesn't budget accordingly. However, with that said, it was stated at the April 23, 2019 Board Meeting that there is a projected surplus of about \$270,000.

I have talked to some of the occasional teachers who initially "failed" NCDSB's interview process and I have met some absolutely wonderful people. I can say that I would want them to teach my child. I don't feel that the interview process was the best indicator of their teaching ability.

I feel that the interview process can be improved.

The Education Act states the following:

Duties of boards

170 (1) Every board shall,

appoint principal and teachers

12. appoint a principal and an adequate number of teachers for each school of the board; 2010, c. 10, s. 6 (2).

218.1 A member of a board shall,

(g) maintain focus on student achievement and well-being;

<https://www.ontario.ca/laws/statute/90e02#BK228>

A pretty basic assumption is that every class contains students **and** a teacher.

It is important to understand the impact that the lack of occasional teacher coverage is having on teachers. In order to provide that perspective, I am providing you with some information that was obtained by teachers. The information comes from two sources; the April 2018 OECTA survey and a recent question we asked about Staff Wellness in May 2019.

In April 2018, OECTA did a survey of its elementary teachers. Question # 39 of the survey was, **“Please feel free to include comments that address the resources at your workplace.”**

Below are relevant responses provided by elementary teachers:

- We continue to take in high needs students with no additional support. We are stretched to the absolute limit and cuts continue. There is little correlation between the needs of our school and the support provided. No supply teachers, not enough support staff results in students not being serviced. As a parent in the board, knowing what I know concerns me. Are my children going to be farmed out when their teacher is away? Are they adequately supervised?
- There have been too many instances this year where absent EAs, ECEs or teachers have not been replaced by supply staff, which has left the school and students dismayed.
- I have never had to worry about not having a supply teacher until the last 2 years. I have gone to work sick on multiple occasions because there has been no supply coverage and I do not want to burden ERT, VP or Principal who may have to provide coverage.
- Teachers should not be made to feel they are unprofessional because they have taken a sick leave day(s). Other teachers should not have an absent teachers students farmed out to them-

thus increasing their class size and disruption. There should be enough OT staff to cover all absences. There should be enough OT staff to allow for PD

- In terms of human resources - I have lost track of how often we have not gotten supplies for our teachers and EAs. This places students at risk (sometimes our students with the highest needs).
- lack of supply teachers and EA's creates challenges and makes for a stressful environment for staff and for the students that require support
- The lack of supply teachers is brutal. We are constantly farming out kids or taking 2 classes at once. The school should get the money that would have been paid to the supply teacher!! Our ERT can't do their job because they are always covering classes!
- Not providing supply coverage for absent employees has united staff in their angst and disdain for administration. There can be no quality education when a school is not staffed appropriately. Cleaners and caretakers do not have enough time to actually CLEAN our schools. Perhaps if more time and manpower were assigned to cleaning, [a senior administrator] would see a reduction in staff illness?
- Lack of supply teachers and staff is frustrating on all. Staff is overworked and overwhelmed.
- We are constantly not having EAs, ECEs and teachers replaced if staff are away.
- The (sic) have been multiple times the (sic) year that supply teachers/EA's have not been deployed and I have had to cover.
- On numerous occasions, occasional teachers were not assigned to our school.
- No supply teachers to cover teacher absence or EA supply to cover EA absence
- Too often supplies are not provided...teachers, EAs, CYWs
- No Supply teachers, EA, ECE
- lack of occasional teacher coverage
- When teachers or EAs are absent and not replaced, that leads to safety concerns and stress on all staff members plus on the children they serve.
- The board says that they are short staffed in replacing school staff, yet senior admin never come to help cover, it's left to existing staff. When staff are ill they are frequently not replaced, but

when they take a personal day (where they are funding the replacement) someone comes.

- There are cuts on classroom resources and teachers and EAs are not replaced but the administration doesn't seem to go without ANYTHING!!
- Staff should be able to take time off work for illnesses and be confident that they will be covered by an occasional employee. That is currently not the case for all employee groups.
- Not sending a supply for absent staff.
- Teachers, ECEs, EAs and other staff are rarely replaced when absent. Money is used indiscriminately on superficial items but not on supplies or textbooks for students or classrooms.
- I have lost 4 prep periods this year, as well as been left alone in a Kindergarten classroom due to NO ONE being assigned to the job.
- I have students in my class who should have support but do not. There are seldom occasional teachers to cover if I'm not in.
- Supply teachers not provided for teachers that call in sick. Staff is left to scramble to fill in/help out.
- Adequate resources and supports...hahahahahaha! What a joke! Photocopy limits that run out after I copy my report cards; laptops that have "no log on services"; 20 chromebooks for a class of 29; no supply coverage for teachers, ERTs, cleaning staff, and EAs; textbooks that are older than the children using them; online textbook licenses that haven't been renewed for years; and wifi that doesn't work when standing under the hub.
- No consistency in substitute teachers
- We rarely get supply teacher coverage for both teachers And support staff so I'm often afraid to be sick for fear there won't be coverage and I worry about my students, so often I will go in when I should not be.
- No supply teachers when a staff calls in. Many missed prep periods
- Lack of supply teachers makes teachers feel like we have to come in sick
- We are always short on supply teachers, supply EAs, supply ECEs. This shows a lack of respect for both staff and students in the NCDSB. It looks student achievement and staff wellness are not a priority at all. I wish that the parent community knew the number of days our school was

not allotted substitute teachers, EAs, and ECEs. Things would definitely change if the parents knew that their childrens' safety, well being, and education are not adhered to because of a lack of support in the schools (ie: supply teachers, EAs, ECEs).

- Teachers, ECEs and EAs are not replaced.

In May 2019, we asked staff reps to please ask their staff (including staff other than teachers) a couple of questions. One of the questions was, **“What things are needed at your school and within the Board to enhance or improve staff wellness?”**

While the answers are still coming in, as of May 21, 2019, the following are responses pertaining to the occasional teacher situation have already been received.

What things are needed at your school and within the Board to enhance or improve staff wellness?

- Many teachers indicated that wellness could be improved/enhanced if we had consistent replacements when teachers and educational assistants are off/sick.
- SUPPLY Teachers!!!! We did NOT have a supply teacher for 2 teaching staff today. They don't send supply teachers and make us run ragged
- Provide supply teachers when teachers are absent to take the additional work load off of teachers who are working at the school. Or require principals to cover classrooms instead of farming out students to classrooms already full.
- Teachers need to have supply teachers available to take their class when there is an illness/absence as it increases anxiety and stress when you are off and are left wondering/ thinking that your colleagues may have to take your students or the principal or ERT may have to cover your class.
- It only adds to your illness when you are at home and you know that no one has come in to cover your class. Having supplies in our classrooms when we are sick would definitely lessen our stress.
- Our wellness is definitely impacted by the lack of OTs and other jobs not being filled. The stress that is put on us individually and collaboratively is quite overwhelming.
- Supply teachers for when teachers are away so that we don't constantly have extra students to deal with in our classes.

Staff are stressed when supply teacher is not assigned because then kids are only doing busy work when they are farmed out.

Two leaves not being covered and we are having to prepare lessons for daily supply that comes in.

Feeling we have to do extra duties to ensure student safety.

Missing preps when prep teacher is not replaced.

- To improve staff wellness at the Board level, having OT coverage for staff members who are absent.
Also, providing OT coverage for staff who are attending extra curricular events within the Board with teams to avoid 'farming students out'.

May this additional information assist with your discussions and deliberations. God Bless!

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: CONFLICT OF INTEREST INFORMATION REPORT
MAY 14, 2009 TO MAY 14, 2019**

The Conflict of Interest Information Report – May 14, 2009 to May 14, 2019
is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Giancarlo Vetrone, Superintendent of Business & Financial Services

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Giancarlo Vetrone, Superintendent of Business & Financial Services

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

Date: May 28, 2019



REPORT TO THE BOARD MAY 28, 2019

CONFLICT OF INTEREST INFORMATION REPORT MAY 14, 2009 TO MAY 14, 2019

BACKGROUND INFORMATION

At the May 14, 2019 Committee of the Whole Meeting, Vice-Chair Sicoli turned the gavel of the meeting over to Chair Fera and then read from a statement regarding a conflict of interest with Trustee Burtnik, Burtnik Printing and the Niagara Catholic District School Board.

Included within the statement was a recommended direction to the Director of Education to provide information on business transactions between Burtnik Printing and the Board and schools within the Board.

Vice-Chair Sicoli moved the following motion that was approved by the Committee of the Whole:

THAT a detailed 10-year 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

Business Transaction and Dates Burtnik Printing – May 14, 2009 to May 14, 2019

In compliance with the request of the Committee of the Whole for information by the May 28, 2019 Board Meeting, Director Crocco directed Superintendent of Business and Financial Services Giancarlo Vetrone to have Business and Financial Services staff review the financial records of the Board regarding all business transactions and their dates between Burtnik Printing and the Niagara Catholic District School Board and its schools for the 10-year period of May 14, 2009 to May 14, 2019.

The information provided in Appendix A of this information report is in compliance with the recently released *Privacy and Information Management Generic Records Retention Schedule (May 8, 2019)*, the *Income Tax Act, RSO 1990* and *Canada Revenue Agency, GST/HST Memoranda* which requires a retention period of all Board financial records for 6 years plus the current fiscal year for a total of 7 years which would be for the period 2019 to 2012. Through Business and Financial Services legacy software, staff were able to retrieve business transactions and dates for the period 2012 to 2009.

Appendix A provides all of the business transactions and their dates between Burtnik Printing and the Niagara Catholic District School Board and its schools for the 10-year period between May 14, 2009 and May 14, 2019 as requested by the May 14, 2019 Committee of the Whole to be provided at the May 28, 2019 Board Meeting.

Appendix A – Business Transaction and Dates Burtnik Printing – May 14, 2009 to May 14, 2019

The Conflict of Interest Information Report – May 14, 2009 to May 14, 2019 is provided for information as requested by the May 14, 2019 Committee of the Whole.

Prepared by: John Crocco, Director of Education, Secretary/Treasurer
Giancarlo Vetrone, Superintendent of Business and Financial Services

Presented by: John Crocco, Director of Education, Secretary/Treasurer
Giancarlo Vetrone, Superintendent of Business and Financial Services

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

Date: May 28, 2019

MAY 14, 2009 - MAY 14, 2019

VENDOR	VENDOR NAME	PO	ISSUED	AMOUNT (\$)	LOCATION
R100700871	BURTRNIK PRINTING INC.	1038200579	1/15/2010	\$681.00	St. John Adult Ed.
R100700871	BURTRNIK PRINTING INC.	1028001647	5/12/2010	\$281.48	Saint Francis High School
R100700871	BURTRNIK PRINTING INC.	1127001674	9/27/2010	\$541.27	Holy Cross High School
R100700871	BURTRNIK PRINTING INC.	1138600623	10/18/2010	\$187.28	St. Ann Adult Ed.
R100700871	BURTRNIK PRINTING INC.	1100809128	11/3/2010	\$327.70	CEC
R100700871	BURTRNIK PRINTING INC.	1126001511	2/23/2011	\$340.50	Denis Morris Secondary School
R100700871	BURTRNIK PRINTING INC.	1126001548	6/22/2011	\$1,808.00	Denis Morris Secondary School
R100700871	BURTRNIK PRINTING INC.	1228001860	9/23/2011	\$277.98	Saint Francis High School
R100700871	BURTRNIK PRINTING INC.	1238200816	6/28/2012	\$1,491.94	St. John Adult Ed.
R100700871	BURTRNIK PRINTING INC.	1338600729	8/29/2012	\$203.12	St. Ann Adult Ed.
R100700871	BURTRNIK PRINTING INC.	1326001741	8/31/2012	\$270.13	Denis Morris Secondary School
R100700871	BURTRNIK PRINTING INC.	1327001905	12/18/2012	\$356.52	Holy Cross High School
R100700871	BURTRNIK PRINTING INC.	1327001911	2/4/2013	\$786.48	Holy Cross High School
R100700871	BURTRNIK PRINTING INC.	1328002025	3/26/2013	\$186.45	Saint Francis High School
R100700871	BURTRNIK PRINTING INC.	1326001859	4/30/2013	\$952.27	Denis Morris Secondary School
R100700871	BURTRNIK PRINTING INC.	1326001885	7/15/2013	\$411.28	Denis Morris Secondary School
R100700871	BURTRNIK PRINTING INC.	1428002060	8/26/2013	\$1,192.15	Saint Francis High School
R100700871	BURTRNIK PRINTING INC.	1427001997	1/14/2014	\$344.48	Holy Cross High School
R100700871	BURTRNIK PRINTING INC.	1538600806	9/5/2014	\$180.80	St. Ann Adult Ed.
R100700871	BURTRNIK PRINTING INC.	1500721936	2/6/2015	\$21,119.48	CEC
R100700871	BURTRNIK PRINTING INC.	1638600851	9/18/2015	\$228.91	St. Ann Adult Ed.
R100700871	BURTRNIK PRINTING INC.	1627002151	7/6/2016	\$377.08	Holy Cross High School
R100700871	BURTRNIK PRINTING INC.	1627002152	7/11/2016	\$339.00	Holy Cross High School
R100700871	BURTRNIK PRINTING INC.	1728002286	1/12/2017	\$262.24	Saint Francis High School
V000191	BURTRNIK PRINTING INC.	103465	12/18/2017	\$2,707.59	Holy Cross High School
V000191	BURTRNIK PRINTING INC.		10/1/2018	\$2,307.15	CEC
V000191	BURTRNIK PRINTING INC.	114503	10/12/2018	\$169.95	Saint Francis High School
V000191	BURTRNIK PRINTING INC.		10/17/2018	\$233.90	CEC
V000191	BURTRNIK PRINTING INC.	116018	12/12/2018	\$490.62	St. John Adult Ed.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TITLE: BOARD AND COMMITTEE MEETING DATES CALENDAR
2019-2020**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Board and Committee Meeting Dates Calendar 2019-2020, as presented.

Prepared by: Corporate Services and Communications
Presented by: John Crocco, Director of Education, Secretary/Treasurer
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 28, 2019



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE BOARD MEETING MAY 28, 2019

BOARD AND COMMITTEE MEETING DATES CALENDAR 2019-2020

BACKGROUND INFORMATION

At the February 26, 2019 Board Meeting, the Board approved the 2019-2020 School Year Calendar for submission to the Ministry of Education. On May 3, 2019 the Director of Education was notified by the Ministry of Education that “your electronic school year calendar submission for your elementary and secondary schools meets the requirements of Sections 2, 3 and 4 of Regulation 304 - *School Year Calendar, Professional Activity Days*”.

Annually, staff utilizes the approved Board and Ministry of Education school year calendar to design the Board School Year Calendar and Meeting Dates along with a calendar of dates for school and system activities, celebrations, events, faith formation, meetings and professional development.

In compliance with the Niagara Catholic District School Board By-Laws on Annual Organizational Meeting (Section 7), Regular Meetings of the Board (Section 8) and Committee Meetings (Section 19), meeting date recommendations from the Niagara Catholic Parent Involvement Committee (NCPIC) and the Board’s Special Education Advisory Committee (SEAC) along with historical annual meeting date adjustments for the Board Meeting in December and June, a draft Board and Committee Meeting Dates Calendar 2019-2020 is presented for the consideration of the Committee of the Whole (Appendix A).

When the Board approves the Board and Committee Meeting Dates Calendar 2019-2020, staff will place a copy on Board websites, notify Board Committees and staff and produce a Board Meeting Dates Calendar 2019-2020 for each school for distribution to all families.

Appendix A – Board and Committee Meeting Dates Calendar 2019-2020 (Draft)

Appendix B – May 3, 2019 Ministry of Education Letter and May 15, 2019 Ministry email

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Board and Committee Meeting Dates Calendar 2019-2020, as presented.

Prepared By: Corporate Services and Communications

Presented By: John Crocco, Director of Education, Secretary/Treasurer

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

Date: May 28, 2019



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD **DRAFT**

2019-2020 School Year Calendar & Meeting Dates

SEPTEMBER 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 SEAC	5 NCPIC	6	7
8	9	10 SAL CW	11	12	13	14
15	16	17	18	19	20	21
22	23	24 PC BD	25	26	27 AC	28
29	30					

OCTOBER 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 SEAC	3	4	5
6	7	8 SAL CW	9	10	11	12
13	14	15	16	17	18	19
20	21	22 PC BD	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6 SEAC	7 NCPIC	8	9
10	11	12 SAL CW	13	14	15	16
17	18	19	20	21	22 AC	23
24	25	26 PC BD	27	28	29	30

DECEMBER 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3 ORG/CW	4 SEAC	5	6	7
8	9	10 SAL	11	12	13	14
15	16	17 BD	18	19	20	21
22	23	24	25 Christmas	26	27	28
29	30	31				

JANUARY 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8 SEAC	9 NCPIC	10	11
12	13	14 SAL CW	15	16	17	18
19	20	21	22	23	24	25
26	27	28 PC BD	29	30	31	

FEBRUARY 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5 SEAC	6	7	8
9	10	11 SAL CW	12	13	14	15
16	17	18	19	20	21	22
23	24	25 PC BD	26 Ash Wednesday	27	28	29

MARCH 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 SEAC	5 NCPIC	6	7
8	9	10 SAL CW	11	12	13	14
15	16	17	18	19	20	21
22	23	24 PC BD	25	26	27	28
29	30	31				

APRIL 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
			1 SEAC	2	3	4
5	6	7	8	9 Holy Thursday	10 Good Friday	11 Holy Saturday
HOLY WEEK						
12 Easter	13 Easter Monday	14 SAL CW	15	16	17	18
19	20	21	22	23	24	25
26	27	28 PC BD	29	30		

MAY 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6 SEAC	7 NCPIC	8	9
10	11	12 SAL CW	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26 PC BD	27	28	29	30

JUNE 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3 SEAC	4	5	6
7	8	9 SAL CW	10	11	12	13
14	15	16 BD	17	18	19 AC	20
21	22	23	24	25	26	27
28	29	30				

JULY 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

REGULAR SCHEDULE OF MEETINGS

- Committee of the Whole Meeting 6:30 p.m.
- Supervised Alternative Learning Meeting 2:00 p.m.
- Board Meeting 6:30 p.m.
- Annual Organizational Meeting of the Board 6:00 p.m.
- Special Education Advisory Committee Meeting 6:30 p.m.
- Policy Committee Meeting 4:00 p.m.
- Niagara Catholic Parent Involvement Committee Meeting 6:30 p.m.
- Audit Committee Meetings 10:00 a.m.

- 2nd Tuesday of each month
- 2nd Tuesday of each month
- 4th Tuesday of each month
- 1st Tuesday of December
- 1st Wednesday of each month
- 1st Tuesday of each month
- 1st Thursday bi-monthly
- As noted

- CW
- SAL
- BD
- ORG
- SEAC
- PC
- NCPIC
- AC

- Elementary P.A. Day
- Secondary P.A. Day
- Elementary & Secondary P.A. Day
- Board Office Shutdown
- Statutory/Other
- School Holidays
- Secondary Exams



**Ministry
of Education**

**Ministère
de l'Éducation**

London Regional Office
217 York St. Suite 207
2nd Floor West
London ON N6A 5P9
(519) 667-1440
1-800-265-4221
FAX (519) 667-9769

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217, rue York - bureau 207
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London ON N6A 5P9
(519) 667-1440
1 800 265-4221
Télécopieur (519) 667-9769

May 3, 2019

John Crocco
Director of Education
Niagara Catholic District School Board
427 Rice Road
Welland, Ontario L3C 7C1

Dear Mr. Crocco:

Thank you for your 2019-2020 regular school year calendar submission and supporting documentation.

I am pleased to inform you that your electronic school year calendar submission for your elementary and secondary schools meets the requirements of Sections 2, 3, and 4 of *Regulation 304 – School Year Calendar, Professional Activity Days*.

Please note that, further to the review of your regular calendar, a representative from the regional office will contact the board about the compliance of your PA day descriptions with both PPM151 and collective agreements. Once these have been deemed compliant, you will receive an automated notice through the school year calendar application which will confirm completion of the process for your school year calendar.

Regards,

A handwritten signature in black ink that reads "Jeffrey J. Moser". The signature is fluid and cursive, with the first and last names being the most prominent.

Jeff Moser
Regional Manager
London Regional Office
Ministry of Education

From: osyc@ontario.ca [<mailto:osyc@ontario.ca>]

Sent: Wednesday, May 15, 2019 3:42 PM

To: Iannantuono, Frank <frank.iannantuono@ncdsb.com>

Subject: Status of your request for approval/review./Statut de votre demande d'approbation/révision.

Thank you for your recent documentation relating to your school year calendar.

On behalf of the Minister of Education, your request for the approval/review of the Secondary Calendar for the 2019/2020 school year has been approved/reviewed.

If you require further information please contact your regional office.

Nous vous remercions de nous avoir fait parvenir votre documentation au sujet de votre calendrier scolaire. Au nom de la ou du ministre de l'Éducation, votre demande d'approbation/révision du calendrier Secondary Calendar pour l'année scolaire 2019/2020 a été approuvé/révisé.

Pour de plus amples renseignements, n'hésitez pas à communiquer avec votre bureau régional.

Please consider the environment before printing this email.

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD REPORT MEETING
MAY 28, 2019**

PUBLIC SESSION

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

The Original Estimates for the 2019-2020 Annual Budget report is presented for information.

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

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

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

Date: May 28, 2019



REPORT TO THE BOARD MEETING MAY 28, 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 proposed Annual Budget 2019-2020 will be presented to the June 11, 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

The Original Estimates for the 2019-2020 Annual Budget report is presented for information.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: May 28, 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	89.10	0.0	
Coordinators and Consultants	18.03	19.03	1.0	
Total Instruction FTE	1,968.60	1,917.71	(50.9)	
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	2,159.25	(58.3)	

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	\$7,000,890	\$4,437
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	\$234,474,953	(\$6,518,784)
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	\$228,653,027	(\$6,358,886)
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 Accommodations	\$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	\$252,308,839	(\$9,723,301)

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

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

BOARD ADMINISTRATION EXPENSES		Employee		Staff	Supplies and	Rental	Fees and Contract	Other	2019-2020	2018-2019 Total	
		Salaries and Wages	Benefits	Development	Services	Expenses	Services	Expenses	Total Expenses	Expenses	
				04	05	08	09	10			
Board Admin - Trustees	31	\$98,994	\$9,224	\$0	\$33,500	\$0	\$0	\$123,017	\$264,735	\$267,204	
Board Admin - Directors and Supervisory Offices	32	\$933,078	\$91,349	\$33,300	\$46,500	\$0	\$60,000	\$40,000	\$1,204,227	\$1,420,344	↓ 1
Finance	33	\$421,800	\$109,460	\$9,000	\$1,000	\$0	\$175,000	\$60,000	\$776,261	\$742,450	
Information Technology Administration	35	\$309,218	\$71,825	\$9,000	\$437,000	\$0	\$255,900	\$0	\$1,082,943	\$1,133,329	↓ 2
Purchase & Procurement	39	\$210,829	\$54,933	\$5,500	\$66,000	\$0	\$0	\$20,000	\$357,262	\$343,629	
Human Resource Administration	34	\$808,445	\$216,659	\$23,150	\$21,500	\$0	\$500,000	\$29,500	\$1,599,254	\$1,548,012	
Payroll Administration	37	\$366,639	\$102,618	\$3,500	\$0	\$0	\$12,000	\$0	\$484,757	\$486,240	
Director's Office	36	\$380,585	\$112,063	\$1,800	\$6,500	\$0	\$0	\$0	\$500,948	\$494,915	
Administration and Other	38	\$183,947	\$51,250	\$3,500	\$71,000	\$0	\$0	\$0	\$309,698	\$427,792	
Operations & Maintenance - non instructional	44	\$137,717	\$42,142	\$0	\$570,600	\$93,000	\$0	\$0	\$843,459	\$776,896	↑ 3
BOARD ADMINISTRATION EXPENSES		\$3,851,253	\$861,522	\$88,750	\$1,253,600	\$93,000	\$1,002,900	\$272,517	\$7,423,542	\$7,640,811	
									\$7,683,252		
									\$259,710		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 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	\$12,979,613	\$3,963,961	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$16,943,574
Early Childhood Educators	532	\$4,005,798	\$1,244,270	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,250,069
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	\$5,913,822	\$1,548,068	\$0	\$327,000	\$0	\$0	\$115,000	\$0	\$0	\$0	\$7,903,890
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	\$3,264,207	\$1,089,536	\$46,250	\$550,666	\$0	\$0	\$0	\$0	\$0	\$0	\$4,950,659
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		\$165,861,148	\$25,646,377	\$112,250	\$6,629,579	\$0	\$55,320	\$848,017	\$3,000	\$0	\$0	\$199,155,690
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	\$760,949	\$46,450	\$1,173,600	\$0	\$93,000	\$1,294,500	\$121,500	\$0	\$0	\$6,309,180
Total Administrations		\$3,851,253	\$861,522	\$79,750	\$1,253,600	\$0	\$93,000	\$1,354,500	\$284,517	\$0	\$0	\$7,778,142
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	\$9,364,291	\$2,865,883	\$30,400	\$9,275,157	\$0	\$70,000	\$913,300	\$0	\$0	\$0	\$22,519,031
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		\$9,364,291	\$2,865,883	\$30,400	\$9,275,157	\$3,408,562	\$640,200	\$913,300	\$0	\$0	\$16,103,700	\$42,601,493
School Generated Funds Expenses					\$7,557,500							\$7,557,500
Total Expenses Schedule 10		\$179,076,691	\$29,373,782	\$222,400	\$24,715,836	\$3,408,562	\$788,520	\$13,019,560	\$287,517	\$375,000	\$16,103,700	\$267,371,568

* 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 **\$268,395,120**

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

ACCUMULATED SURPLUS / (DEFICIT) AVAILABLE FOR COMPLIANCE **\$19,552**

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

TITLE: FINANCIAL REPORT AS AT APRIL 30, 2019

The Financial Report as at April 30, 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: May 28, 2019

**NCDSB
FINANCIAL ANALYSIS
APRIL 30, 2019**



OVERVIEW

Niagara Catholic continues to project a balanced positions for fiscal 2018-2019 for the period ending April 30, 2019

FINANCIAL STATEMENT - NOTES

REVENUE

1. The variance is attributed to the mid-year reduction in EPO grants announced by the Ministry of Education.

EXPENSES

2. The variance is attributed to two factors: an in-year rate variance and over estimated benefit costs.

3. The variance is attributed to a reduction in professional development sessions offered during the school day to assist in alleviating the pressures associated with the lack of replacement for permanent staff.

4. The replacement of Principals and Vice Principals as a result of long-term illnesses.

5. The variance in school operations is the result of additional snowplowing and salting costs associated with a harsher winter and colder spring.

SUMMARY OF FTE(s)

	Revised Estimates	Forecast	In-Year Change
Classroom			
Teachers	1,261	1,261	0
Non-Teachers	762	762	0
Total Classroom	2,023	2,023	0
Non-Classroom	245	245	0
Total	2,268	2,268	0

**INTERIM FINANCIAL STATEMENT
APRIL 30, 2019**



REVENUES	2017-2018	Revised 2018-2019	Forecasted 2018-2019	Variance	Notes
Operating Grants	233,295	231,970	232,062	92	
Capital Grants	26,887	27,021	27,021	0	
Other	13,566	14,651	14,551	(100)	
Total Revenue	273,748	273,642	273,634	(8)	1
EXPENDITURES					
Classroom Instruction					
Teachers	135,079	135,783	135,503	280	
Supply Teachers	6,354	6,761	6,776	(15)	
Teacher Assistants and ECEs	20,279	22,769	22,221	548	2
Classroom Computers	1,028	733	683	50	
Textbooks and Supplies	4,635	4,850	4,942	(92)	
Professionals and Paraprofessionals	7,890	7,788	7,766	22	
Library and Guidance	3,890	4,160	4,219	(59)	
Staff Development	707	508	355	153	3
Department Heads	534	311	311	0	
Principal and Vice-Principals	9,542	9,626	9,943	(317)	4
School Office	5,240	6,006	5,721	285	
Co-ordinators and Consultants	2,037	2,297	2,354	(57)	
Continuing Education	4,384	4,318	4,370	(52)	
Total Instruction	201,599	205,910	205,164	746	
Administration					
Trustees	258	267	254	13	
Director/Supervisory Officers	1,618	1,330	1,261	69	
Board Administration	6,043	6,034	5,971	63	
Total Administration	7,919	7,631	7,486	145	
Transportation	9,861	10,175	10,089	86	
Pupil Accomodation					
School Operations and Maintenance	22,091	22,285	22,796	(511)	5
School Renewal	774	734	734	0	
Other Pupil Accomodation	2,975	3,427	3,427	0	
Amortization and Write-downs	12,960	14,985	14,985	0	
Total Pupil Accomodation	38,800	41,431	41,942	0	(511) 5
Other					
School Generated Funds -Expenditures	7,396	7,558	7,558	0	
Amortizations	0	0	0	0	
Loss on disposal of assets	0	0	0	0	
Other	2,206	117	117	0	
Total Other Expenditures	9,602	7,675	7,675	0	
TOTAL EXPENDITURES	267,781	272,402	272,356	46	
PSAB Adjustments	3,290	1,005	1,005	0	
Forecasted Surplus Deficit	2,677	235	273	38	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – MAY 14, 2019**



May 14, 2019

Policies Recommended

During the May 13 Committee of the Whole Meeting, trustees recommended six policies be referred to the Board for approval.

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) will be considered at the May 28 Board Meeting.

National and Provincial Medallists Presented to Trustees



During the May 14 Committee of the Whole Meeting, trustees were introduced to student athletes who received medals at OFSAA.

Denis Morris Catholic High School student Leela Benjamin won gold in OFSAA women's wrestling (115-kg), the Saint Francis Catholic Secondary School Boys Basketball Team won bronze in the AA division at OFSAA, Saint Francis Catholic Secondary School student Jordan Wylie won bronze in 72-kg women's wrestling, and fellow Phoenix Aidan Iapicco won silver in the 200-m Mens Open Freestyle swimming event.

2019-2020 System Priorities

In January, 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 Committee of the Whole approved the following System Priorities:

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.

The Committee of the Whole recommended System Priorities will be considered by the Board at the May 28 Board Meeting.

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
BOARD MEETING
MAY 28, 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	21	22
23	24	25 Graduation Celebrations Holy Cross 7 p.m. Lakeshore Catholic 7 p.m.	26 Elementary P.A. Day Graduation Celebrations Continuing Education 2 p.m. Blessed Trinity 7 p.m. Notre Dame 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	29

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
FAMILY MASS & PICNIC – JUNE 2, 2019**



Niagara Catholic District School Board

Family Picnic

Sunday, June 2nd, 2019

9:00 a.m. to 1:30 p.m.

Mass begins at 10:00 a.m.

**Niagara Catholic Education Centre
427 Rice Road, Welland 9:00 a.m. - 1:30 p.m.**

Food and drinks available for purchase from:

RJ's Rolling Smokehouse Grill

***Collection to be taken for the Niagara Catholic Helping Hands Fund
Bring lawn chairs and blankets for a day of fun!***

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA MEMORANDUM – 2020 AGM RESOLUTIONS**



Ontario Catholic School
Trustees' Association

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20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

May 6, 2019

MEMORANDUM

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

FROM: Nick Milanetti, Executive Director

SUBJECT: 2020 AGM Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *January 31, 2020*.

Attachments

- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2019 Resolutions with AGM Decisions*
- *Related By-Law Section 5.9 (Resolutions)*



Ontario Catholic School
Trustees' Association

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
 - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy **by the middle of October.**

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Secunder’s Name]
[Board Name]
[Topic]

D. **Submission Deadline Date**

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2020**. We encourage boards to submit their resolutions at any time from May to January by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

E. **Regulations**

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board;
and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

*If you have any questions regarding this template please contact **Connie Araujo-De Melo** either by telephone at 416-932-9460 ext. 226 or by e-mail at cdemelo@ocsta.on.ca.*

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - delegates will speak to the committee recommendation;
 - delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- the chair will **read** the amendment;
- delegates will speak to the amendment;
- delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised May 1, 2019



Ontario Catholic School Trustees' Association

Our Mission

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.

Our Vision

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

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



2019 OCSTA Resolutions with AGM Decisions

	Board	Topic	AGM Decision
A-19	OCSTA Board	Amendment to the <i>“Amended and Restated By-law Number 2016-1, A By-law Relating Generally to the Conduct of Its Affairs”</i> (“OCSTA By-Law”)	Approve
1.	Hamilton-Wentworth	Accuracy of Municipal Voter Lists	Approve
2.	Simcoe Muskoka	Property Tax – School Board Support	Approve
3.	Waterloo	Parent Reaching out Grants	Approve
4.	Dufferin-Peel	Funding for Retrofitting/Renovating Schools	Approve
5.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, Including Special Education	Approve
6.	Simcoe Muskoka	Special Education	Approve
7.	Dufferin-Peel	Student Transportation Funding	Approve
8.	Dufferin-Peel	School Bus Driver Retention Concerns	Approve
9.	Ottawa	Equity Regarding System/Department Principals	Approve and refer to Labour Relations Committee
10.	Dufferin-Peel	Occasional Teacher Costs	Approve and refer to Labour Relations Committee
11.	Peterborough VNC	Cybersecurity in School Boards	Approve and refer to Political Advocacy Committee
12.	Simcoe Muskoka	Economic Realities with Capital Projects	Approve and refer to Political Advocacy Committee
13.	Dufferin-Peel	Parent Reaching Out (PRO) Grants	Approve and refer to Political Advocacy Committee
14.	Ottawa	Perceived threat to Security	Approve and refer to CETE
15.	Dufferin-Peel	Daily Occasional Teacher Roster Caps <i>Same resolution was considered at 2018 AGM. It was received and referred to Labour Relations Committee.</i>	Receive and refer to Labour Relations Committee
16.	Dufferin-Peel	Hard Caps in Kindergarten Classes	Receive and refer to Labour Relations Committee
17.	Northwest	Regulation 274 Fair Hiring Practice	Receive and refer to Labour Relations Committee
18.	Dufferin-Peel	Ontario Regulation 274/12 Hiring Practices	Receive and refer to Labour Relations Committee
19.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Receive and refer to Labour Relations Committee
20.	Dufferin-Peel	Support Staff Recruitment and Retention	Receive and refer to Labour Relations Committee
21.	Simcoe Muskoka	Chronic Shortage of Occasional Staff for Teachers, Early Childhood Educators and Educational Assistants, and Its Impact on Learning	Receive and refer to Labour Relations Committee
22.	Waterloo	Capital Priorities Program	Receive and refer to Political Advocacy Committee
23.	Dufferin-Peel	Air Conditioning in all Schools	Receive and refer to Political Advocacy Committee
24.	Waterloo	Renewal Funding for Administrative Buildings	Receive and refer to Political Advocacy Committee
25.	Waterloo	Green Investments	Receive and refer to Political Advocacy Committee
26.	Dufferin-Peel	Funding for Mathematics Courses	Receive and refer to Political



2019 OCSTA Resolutions with AGM Decisions

			Advocacy Committee
	Board	Topic	AGM Decision
27.	Dufferin-Peel	50 Day Limit Re-employment for Retired School Administrators	Receive and refer to Political Advocacy Committee
28.	Ottawa	Seat Belts on School Buses	Receive and refer to Political Advocacy Committee
29.	Simcoe Muskoka	Trustee Honorarium and Benefits	Receive and refer to Political Advocacy Committee
30.	Waterloo	Trustee Honoraria	Receive and refer to Political Advocacy Committee
31.	Simcoe Muskoka	Home, School, Church	Receive and refer to CETE
32.	Simcoe Muskoka	Global Warming – Climate Change	Receive and refer to CETE
33.	Ottawa	Use of word “Indian”	Receive and refer to CETE
34.	Toronto	Legal Defence Fund and Insurance for Individual Catholic School Trustees	1. Receive and refer to Budget & Human Resources Committee 2. Receive and refer to Political Advocacy Committee TIMELINE: Jan. 2020 Catholic Trustees Seminar
35.	Dufferin-Peel	Investigation of a new method of vote allocation at the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA)	Not Approve
36.	Toronto	Weighted Voting for the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA)	Not Approve

**Excerpt from
Ontario Catholic School Trustees' Association
General Working By-law 2019-01**

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSB's

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSB's not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board;
and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template please contact Connie Araujo-De Melo either by telephone at 416-932-9460 ext. 226 or by e-mail at cdemelo@ocsta.on.ca.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA DRAFT POLICY/MEMORANDUM ON SCHOOL
BOARD POLICIES ON SERVICE ANIMALS**



Ontario Catholic School
Trustees' Association

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T. 416.932.9460 F. 416.932.9459
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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

May 3, 2019

Hon. Lisa Thompson
Minister of Education
Ministry of Education
438 University Ave, 5th floor
Toronto, ON M7A 2K8

Re: Draft Policy/Program Memorandum on School Board Policies on Service Animals

Dear Minister:

Thank you for initiating a consultation on School Board Policies regarding service animals with key education partners and stakeholders. This letter represents OCSTA's concerns and recommendations that covers a number of areas in the draft PPM on service animals.

Overall Context

Catholic education is an integral and distinctive part of Ontario's excellent education system. Our schools promote caring communities and the dignity of all persons and social justice. Our publicly funded schools are well known for their tradition of academic and co-curricular excellence and commitment to the marginalized and disadvantaged. In fact, Catholic schools have an outstanding reputation for educating students with special needs and making accommodations to ensure all the mental, intellectual, emotional and spiritual well-being of our students is paramount.

In this context, our schools support students that require the use of service animals, subject to the conditions of our school board policies for service animals. Boards must retain, however, the autonomy and flexibility to develop and modify service animal policies that meet the needs of their community.

Comments on the Draft PPM

OCSTA supports the overall purpose and expectations for board policies on service animals as outlined in the draft PPM:

- Allow students to be accompanied by service animals in school when doing so would be an appropriate accommodation to support students' learning needs, and would meet the school boards' duty to accommodate students with disabilities under the Ontario *Human Rights Code* (the "Code");

- Make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- Put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

Our boards' existing service animal policies are based on these criteria and are in conformity with all applicable legislation. In addition, our boards receive and manage accommodation requests in a timely manner. This involves collaboration with students, staff, and parents and, depending on the accommodation being considered, outside medical/social service agencies. This process is designed to ensure the students' needs are properly identified and appropriate supports and resources are available to remove barriers that allow for access and inclusion in school activities. In this context, service animal requests may form part of the accommodation plan for the student but they may not as well. The standard for (all) accommodations in schools is "reasonable" versus "best", which allows school boards to consider the available resources and the needs of all the students it serves.

Further, school boards can only accommodate to those needs demonstrated in the classroom. In the development of any policy, primacy must be given to how the accommodation will meet/assist with an observable learning need in the classroom and weighed against other accommodation options available to meet the learning need. In addition, any outside experts, such as regulated health professionals, who may be identified as seminal within policy, must also be tied to a provision of assessment data that validates the use of a service animal as the preferred and most appropriate form of accommodation for success in the classroom setting.

Definition of Service Animal

The main point of contention OCSTA has with the draft PPM concerns the ambiguous definition of "service animal" and the potential conflicting legal requirements under the Ontario Human Rights Code, Accessibility for Ontarians with a Disability Act (AODA) and the Blind Persons' Rights Act. In order to develop consistent policies and programs that adequately support students with disabilities and their learning needs in the classroom, our boards require service animals to be narrowly understood as trained dogs with valid certification. This would include guide dogs, hearing or signal dogs, seizure response dogs and dogs that are trained by accredited organizations to support students with psychological disabilities and those with Autism Spectrum Disorder.

For example, in British Columbia the *Guide and Service Dog Act, 2016* and its regulations requires that all service dogs be certified by either an established service dog program or by the Justice Institute of BC as meeting minimum training standards. The regulations go so far as to name specific training centres that meet the requirements for certification.

General support animals or emotional support animals that lack specific training of the sort described above to support students learning, medical or psychological needs would not be included. By including these sorts of animals within the definition of "service animal" many untrained animals of all kinds could end up in the classroom including birds, cats and other animals.

Review of School Board Service Animal Policies and Data Collection

OCSTA believes that requiring boards to review their service animal policies on an annual basis would impose unnecessary administrative burdens on boards. Boards should have the flexibility to determine appropriate time frames for reviewing its policies on service animals consistent with its existing policy review process. In addition, the time frame for revising or creating service animal policies and protocols should be extended until September 1, 2020 to allow for sufficient time to develop those policies and engage in the necessary training required for consistent implementation and communication to their local communities.

Please do not hesitate to contact me if I can be of any assistance or if you have any questions or concerns.

Yours Truly,



Beverley Eckensweiler
President

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
MAY 28, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA-AECO VISION DOCUMENT**

The background features a complex geometric design composed of various shades of blue and dark blue. The design includes large triangles, trapezoids, and other polygons that create a sense of depth and movement. The colors range from a deep navy blue to a bright, vibrant blue. The overall aesthetic is modern and clean.

The Students' Vision for Education

OSTA-AECO Vision Document

Date of Issue:

05 / 06 / 2019





ABOUT OSTA-AECO

The Ontario Student Trustees' Association-l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO) is a registered non-profit, nonpartisan organization, and the largest student stakeholder group in Ontario, representing approximately 2 million students. The General Assembly is comprised of student trustees from public and Catholic school boards across the province. Members of the association work tirelessly throughout the year to advocate for student voice, and strive to work with provincial partners in government and otherwise to improve Ontario's education system for its students.

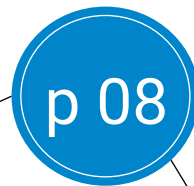
More information about OSTA-AECO's work can be found at www.osta-aeco.org

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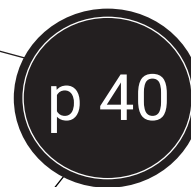
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FOREWORD

Ontario's publicly-funded education system is one of the best in the entire world.

Whether it be the constant stream of international educators visiting schools, or ranking in the top five in the Organisation for Economic Co-operation and Development's (OECD)¹ education scores; there is so much to be proud of.

This success is no accident.

Instead, it is the product of decades of educational excellence by Ontario's outstanding teachers who have poured their hearts into building the next generation.

It is the product of years of work by Ontario's highly skilled school board administrators, who have implemented innovative educational practices that have transformed classrooms across the province.

And, of course, it is the product of the dedication of Ontario's students, who have persevered through hurdles in their education to consistently increase attainment rates on a variety of indicators to make Ontario proud.

All of this work by educators, administrators, and students has been invaluable in building up one of the core pillars of this province: publicly-funded education. A publicly-funded education system is an integral part of any mature society. It lifts communities up, promotes widespread equity, and provides countless opportunities for citizens to succeed throughout their lives.

The immense benefit of publicly-funded education is unquestionable; it is a promise of prosperity, success, and development. Nevertheless, to protect it, Ontario must constantly improve it. After consulting with students for the past 18 years and counting, the Ontario Student Trustees' Association- l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO), is launching its first-ever long-term strategic policy plan:

OSTA-AECO's Vision Document:
[*The Students' Vision for Education.*](#)



This document features 35 long-term recommendations that strive to transform every facet of our education system, premised on the following 6 pillars:

Enhancing Equity:

Highlighting the deeply ingrained barriers that exist in Ontario's classrooms, and combating them through capacity building, culturally responsive education, and critical equity analyses of the demographics that make up a school's population.

Funding Formula Reform:

Rectifying the significant issues of funding inadequacy that exist in the education system through a mix of program driver modifications and structural funding reforms to fund modern student needs.

Strengthening Rural & Northern Schools:

Dismantling geographic obstacles to a beneficial student experience with a focus on fostering the conditions for educational opportunity in rural, remote, & northern regions.

Supporting Student Well-being:

Providing the mental and physical supports to form an environment that improves student-well being and, by extension, student success.

System Modernization for 21st Century Learning:

Updating the curriculum to ensuring that the learning happening in classrooms is relevant to today, ultimately preparing Ontario's students for the modern workforce.

School Board Governance:

Structuring Ontario's school boards and their systems to be best designed to amplify student voice.

The classroom is the common thread among Ontario's citizens; it provides a place to learn and grow for everyone in the province. In order to constantly improve Ontario's education system, there must be plans in place to invest and build up public education, and OSTA-AECO is proud to lay out a plan that serves Ontario's students and schools alike.

Ontario's students have a vision for public education in this province. **It is time to embark on this plan and build an education system that works for all of Ontario's students.**

METHODOLOGY



In order to ensure that every recommendation put forward by OSTA-AECO best represents a wide variety of student's voice, many recommendations are supported by results from surveys OSTA-AECO has conducted in the past few years. These surveys include the Ontario Student, Parent, and Educator Survey from 2012 (with 10,626 student responses from 70 school boards) and 2017 (with 4233 student responses from 69 school boards), as well as the Ontario Student Survey which accompanied OSTA-AECO's 2018 Student Platform (with 8230 responses from 62 school boards).

OSTA-AECO has also held several consultations with student trustees from all across Ontario during the compilation of this strategic plan. Feedback provided through these surveys and consultations has been imperative in shaping the recommendations put forward by the organization in this long-term Vision Document.

PILLAR 1: ENHANCING EQUITY

Equity in education is an imperative that should guide every decision undertaken in classrooms and at the board table. The Organization for Economic Development & Cooperation, a significant standard for education achievement used by provincial governments and policymakers, makes this point poignantly. In a report on enhancing equity in education, they state “The long-term social and financial costs of educational failure are high. Those without the skills to participate socially and economically generate higher costs for health, income support, child welfare and security.”² A core operating premise for Ontario’s schools must be ensuring student success for all pupils, regardless of who they are or where they come from.

In the 2017 OSPES conducted by OSTA-AECO, 1 in 3 students felt that student’s voices had no impact on decision making in their schools. 40% of these students self-identify as minorities.

MANDATING IDENTITY & WELL-BEING DATA COLLECTION

Ontario’s schools currently collect a host of data, however, it is limited to basic school information or academic demographic data, such as EQAO scores and the share of students receiving special education services. While this data is essential for certain policy and programming decisions, for students from marginalized backgrounds it does not go far enough.

As Ontario continues to diversify every year, many of these students hail from diverse backgrounds and require specialized approaches that will enable them to break down barriers to their education. However, to

best meet the needs of students, boards and schools need to know where barriers exist. The basis for this approach can only be attained through demographic data that collects more detailed information on race, ethnicity, disability status, gender identity, sexual orientation, and broader indicators of parental socio-economic status.³ By 2031, it is forecasted that about **40% of children below the age of 15** will be racialized.⁴ As demographics shift dramatically, it is critical to meaningfully break down barriers from a demographic standpoint through developing the means to do so.

By carrying out a Student Census in every school board across Ontario, boards will have a much better idea of the types of students they must serve. A census should include questions on, but not limited to, race, ethnicity, disability status, sexual orientation, indigenous heritage, and broader indicators of socio-economic status. Additionally, it should include questions gauging information on student emotional well-being, perceptions of school environments, and barriers to student achievement.⁵

RECOMMENDATION 1.1

Thus, OSTA-AECO recommends that the Provincial Government fully implement proposed plans in the Education Equity Action Plan and work with boards to regularly undertake a Student Census in every school board across Ontario that collects voluntarily-disclosed student identity & well-being data.

SUPPORTING INCLUSIVE CURRICULUM

Ontario's world-class education system continues to be a leader in many different areas. Nevertheless, significant achievement gaps continue to persist in our schools. For instance, graduation rates for Metis, Inuit, and First Nations students continue to be anywhere between 11%-27% below the provincial average.⁶ Additionally at the Toronto District School Board, through a representative sample analysis by the Ontario Alliance of Black School Educators in 2016 it is estimated that **41% of black** students did not go onto post-secondary education.⁷

One powerful tool that educators across jurisdictions have employed to support students from diverse backgrounds overcome barriers is a culturally responsive curriculum. Focus groups with students during studies on the benefits on this curriculum have stated that through culturally responsive pedagogy, students are able to take increased ownership in their learning, and this "increases the overall level of student engagement, participation and motivation."⁸ Increased student engagement will lead to increase credit attainment rates across the board and further benefit student success rates.

RECOMMENDATION 1.2

Consequently, OSTA-AECO recommends that the provincial government engage with educators and stakeholders to integrate diverse cultures, histories, and perspectives across the curriculum from, but not limited to, African Canadian, Caribbean, Latin American, South Asian, East Asian and Pacific Islander traditions.



One of the most eye-opening moments of my schooling came this year In my Grade 12 World History class when we did a unit on the African slave trade. I never truly realized the duration or scale of the slave trade until we covered it in class, and it makes me wish I learned more about my African-Canadian heritage at school."

High School Student, Toronto DSB

ADVANCING RECONCILIATION IN ONTARIO SCHOOLS

One of the cornerstone recommendations of the Truth & Reconciliation Commission was 63(i), which recommends that Ministers of Education maintains an annual commitment to indigenous education through "Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools." It has been proven that student achievement benefits from the diversification of curriculum, and advancing reconciliation in schools is of utmost importance.⁹

RECOMMENDATION 1.3

For these reasons, OSTA-AECO recommends that the Provincial Government restart curriculum writing sessions to integrate enhanced Indigenous histories and cultural perspectives across the curriculum to honour the Truth and Reconciliation Commission's Call to Actions.

HELPING STUDENTS BUILD HEALTHY RELATIONSHIPS: MODERN HEALTH & PHYS ED. CURRICULUM

Health and Physical Education is a cornerstone of a student's school experience, for it provides a rare space for open conversations on some of the less-comfortable conversations that come with learning about sexual health and development. For this curriculum to be effective, it must be oriented around the modern-day realities that students face today and be applicable to the diversity of young people and their families. Today's youth are faced with new challenges that they must learn to navigate in a healthy and smart way. Some of these realities include modernized themes such as online safety, sexual orientation and gender identity, contraception, good decision-making skills, and consent.

RECOMMENDATION 1.4

Thus, OSTA-AECO recommends that the province crafts a Health & Physical Education curriculum that is inclusive of the wide breadth of gender, sexuality, family diversity in Ontario and reflective of the broad range of backgrounds represented in classrooms.

CREATING EQUITABLE ACADEMIC PATHWAYS: REVIEWING STREAMING

A hallmark of Ontario's schools is its system of academic streaming. Streaming requires students at the end of Grade 8 to pick their level of study, which is known as academic, applied, and open in Grades 9/10 and college, university, mixed, or locally developed in Grade 11/12. However, since its full implementation in 1999¹⁰, many Ontario students have been left behind.

Through examining a variety of metrics and participation measurements, a staggering achievement gap exists between academic and applied courses. For instance, in the 2018 Ontario Secondary School Literacy Test (OSSLT), 90% of students taking academic English passed compared to just 39% of applied English students, which is a 51%¹¹ achievement gap. Furthermore, options for upward academic mobility are extremely limited, as a 2019 analysis by People for Education found that 47% of high schools surveyed found that students "not very often" or "never" transferred from applied to academic. Crucially, **77% did not offer** transfer courses - half-credit classes designed to cover the content gap between academic and applied to facilitate a transition in streams within school hours.¹² Additionally, an analysis by the Ontario Alliance of Black School Educators found there was a significant overrepresentation of students of colour in applied classes. For instance, it was found that in the Toronto District School Board, 41% of black students were enrolled in at least some applied classes compared to 12% of their white peers.¹³

An extensive review of streaming considering the curriculum and instruction of the different levels of courses, support staff levels in classes, the process for course-level selection, and the accessibility of transfer courses, should be undertaken in order to highlight the issues with the current system in order to create a more equitable one. This review must overarchingly examine the significant achievement gaps between diverse students and demographic overrepresentation in the different streams.

RECOMMENDATION 1.5

OSTA-AECO recommends that the provincial government undertake an extensive review of streaming in the education system, while directly consulting students who have been most disproportionately impacted by the current streaming system.

OPENING THE DOOR OF OPPORTUNITY TO POST-SECONDARY: RESTORING OSAP

The Ontario Student Assistance Program (OSAP) is a financial aid program to help students pay for post-secondary education. As Ontario faces the highest tuition rates in Canada, OSAP is critical in allowing students in middle- and lower-income families to obtain higher education and graduate while lessening the financial burden on these students and their families. Through structural and funding reforms, OSAP saw a **20% increase** in the number of low-income students applying and a **35% increase** in the number of self-identifying Indigenous students applying.¹⁵

“

As a student with financial difficulties, my financial situation limits my application options for post-secondary. While going to a local university, OSAP gives me a chance to attend classes without worrying about my tuition costs. OSAP also saves me multiple hours of working a minimum wage job. Instead of investing those hours at my workplace, I can spend my time participating in activities that benefit my community.”

Grade 12 Student, Toronto CDSB

These changes ensured that every single student, regardless of their background or ability to pay, was able to afford post-secondary education.

In January 2019, changes to OSAP were announced that would lessen grants offered to post-secondary prospective students.¹⁴ These grants provided through OSAP have allowed students to be more financially stable in their pursuit of higher education and, for many, have enabled them to attend school. Following the announcement of these changes,

RECOMMENDATION 1.6

OSTA-AECO recommends that grants provided to middle- and lower-income families be increased to allow students from more diverse socioeconomic demographics to obtain a post-secondary education.

PILLAR 2: THE FUNDING FORMULA

Ontario's education system does not exist without funding. Through the Grants for Student Needs funding formula and its 2 Foundation & 13 Special Purpose Grants, the provincial government supports 74 school boards, 5000 schools, 7,300 administrators, 113,000 teachers, and 2 million students.¹⁶ Every dollar that goes into education serves a purpose with the intention of bettering the education system and the experience of the students within it. Through overhauling the funding formula, modifying program drivers, and implementing structural reforms to key aspects of the GSNs, it can be ensured that the provincial government continues to make one of the most important investments they can make: an investment in education, and an investment in students.

FUNDING MODERN STUDENT NEEDS: A ROYAL COMMISSION ON EDUCATION FINANCE REFORM

Throughout the intricate network of policies and programming that form the foundation of our education system, the common thread that binds everything together is funding. Since the inception of the modern Grants for Student Needs system two decades ago, school boards across Ontario face a **\$15.9 billion¹⁷** capital repair backlog, **80% of boards** spend anywhere between **\$100,000-\$81 million** more on special education than provided, and rural students face geographical barriers which keep them from receiving the same quality of education as their peers in urban centres. All of these problems are due to the significant issues in funding inadequacies that have arisen due to few reviews and no major reforms of the formula.

When examining funding adequacy through the objective basis of per-pupil funding, Ontario has recently ranked 5th out of all 10 provinces, 18th out of 18 when compared with the provinces and states in the Great Lakes Region, and 45th out of 61 across all Canadian Provinces, U.S. states, and the District of Columbia.¹⁸

Throughout Ontario's history, Royal Commissions have been transformative in making meaningful progress on many different issues. For example, through the Royal Commission on Learning from 1993-1995 major educational innovations such as EQAO, Student Trustees, and mandatory school board Multi-Year Strategic Plans were introduced.¹⁹ A Royal Commission on funding reform will allow for the development of a transformative new funding formula that finally fully supports the needs of Ontario's students.

To truly ensure Ontario's education system is sustainably, equitably, and adequately funded for all students,

RECOMMENDATION 2.1

OSTA-AECO recommends that the Government of Ontario establishes a Royal Commission on Education Finance Reform and that it focus on the following guiding principles:

- *Enabling 21st-century learning*
- *Supporting student well-being*
- *Strengthening rural & northern schools*
- *Enhancing equity*
- *Supporting capital expansion & school renewal needs*
- *Overall funding adequacy.*

A STANDARD OF GOOD REPAIR FOR ONTARIO SCHOOLS

One of the largest challenges facing Ontario's education system is the growing state of disrepair of publicly-funded schools. The capital repair backlog has gone from **\$5.6 billion**²⁰ in 2002, to **\$15.9 billion**²¹ as of 2017, and is projected to reach **\$17 billion**²² at the end of the 2018-2019 academic year.

To fully eliminate this systemic issue, Ontario needs to take a proactive approach through establishing a new model for funding maintenance needs. Currently, the School Operations Allocation is mostly funded on a per-pupil basis. However, whether a school is under-capacity, at capacity, or over-capacity, it will deteriorate and age all the same. Utilization rates are arbitrary tools of measurement which have contributed greatly to the skyrocketing capital repair backlog in our schools.

Seeing as it is extremely difficult for students to succeed if they are shivering in class, the provincial government must create a standard for good repair which is localized for unique costs, individualized through school-based funding, and be completely detached from utilization rates. It should be provincial through consistent standards across the board for the temperature that is conducive for learning, cleanliness, and facilities' upkeep requirements. Consequently,

RECOMMENDATION 2.2

OSTA-AECO recommends that the provincial government work in consultation with school boards to adopt a Standard of Good Repair, as proposed by the "Fix is Not In" report written by economist Hugh Mackenzie for the School Facility and Operations Grant.



In Grade 6, I remember an ageing pipe burst, causing my elementary school's electricity system to fail and cancelling class for the day. In Grade 8, I remember a massive rain-storm hitting and flooding through my middle school's deteriorating roof, forcing my science class to relocate for a month. This past fall, I had to switch seats in my Grade 12 law class because water kept dripping onto my notes and tests. One of the constants in all of the schools I've been at appears to be a state of deep disrepair."

Grade 12 Student, Toronto DSB

ACHIEVING FUNDING ADEQUACY: UPDATING BENCHMARKS ACROSS THE BOARD

Benchmarks are cost standards in the funding formula that ²³ play a core part of virtually every set of calculations that go into determining the GSNs. They can be broken down into two components: factors and costs. Benchmark factors represent the activities or requirements that trigger a cost, such as legislated class size standards, contractual compensation obligations, or ministry mandates set out by regulation. Benchmark costs are the standard or average dollar amount cost for that particular factor.²⁴

As the last independent review of the funding formula by the Education Equality Taskforce Report stated; "Benchmarks affect everything from the number of funding boards receive to cover their costs in the areas of salaries and benefits for administrators, teachers, and support staff; to learning resources such as textbooks, classroom supplies, computers, and related administrative costs; school operations, including heating, lighting, maintenance, cleaning, and

insurance; construction, including renovations and major repairs (“school renewal”) and additions or new buildings (“new pupil places”).²⁵

One of the root causes of the significant funding inadequacies in Ontario’s education system is the benchmarks that have not meaningfully reviewed since the GSNs were established in 1997. The Education Equality Taskforce Report projected that updating benchmarks to keep up with inflationary costs & enrollment growth expenses would cost \$1.01 billion²⁶ in 2002, which adjusted for inflation is about \$1.4 billion²⁷ today.

Due to limited reviews in the past two decades, benchmarks have become severely out of date in many areas of the GSNs. This is a large part of the reason so many boards struggle with meeting student needs in areas of special education, capital repairs/maintenance, and student transportation in particular. The Auditor General in her 2017 annual report also spotlighted how fifteen years later, the findings and recommendations of the Education Equality Taskforce had not been implemented, particularly around funding adequacy and benchmarks.²⁸

In order to support the needs of Ontario’s students, investments must be made from a reputable and accurate basis, rather than using benchmark frameworks from 20 years ago. For this reason,

RECOMMENDATION 2.3

OSTA-AECO calls on the Government of Ontario adopt the recommendation of the 2002 Education Equality Taskforce and the 2017 Auditor General Report and have the Ministry of Education, in consultation with school boards, educators, and other stakeholders, develop a mechanism for biennially reviewing and updating benchmarks in the funding formula.

MODERNIZING THE LEARNING OPPORTUNITIES GRANT

The Learning Opportunities Grant (LOG) is a portion of the GSNs that was established in 1998 to provide school boards with funding for investments in at-risk students. The LOG is currently comprised of 10 different allocations, with the largest and original portion being the Demographic Allocation. The Demographic Allocation provides \$362.9 million in funding as of the 2018-19 school year, which targets the following four specific socio-economic indicators: Low income, recent immigration, low parental education, and single-parent families.²⁹

However, most of the factors in this allocation have been unreformed since the grant was first introduced in 1997, even though Ontario has seen significant social and economic changes in the 21st century. Precarious employment, housing unaffordability, food insecurity, and the broader decreases in income security define the socio-economic realities of today’s students and their families.

An updated set of factors for the Demographic Allocation will ensure that the funding provided through the LOG is directed towards the modern socio-economic barriers that exist today.

RECOMMENDATION 2.4

Thus, OSTA-AECO recommends that the Government of Ontario work with school boards to update the socio-economic indicators that drive the Demographic Allocation to include factors such as; the number of families on social assistance, regional unemployment rates, languages other than English or French is spoken at home and housing instability/frequent homelessness.

CLASS SIZES MATTER

In Ontario's education system, the classroom is where change truly starts. Through the work of world-class teachers and education workers, students receive individualized, one-on-one support from caring educators who understand their needs. It is through the classroom that transformative programs that enhance student success are implemented. These individualized supports and specialized courses are heavily dependent on class sizes.

Through examining objective indicators³⁰ of student achievement, lower class sizes have paid significant dividends in recent years. For instance, in 2007 the provincial government lowered class size averages at the primary level from 25³¹ to 90% of classes having to be 20 or fewer.³² As a result, Grade 3 Reading & Writing went from 49% & 52% in 2000 to 75% & 72% in 2017-18.³³ Grade 6 Reading & Writing has increased from 55% & 53% in 2000³⁴ to 82% & 80% in 2017-18.

Secondary class sizes were similarly lowered to 22 pupils. Consequently³⁵, student success on a variety of indicators increased substantially. 84%³⁶ of Academic students and 45%³⁷ of Applied students in 2017-18 met the standard in the Grade 9 mathematics EQAO. Furthermore, the graduation rate has significantly increased to 86.3%³⁸ in 2017-18 from about 70% in 2000.³⁹

Recently, the provincial government announced a significant increase to secondary class size averages from 22 students to 28. This will result in classrooms of 40 students in the near future. Educators cannot be expected to know the needs of every student and no program can be effectively implemented with classes of that size. This has a detrimental effect on student learning as students will no longer receive adequate individualized support.

In the past two decades, smaller classes have allowed Ontario's students to flourish and achieve at significantly higher levels than before. Consequently,

RECOMMENDATION 2.5

OSTA-AECO strongly recommends that the provincial government reverse its class size increases, and maintain the 2018-19 class size average of 22 pupils in Grades 9-12.

“ *One of the roughest transitions I've experienced was the transition between Grade 9 and Grade 10 math. My Grade 10 academic math class had nearly 35 kids, which meant my teacher had very little time to give me the one-on-one extra help I needed to succeed. I really struggled in the course, which led me to drop down to applied math and closed off some post-secondary paths for me.”*

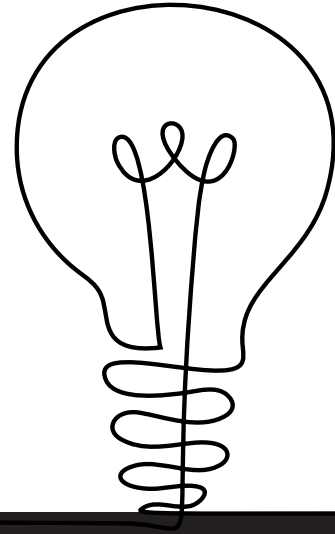
Student, Toronto DSB

SUPPORTING INNOVATION IN EDUCATION: LOCAL PRIORITIES FUNDING

For decades, Ontario's school boards have been leaders in education policy innovation. From student well-being to student achievement, school boards have been using their limited amounts of discretionary budget to aid in the development of several areas in education. Ontario has a long history of local priorities funding, with the province providing discretionary funding of \$200 per student in the early 2000s.⁴⁰ More recently, countless boards across Ontario have used the discretionary funds provided through the Learning Opportunities Grant (LOG) to design similarly impactful programs to enhance student equity.

As of 2017-2018, the LOG temporarily features a two-year Local Priorities Fund (LPF) of \$235 million.⁴¹ Through the LPF, Ontario's school boards have been able to hire 875 teachers and 1,600-1,800 education workers better support. This has allowed for more special education support staff to help students with learning exceptionalities thrive and additional caring adults to operate programming for at-risk students.

In order to achieve improved outcomes sought by the provincial government on a variety of indicators, school boards require autonomy to fulfill localized needs and craft solutions that match the strengths and needs of their individual student populations. A central, "one-size-fits-all" funding formula cannot achieve this alone.



RECOMMENDATION 2.6

OSTA-AECO recommends that the Government of Ontario makes the current Local Priorities Fund in the Learning Opportunities Grant permanent, and work with school boards to meaningfully expand it to ensure that it is sufficiently funded to allow for local innovation.

PILLAR 3: STRENGTHENING RURAL & NORTHERN SCHOOLS

Out of Ontario's 72 school boards, 70 of them have schools in rural areas. There are clear discrepancies between learning in an urban school or a rural one that can come in the form of fewer courses offered, longer bus commutes to school, and less experiential learning opportunities, to name a few. Students across the province deserve to receive a rich educational experience regardless of their geographic location by minimizing barriers and optimizing learning opportunities for rural and northern students.

SUPPORTING EVERY RURAL SCHOOL: EXPANDING THE RNEF MODEL

Realizing that rural students face significant differences in comparison to urban boards, the GSNs provide the Geographic Circumstance Grant to help eliminate significant barriers.

The grant consists of several allocations, such as the Remote & Rural Allocation to account for the higher cost of procurement for rural boards, the Supported Schools Allocation that enhances the viability of certain programming or staffing allocations like ECEs⁴², and the Rural & Northern Education Fund (RNEF).

The unique aspect of the RNEF is that unlike almost any other block funding section of the GSNs, it mostly funded on a school-by-school basis, rather than board-by-board. This has allowed for rural schools in large urban boards that would not have received support under a board-wide funding determination have received support. For example, in the Peel DSB, several schools in Caledon (a rural area) received \$55,000 in funding in 2017-18 for crucial staff allocations, expanded technical, arts, and athletic course program-

ming⁴³ due to the structure of this funding model.

Funding through the RNEF is determined through a calculation of the number of rural students on a school-by-school basis based on the Statistics Canada definition and two formulas calculating the density of rural student enrollment in a board.⁴⁴ The funding structure of the RNEF, combined with its requirement that resources only go to schools where at least 50% of its students are rural⁴⁵, has allowed for schools across rural & northern Ontario to get the extra funding they require.

This innovative funding stream has allowed for deeply impactful school-level investments in 70 of Ontario's 72 school boards. This is due to the unique model of the RNEF, which is why

RECOMMENDATION 3.1

OSTA-AECO recommends that the provincial government expand the school-by-school model of the RNEF to the rest of the Geographic Circumstances Grant and other aspects of the GSNs, ultimately providing all rural & northern schools across Ontario with the support they need.

STUDENT TRANSPORTATION

Transportation is a major component of the educational experience of many Ontario students as approximately 40% of students are transported to and from school via school buses and other board-funded transportation mechanisms each day.⁴⁸ It is funded via the Student Transportation Grant within the broader Geographic Circumstances Grant.

Student transportation is delivered through the use of a system of transportation consortia. These transportation consortiums are organizations formed by 2 to 5 school boards of different systems operating in the same geographic boundaries in order to consolidate costs and increase efficiency. The 33 consortia across Ontario are each⁴⁹ individually responsible for operational requirements like administering local board transportation policies, planning transportation services, and contracting school bus operators.

STUDENT TRANSPORTATION STANDARD

Studies such as the Research Report regarding Student Transportation and Educational Access⁴⁶ have shown that students who have a positive experience in their travel to school find significant benefits to their well-being and success. This is based on the fact that a lengthy or uncomfortable commute to school can impact a student's ability to start the school day on time and inhibit their ability to participate in extra-curriculars, which are a foundational piece of the student experience.

Through OSTA-AECO's Student Survey, 47% of students reported that transportation affects their abilities to participate in before/after school programming and extra-curriculars,

leaving students feeling uninvolved in their community and missing out on experiences which complete the high school experience.

Some school boards have already taken steps to set maximum commute times for student transportation and accompanying exemptions.⁴⁷ Still, major discrepancies exist across the province. Ontario's students, regardless of where they live, deserve to be able to get to school in a comfortable and relatively efficient manner. To ensure student transportation is beneficial for students,

RECOMMENDATION 3.2

OSTA-AECO recommends that the Government of Ontario work with school boards to establish a Student Transportation Standard, outlining guidelines for bus-to-home communication, informed bus route decision-making, regional protocols for school bus cancellations, and maximum commute times which all take into account local, unique geographic realities.

SCHOOL BUS INSPECTIONS

In 2015, the Auditor General conducted an audit of student transportation services throughout the province and found some significant discrepancies with regards to safety standards. Notably, the Auditor found that restrictions around the maximum and average age of school buses were done at the individual contract level and thus varied board to board. This is coupled with varying processes by consortiums and the Ministry of Transportation for the inspection of buses, which the Auditor stated were “not targeting those vehicles most at risk for safety violations, performing inspections on a timely basis, or ensuring that defects noted during the inspection were fixed”.⁵⁰ These discrepancies leave the door open for varying school bus safety standards across the province, all of which have the potential to endanger students.

RECOMMENDATION 3.3

Thus, OSTA-AECO recommends that the Government engage collaboratively with school boards to establish consistent, province-wide standards for the average & maximum age of school buses and processes for school bus inspections.

SCHOOL BUS SAFETY STANDARDS

Additionally, the Auditor General found that School bus safety training for riders was not a requirement, and only 16 of the 33 consortia in the province have made it mandatory.⁵¹ Safety training is a critical proactive measure to ensure Ontario's students are protected and safe while being transported to and from school. School buses are not immune to accidents; between 2010 and 2015, 5 600 buses were involved in an accident, and in 2013 it was found that school buses were in proportionately more accidents than cars and trucks.⁵²

RECOMMENDATION 3.4

OSTA-AECO recommends that the Government of Ontario make school bus safety training a mandatory requirement for all consortia's to implement and that the Government increase the School Bus Rider Safety Amount within the Student Transportation Grant if necessary to allow for this.

“ I live in a small community approximately an hour away from my school, therefore, making it extremely difficult to participate in many activities. With that being said, I still make a full attempt to participate in activities or events and attend all those which are made possible by the help of friends, family and the school itself.”

Grade 12 Female, Rainbow DSB

PILLAR 4: STUDENT WELLBEING

A student can only be truly successful in school when they are mentally and physically healthy. There are several programs and resources that schools can provide to ensure that students take care of their well-being and prosper in school. The number one priority of schools and school boards should be to ensure that students are well-fed, cared for, and offered support staff so they know they have people they can talk to in the event of a mental health issue. Although Ontario has made investments into student well-being resources and this has become a priority for school boards,

OSTA-AECO's OSPES found that 1 in 3 students feel their mental health resources and supports are inadequate.⁵³

STUDENT NUTRITION PROGRAMS: UPDATING THE FUNDING CRITERIA

Research has shown that students face significant barriers to learning when they are hungry, as nutritious food is essential to the well-being of a student. In 2015, over 500,000⁵⁴ Ontarians visited a food bank, of which, 33% of those were students.

Through OSTA-AECO's Student Survey, approximately 70% of students⁵⁵ felt that breakfast programs were either highly-important or important for a healthy learning environment.

Ontario's Ministry of Children, Community, and Social Services currently funds a student nutrition program (SNP) which includes 14 lead agencies that support nutrition programs in school boards across the province.⁵⁶ They provide students with nutritious breakfasts, lunches, and snacks in accordance with local need. Schools become eligible for additional funding when school demographics face extenuating circumstances such as low EQAO scores, limited parental post-secondary education, language barriers, and recent immigration.



My school runs a daily breakfast program and several students use it due to financial reasons. Poverty rates are rising where I live, and because of this, my school has also had to begin a lunch program to ensure students are eating. I know we don't receive any money for this lunch program so I worry that soon, they will cancel it and students will be starving during their afternoon classes."

High School Student, DSB of Niagara

In OSTA-AECO's Student Survey, 31% of students cited that their school either does not include a breakfast program, or there is a fee associated with the program.⁵⁷

With poverty rates on the rise across Ontario, student nutrition must be a priority for schools. To reflect the modern socio-economic barriers faced by Ontario citizens,

RECOMMENDATION 4.1

OSTA-AECO recommends that:

- A) The province mandate that every school in Ontario have some form of a Student Nutrition Program and provide the resources required to make it a reality.*
- B) The factors considered for the SNP be broadened to include parental status, housing stability, utilization rates for social assistance programs, refugee status, regional unemployment rates, and low graduation rates.*

GUIDANCE STAFF

Guidance staff in schools are invaluable resources to students. They provide insight into personal, interpersonal, and career-related development. In elementary schools, funding provided for guidance counsellors is based on the student to guidance counsellor ratio of 5000:1 and for secondary schools, 385:1.⁶¹

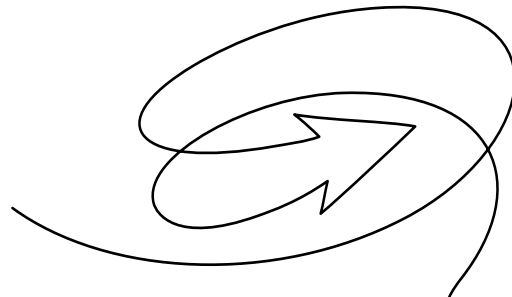
CLARIFYING THE ROLE

According to the Ontario School Counsellors' Association⁵⁸, the responsibilities of a guidance counsellor come in three parts: personal development, interpersonal development, and career development. However, due to Ministry documentation such as the 2010 progressive discipline document, Caring and Safe Schools⁵⁹ and the 2013 mental health and wellbeing document, Supporting Minds⁶⁰, guidance counsellors are also given the task of helping students to deal with their mental health.

Due to the conflict in job descriptions, the role of a guidance counsellor varies across the province, which creates significant discrepancies in the abilities of students to get both academic and well-being support at school.

Mental health supports are also covered by a wide variety of support workers, which can make the exact role of a guidance counsellor within mental health confusing and undefined.

Due to the differing views of the actual responsibilities of guidance counsellors across the province,



RECOMMENDATION 4.2

OSTA-AECO recommends that:

- A) the Ministry of Education specifically outline the role of guidance counsellors to ensure that they can perform their job to the best of their abilities, and students can have a solid understanding of who to turn to for assistance in mental wellbeing and academic success.*
- B) the Ministry clearly define the scope of professions considered to be "Social Workers" in an educational setting and their responsibilities, as well as the difference between academic guidance staff and social workers.*

MINIMIZING THE RATIO

Although funding is provided to school boards at a fixed ratio, only 14% of elementary schools report having guidance supports for their students and 10% of secondary schools in Ontario report that the ratio of students to guidance staff jumps to 800:1.⁶²

Some students report that they must schedule an appointment with their guidance counsellor a few weeks prior to seeing them, due to the workload placed on the counsellor. In elementary schools, most students have never spoken to a guidance counsellor, even though grade 8 students are deciding on which path to take during their high school journey which directly impacts their post-secondary endeavours. This results in students making uninformed decisions and taking courses at levels that do not fit their learning styles. The extremely high student to counsellor ratio creates difficulties in ensuring that all students with academic, social, and post-secondary inquiries are supported to the fullest extent. Therefore,

RECOMMENDATION 4.3

OSTA-AECO recommends that the funding provided for guidance counsellors in Ontario be increased in order to properly support the needs of Ontario students, and the funding provided at the elementary level should match the secondary level.

“ I go to school in a rural area. We have one guidance counsellor for the entire high school of 500+ students. To make an appointment you often have to wait for several days or weeks before she can see you. We have one social worker for the entire school (grade seven-twelve) of 700+ students. She is only in two or three times a week, as she works at other schools in my school board. If you need to speak with her, you must book an appointment and have a similar waiting time to our guidance counsellor. As a student who deals with mental health, this is not nearly enough support. I have never been able to see my SSW in a time of distress or need due to the wait times.”

Student, Upper Canada DSB

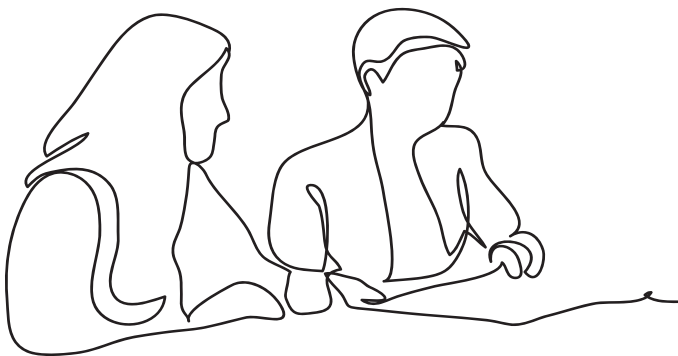
SOCIAL WORKERS IN SCHOOLS

Social Workers are trained professionals who work with youth in school-settings to help students as they struggle with mental health concerns. Mental illness continues to pose a challenge to many students, and because of this, mental health supports are invaluable in ensuring that students are learning in the best possible environment. Despite the importance of social workers in schools, the 2018 Student Survey conducted by OSTA-AECO asked students to rate the effectiveness of their school's well-being resources on a scale from 1-5.

Almost 64% of students gave a rate between 1 to 3.⁶⁴

SOCIAL WORKER RATIOS

In addition to the 34% of students who rate their mental health as poor or worse, 28% of students have said that they've wanted to speak to a trusted adult regarding a mental health challenge, but had nobody to turn to.⁶³ The province of Ontario needs to financially support school social workers in order for them to provide the best possible specialized care to students. Promoting mental wellness in schools will improve every student's education by improving their ability to learn in their classrooms.



RECOMMENDATION 4.4

OSTA-AECO recommends that funding should be provided for social workers on a ratio that should match guidance counsellor ratios.

THE MECHANICS OF WELLBEING

SAFETALK TRAINING

As mental health concerns continue to be on the rise for students across Ontario, school boards strive to ensure that every student has a trusted adult they can reach out to in the event of a mental health issue. Some of the first trusted adults' students reach out to are teachers. Teachers are a vital part of a student's educational journey, and by participating in a 3-hour SAFETALK training program, they will be equipped to identify and help students who are experiencing suicidal thoughts and help connect them with important resources. With more than 5800 youth suicides across Canada in the past 13 years⁶⁵, this training could help save countless student lives and work to better student mental well-being.

Knowing this,

RECOMMENDATION 4.5

OSTA-AECO recommends that teachers be trained in SAFETALK so they can help students who reach out to them.

BRINGING STUDENT WELL-BEING INTO THE 21ST CENTURY: ONLINE BOOKING SYSTEMS

One of the hallmarks of modernization in today's schools is the digitization of previously pen-and-paper processes. Several school transactions now take place online - from buying uniforms to paying for class trips. In addition, some boards are also moving traditional start-of-year medical forms to digital formats as well.

With technology changing many of the enduring customs and practices of schools, a similar approach should be taken with mental health resources. Some of the most important and utilized mental health services in schools are guidance counsellors and social workers. However, booking appointments remains an in-person process, which may require a student to chat with several staff members which results in their appointment public knowledge. This can sometimes be a barrier to students accessing the help they need.

Additionally, an online process facilitates flexibility of shared support worker resources, as the staff who split between different schools can be in the schools which require them at certain times, rather than waiting in their office for a student to drop by. This also helps to solve an issue regarding the average wait-times that students face when trying to get support.

There are several benefits to digitizing the process of booking appointments with support workers, which is why

RECOMMENDATION 4.6

OSTA-AECO recommends that the Ministry of Education work to develop the infrastructure to allow and work with school boards to digitize the booking of guidance counsellors and other mental health worker appointments through online systems that fits their local needs.



Whenever I tried making an appointment with my school's social worker I would have to talk to several different secretaries which I was not comfortable doing. Just last year, my school launched an online booking system used to book appointments for our support workers which is extremely convenient and makes me feel more comfortable when reaching out for help."

High School Student, DSB of Niagara

PILLAR 5: SYSTEM MODERNIZATION FOR 21ST CENTURY LEARNING

In OSTA-AECO's Student Survey, students were asked to rate the extent to which they feel their education has prepared them for life (including work) post-graduation.

On a scale of 1 to 5 (where 1 is 'very poorly' and 5 is 'extremely well'), the vast majority (72%) of students answered between 1 to 3.

As an institution that works with Ontario youth from childhood into young adulthood, publicly funded education has a responsibility to teach both theory-based knowledge and practical skills to its students. Through a variety of courses, programs, and curriculum changes, the Ontario education system can ensure that all of its students are aptly prepared to begin their lives after secondary school.

CIVICS AND CAREERS

Civics & Careers is the combination of two mandatory half-credit courses offered to tenth-grade students over one semester. These courses are unique to Ontario and have the potential to expose students to some of the realities they will face once they leave the publicly-funded school system. Civics is a course that promotes civic literacy and engagement in youth, while Careers provides students with important information about post-secondary opportunities and managing their personal lives. These two courses offer applicable real-world knowledge that will affect a student's civic and societal impact; however, there is much work that can be done to make a student's time in this class worthwhile.

CAREERS: STRUCTURING THE CURRICULUM

The Careers curriculum focuses on three main points: "Personal Management", "Exploration of Opportunities", and "Preparations for Transitions and Change".⁶⁶ These points are broadly-described in the curriculum and leave much room for interpretation, which can result in careers classes that are taught differently across boards, schools, and even classrooms in the same school.

A OSPES conducted by OSTA-AECO reported that 74% of students found the Careers course to be an expendable class that they would not find worthwhile to take if it were optional, even stating it to be a "waste of time".⁶⁷

To ensure that all students receive a beneficial and relatively-standard education through the Careers course,

RECOMMENDATION 5.1

OSTA-AECO recommends that the Ministry update the Careers curriculum with more detailed guidelines to achieve the outlined goals in the class, focusing on exploring various post-secondary pathways, the modern labour market, and applicable employment opportunities.

According to OSTA-AECO's OSPES survey, it was found that

70% of students believe that the education they receive regarding financial literacy is insufficient.⁶⁸

As the only mandatory course in Ontario curriculum that focuses on potential post-secondary pathways and employment trends,

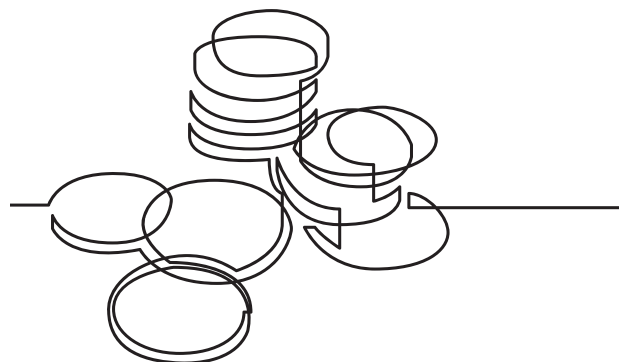
CAREERS: REAL-WORLD SKILLS

A Careers course is only as valuable as the skills it teaches. It is the only mandatory course in the curriculum that focuses on teaching students applicable content that helps them explore several post-secondary pathways. It is meant to teach every student, regardless of their future endeavours, how to be a successful member of society in work and life after public education. However, a majority of the time in this course is still spent on personality tests and determining the student's learning style, resulting in students feeling as Careers is not a worthwhile course for them to take.

70% of students disagreed with the statement "my school provides me with up-to-date information about career pathways and job opportunities" within OSTA-AECO's Student Survey.

RECOMMENDATION 5.2

OSTA-AECO recommends that the curriculum for careers teach transferable life skills including (but not limited to) professional etiquette, interview skills, personal branding, budgeting, paying taxes, and options for financing post-secondary



CIVICS: CREATING DEMOCRATIC CITIZENS

Ontario's youth voter turnout is at an all-time low, and many Ontario students do not feel ready to be voters.

In OSTA-AECO's Ontario Student, Parent, and Educator Survey, students were asked if their school prepares them to vote when they turn 18; 58% of students said no.

The majority of the students surveyed did not feel educated enough to get involved in politics when they are of age, as the survey also found that

42% of students do not feel that they DO NOT sufficiently learn about the different levels of government in schools.

Every Ontario student should leave high school as an engaged and informed citizen with the knowledge necessary to become fully involved in the democratic process. Students need to leave high school with at least some basic knowledge of how Canada's democratic system and its institutions operate to truly feel comfortable going to the polls.

With an increased voter turnout of politically-informed youth, Canadian politics will in turn become a more accurate representation of Canadian society. Therefore,

RECOMMENDATION 5.3

OSTA-AECO recommends the Ontario civics curriculum be re-evaluated and reformed to create more structured guidelines on what should be taught (e.g. branches/levels of government) and should feature content that reflects political issues and movements.



Since tenth grade, I have not had any interaction with politics. I know nothing about the different parties, nor what they represent, nor whom I should vote for. Being such an important part of Canadian life, this should definitely be more emphasized in our education."

**Female Grade 12 Student,
DSB of Niagara**

CO-OP AND EXPERIENTIAL LEARNING

Experiential Learning is an umbrella term for student learning that happens “beyond the classroom”.⁷⁰ One of the most popular forms of Experiential Learning for Ontario high school students is co-operative education (Co-op). Co-op has been incredibly beneficial for Ontario students looking to receive a hands-on learning experience that gives them a head start in their career field of interest. It is also a highly attractive feature of numerous post-secondary programs as it provides students with specialized experiences that allow them to transition into high-quality and well-paying jobs within their fields of study. However, students should not have to wait until postsecondary to be provided with these immersive experiences.

CHANGING THE CREDIT LEVEL

Despite the broad array of benefits that co-op offers, many students simply do not consider co-op to be a valuable addition to their course calendar.

The Student Survey conducted by OSTA-AECO found that 55% of students do not plan to participate in the co-op program.⁶⁹

There are several reasons for this, the most prominent of which being that all co-op credits are categorized as Open (O) courses. This poses an issue for university expectations, as university admission departments will only consider courses that are in the University (U) or Mixed (M) categories in their final decisions for admissions purposes. When a student chooses to enrol in the co-op program, they must tie their placement to a course they are taking. For example; if a student is interested in gaining experience in the field of trades, their co-op might be tied to a college level technologies course.

Similarly, if a student is interested in gaining experience at a local hospital, their co-op might be tied to a university or college level biology course. However, by categorizing all co-op courses at the open level, thousands of students are unable to justify committing two periods a day to working hard on a course which does not have an impact on their academic grade.

RECOMMENDATION 5.4

To incentivize co-op credits for students embarking on all post-secondary pathways, OSTA-AECO recommends that the credit level of co-op should match the course level that it is tied back to.

PRACTICAL SKILLS

Practical skills are affiliated with lessons learned in a classroom that will apply to every student's life and ability to function in society. Ontario's publicly-funded education system strives to set students up for a variety of post-secondary pathways and as smart, responsible citizens. This is accomplished through a dynamic curriculum and programs available to students to build on real-life skills.

DIGITAL LITERACY

As society makes significant technological advances, it is important to ensure that the students of Ontario are taught essential skills regarding technology usage in order to succeed within every aspect of the 21st century. According to a survey conducted by OSTA-AECO, 85% of students believe that technology is used effectively in their schools⁷¹, signalling that schools have been able to use the advances of technology to better the educational experiences of students. However, there are very few ways for students to learn about using new technologies through the current Science, Technology, Engineering, Arts, and Math (STEAM) curriculums. Many students do not have meaningful opportunities to get exposure to technological education until their later years in high school, when many courses become available in computer sciences. To rectify this early on,

RECOMMENDATION 5.5

OSTA-AECO recommends that the Provincial government engage in consultations with school boards and stakeholders to integrate instruction around computer science into elementary curriculum.

FIRST AID AND C.P.R.

One of the most useful skills a student can learn is how to act in the case of a medical emergency. Although some students are able to learn CPR through specialized programs, every student knowing First Aid and CPR is an invaluable resource that has the potential to save lives. Through OSTA-AECO's Student Survey, it was found that

73% of students agree that CPR and First Aid should be taught as an essential life skill.⁷²

Due to the critical learning opportunity that this training provides and the widespread student interest in the program, the

RECOMMENDATION 5.6

Grade 9 Health and Physical Education curriculum should be altered to mandate First Aid & CPR training as a part of the course for all students.

E-LEARNING

Online courses, otherwise known as E-learning courses, are typically offered when there is an insufficient number of students or educators at a school to offer in-person classes. E-learning offers a virtual learning environment that works best for students who excel in self-regulation, have a dynamic schedule, or want to take a course that is not offered in their school and board.

ISSUES WITH E-LEARNING

These online courses are used as alternative courses, and still, many students find that learning complex concepts via an online course is extremely difficult and may not always replicate the personalized support offered by traditional classes. Students tend to obtain lower marks with e-learning courses in comparison to courses taught in schools. Additionally, the online platforms used for e-learning can be extremely difficult to navigate and use, especially for young students.

In OSTA-AECO's Student Survey, students were asked to rate the extent to which online classes provide comparable-quality learning capabilities as in-person classes. On a scale of 1 to 5 (where 1 is 'not at all' and 5 is 'exactly the same'), 75.4% of students answered a 1 to 3.

In early 2019, the provincial government announced that they would be mandating that all students complete 4 E-learning courses in order to graduate. This new mandate not only provides issues with accommodating diverse learning styles, but also poses major equity issues as some students across Ontario do not have consistent access to the technology needed to complete their work online. Due to the severe equity issues, incomparable experiences students have with in-person classes, and lack of research which proves that students will excel at the same level through e-learning courses,

RECOMMENDATION 5.7

OSTA-AECO recommends that the government reverse the mandate of 4 E-learning courses as a graduation requirement.



I have taken three online courses throughout my high school career. I find that the information I learn from an online class to be much harder to retain than that learned in an in-person class, as the content is fast-paced, has little interaction with classmates or teachers, and is often independently sourced and examined. I am also a person who prefers to discuss concepts within a classroom community while building relationships with them, and I am unable to do these things while in an online course."

High School Student, PVNCCDSB

STANDARDIZED TESTING

Standardized testing is a tool for evaluation which requires all participants to write an identical test and is assessed in a standardized manner through the Education Quality Assessment Office (EQAO). All students in Ontario write an EQAO assessment which evaluates their reading, writing, and mathematics skills in grades 3 and 6. In high school, grade 9 students write a mathematics EQAO assessment (which sometimes counts towards their final grade) and students in grade 10 write the Literacy Test which is used as a graduation requirement.⁷³

EQAO was first established in 1996,⁷⁴ To keep up with the constantly evolving society present today, Ontario needs to ensure the system of standardized testing keeps up with these transformations.

GRADUATION REQUIREMENT & GRADING TOOL

Currently, students must pass the OSSLT in order to graduate high school. Additionally, the grade 9 mathematics EQAO is often graded and used in replacement of a culminating project towards a student's final grade. One of the fundamental flaws of standardized testing is that it is only a snapshot of a student's academic abilities with an unrepresentative baseline. The pressures and language of a standardized test may not be on par with what a student normally experiences in their day-to-day classroom environment. A student's ability to graduate should not be dependent on a single assessment that is not reflective of the student's strengths.

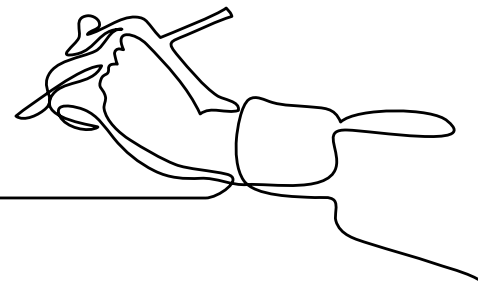
To minimize the overall stress and significantly mitigate the impacts to a student's well-being when writing these assessments,

RECOMMENDATION 5.8

OSTA-AECO recommends that the OSSLT not be considered a graduation requirement, and that EQAO marks should not be incorporated into a student's course grade.

CONTENT MODERNIZATION

One of the defining features of EQAO is that students must learn a suite of specific terminology, strategies, and writing formats in order to be successful in the assessment. A prominent example of this is the news report project featured in the OSSLT, or the dull stories about animals students have never heard of before in the grade 3 or 6 language component of EQAO. As a result, teachers spend months in advance teaching to the test and instructing content and language that is not covered anywhere else in curriculum. Learning becomes focused on memorization, rather than transferable skills. Therefore,



RECOMMENDATION 5.9

OSTA-AECO recommends that EQAO's content and language be fully brought into line with Ontario's curriculum and educational standards.



EQAO testing does not accurately represent a student's full understanding of course content. It is frankly unfair to have a test—using lingo or terms that students have never been exposed to—go toward our final grade.

High School Student, RCDSB

PILLAR 6: SCHOOL BOARD GOVERNANCE

STUDENT TRUSTEES: MOVING AND SECONDING MOTIONS

Student trustees play a vital role in school boards across Ontario by serving as the voice of the primary stakeholders in education; the students. A student trustee's primary duty is to advocate on behalf of the students in their board and furthermore serve as a liaison between students and board personnel. Currently, Section 55 (4) of the Education Act states the following: "a student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion."

As Ontario continues to revitalize the student trustee role and amplify student voice across the province, it is important that elected youth have the opportunity to effectively advocate for change in benefit of their constituents. Student trustees across Ontario see huge discrepancies in their rights around the board table, as some student trustees can move their own motions, others can try to suggest a motion through another trustee, and some student trustees are prohibited to even bring up a motion. By allowing student trustees to move and second motions through the Education Act, it allows standardization in student trustee rights across the province and showing students that Ontario values student voice in a tangible way.

The role of a student trustee is very similar to the role of an ex officio member of a school board. "Ex officio" is a Latin term meaning "by virtue of office or position." In this situation, student trustees are ex officio members as they are at the board table by virtue of their position as student trustees.

The eleventh and most recently published version of Robert's Rules of Order states that "ex-officio member of the board is under the authority of the society (that is, if he is a member, an employee, or an elected or appointed officer of the society), there is no distinction between him and the other board members. If the ex-officio member is not under the authority of the society, he has all the privileges of board membership, including the right to make motions and to vote."⁷⁵ As with any parliamentary procedure, rules may be altered to fit the legal or political circumstances of society. To move and second motions (without the ability to vote) is a right of an ex-officio member, a.k.a a student

trustee, that should not be disallowed based on Ontario law. Allowing student trustees to move and second their own motions would be a major achievement for student trustees, school boards across Ontario, and student voice overall.

RECOMMENDATION 6.1

OSTA-AECO recommends that the Education Act be amended to officially recognize student trustees as ex officio members of school boards, ultimately providing student trustees with the right to move and second motions.

OSTA SUPPORTS

Despite the valuable work and ongoing success of OSTA-AECO, there are challenges that inhibit the association and, by extension, the student trustees of Ontario. Two of the most prominent and significant obstacles are inequitable and inaccessible professional development (PD) budgets as well as insufficiency in annual revenue for OSTA-AECO as an association. These ongoing changes hinder the ability of student trustees to best represent and advocate on behalf of Ontario's approximately 2 million students.

INEQUITABLE AND INACCESSIBLE P.D. BUDGETS

As a result of the 1990 funding formula consultations, a modification to the formula was made to take into account the membership fees of school trustee associations in order to alleviate the burden of these membership fees on school board budgets. At the time when these changes occurred, OSTA-AECO had not yet been founded and therefore, to this day, OSTA-AECO conference and membership fees do not see the same financial support as those of adult trustee associations, even though Section 55(7) of the Ontario Education Act stipulates that "a student trustee has the same status as a board member with respect to access to board resources and opportunities for training." This means that, in many cases, membership fees are deducted from the already insufficient PD budgets available to student trustees. Consequently, although every board in the province belongs to a school trustee association, 52% of school boards do not purchase OSTA-AECO memberships. This funding inadequacy leads to an even greater number of members that do not attend conferences or provincial meetings.

In addition to the strained budgets of Ontario's student trustees, the current unpredictability of annual revenue requires the association to ask the members of the Executive Council to absorb the costs associated with these meetings into their own school board professional development budgets. As a result, execu-

tive members have reduced budget funds available to them for professional development, which places an unfair onus on school board budgets. This is particularly challenging for executive members who live far from Toronto who often travel from great distances to take part in the efforts of the association; no student trustee should be precluded from serving on the executive due to geographic and financial constraints.

RECOMMENDATION

Each year, OSTA-AECO determines membership fees using a two-part formula and charges a registration fee for attendance at each conference. The organization proposes that in addition to providing the fixed and variable membership fee amount to school boards, an additional \$1,800 per student trustee be allocated to be used for registration fees at provincial meetings. The model would be structured as follows and allocated in addition to the current \$2,500 given to school boards to support student voice.

FIXED BASE MEMBERSHIP FEE:

- **\$750 VARIABLE MEMBERSHIP FEE:**

- **\$1,800 per Student Trustee + \$0.05 per student**

Combined, the base and variable membership fees allow for an equitable contribution to OSTA-AECO across boards of all sizes, in addition to the current funding that is provided to school boards to promote student voice activities. In Ontario, student trustees, pursuant to section 55(7) of the Education Act, have the same status as all board members with respect to access to board resources and training opportunities.

By providing OSTA-AECO with the same support other trustees associations currently receive, OSTA-AECO will be able to effectively plan and execute strategic priorities as outlined in this document; while removing the financial strain currently placed on Ontario school boards. Ultimately, these changes will not only free school boards from the financial challenges associated with supporting the incredible work accomplished by student trustees' but will improve the advocacy ability of student trustees, and will equitably improve the quality of education for Ontario's most important investment: its students.

Therefore, OSTA-AECO recommends that the

RECOMMENDATION 6.2

Ministry of Education provide student trustees and OSTA-AECO with the same financial resources as school trustee associations while committing to support the students of Ontario by increasing the overall amount allocated to Student Trustee PD.

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