



*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, SEPTEMBER 24, 2019
6:30 P.M.**

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



A. ROUTINE MATTERS

1. Opening Prayers – Trustee Burtnik -
2. Roll Call -
3. Approval of the Agenda -
4. Declaration of Conflict of Interest -
5. Minutes of the Board Meeting of June 18, 2019 A5
6. Consent Agenda Items
 - 6.1 Unapproved Minutes of the Committee of the Whole Meeting of September 10, 2019 and Consideration of Recommendations A6.1
 - 6.1.1 Naming or Renaming of a Board Facility in Whole – St. Charles Catholic/ Monsignor Clancy Catholic Elementary Schools A6.1.1
 - 6.1.2 Update to Long Term Accommodation Plan 2016-2021 – Planning Principles A6.1.2
 - 6.2 Approved Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) Meeting of March 7, 2019 A6.2
 - 6.3 Appointment of Community Representatives to the Niagara Catholic Parent Involvement Committee 2019-2020 A6.3
 - 6.4 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of June 5, 2019 A6.4
 - 6.5 In-Camera Agenda Items F1, F2, F4, F5, F6, F6.1, F7 and F8 -

B. DELEGATIONS/PRESENTATIONS

1. Kids Helping Kids – Celebrating 21 Years of Contributions B1

C. COMMITTEE AND STAFF REPORTS

1. System Priorities Achievement Report 2018-2019 C1
2. Financial Reports -
 - 2.1 2018-2019 Update -
 - 2.2 2019-2020 Budget Booklet C2.2

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence -
 - 1.1 Letter from Niagara Children's Centre D1.1
 - 1.2 Letter from McMaster Children's Hospital D1.2

- | | | |
|-----|--|------|
| 2. | Report on Trustee Conferences Attended | - |
| 3. | General Discussion to Plan for Future Action | - |
| 4. | Trustee Information | |
| 4.1 | Spotlight on Niagara Catholic – September 10, 2019 | D4.1 |
| 4.2 | Calendar of Events – October 2019 | D4.2 |
| 4.3 | OCSTA Memorandum – Education Development Charges: Regulations Regarding Land Acquisition Consultations | D4.3 |
| 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
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: MINUTES OF THE BOARD MEETING OF
JUNE 18, 2019**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of June 18, 2019, as presented.



MINUTES OF THE BOARD MEETING

TUESDAY, JUNE 18, 2019

Minutes of the Meeting of the Niagara Catholic District School Board, held on Tuesday, June 18, 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 7:04 p.m. by Chair Fera.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayers were led by Trustee Moody

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**, 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

Seconded by Trustee Sicoli

THAT the Niagara Catholic District School Board approve the Agenda of the Board Meeting of June 18, 2019, as presented.

CARRIED

4. Declaration of Conflict of Interest

A Disclosure of Interest was declared by Trustee Burtnik with Item F8 of the In Camera Agenda. This report pertains to her family business.

A Disclosures of Interest were declared by Trustees Huibers and Moody with Item F10.3 of the In Camera Agenda. These Trustees have family members that are employed with the Board.

A Disclosure of Interest was declared by Trustee Fera with Item A6.1.5 of the Public Agenda. This Trustee has family members in administration.

Disclosures of Interest were declared by Trustees Burkholder and Prince with Item F9 of the In Camera Agenda. Trustee Burkholder has a family member mentioned in the report and Trustee Prince is too involved with this item.

5. Approval of Minutes of the Board Meeting

5.1 May 14, 2019

Moved by Trustee Moody

Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of May 14, 2019, as presented.

CARRIED

5.2 May 28, 2019

Moved by Trustee Moody

Seconded by Trustee Huibers

THAT the Niagara Catholic District School Board approve the Minutes of the Board Meeting of May 28, 2019, as presented.

CARRIED

6. Consent Agenda Items

6.1 Unapproved Minutes of the Committee of the Whole Meeting of June 11, 2019 and Consideration of Recommendations

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole of June 11, 2019, as presented.

6.1.1 Community Use of Facilities Policy (800.2)

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

6.1.2 Bullying Prevention and Intervention Policy (302.6.8)

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

6.1.3 Larkin Estate Admission Awards 2019-2020

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

6.1.4 The Provisions of Special Education Programs and Services – Special Education Plan Revisions

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

6.1.5 Original Estimates for the 2019-2020 Annual Budget

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

6.2 Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting of April 3, 2019 and May 1, 2019

THAT the Niagara Catholic District School Board receive the Approved Minutes of the Special Education Advisory Committee Meeting of April 3, 2019 and May 1, 2019, as presented.

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

Moved by Trustee Huibers
Seconded by Trustee Prince

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

B. DELEGATIONS/PRESENTATIONS

1. Student Trustees and Co-Chairs – Student Senate 2018-2019 Appreciation

Director Crocco expressed gratitude and pride in the growth, skills, character, personalities and leadership of Student Trustees Jade Bilodeau and Madison McKinney. He wished Madison all the best as she takes another important step along her life journey.

Chair Fera expressed gratitude for the epitome demonstrated of a Catholic Trustee, for the sincerity and thoughtful representation and active participation in conferences and board meetings. He noted that Madison's kind, gentle and Christ-like demeanor will assist her in her spiritual and academic journey as she moves on to university life.

Student Trustee McKinney noted that in these turbulent times we need strong leaders who speak on behalf of all equally, impartially and with passion. Madison acknowledged her co-chair/sister Jade Bilodeau and wished her and incoming Student Trustee Luca DiPietro all the best for next year. She is grateful to have learned, been mentored and empowered by the Board of Trustees and staff.

Student Trustee Jade Bilodeau expressed gratitude for the opportunity and experience the role of Student Trustee has provided. Jade thanked Trustees for their mentoring, Director Crocco for his ongoing support and student senate and moderators for all their hard work. To her co-chair/sister Madison McKinney noted how lucky she was to have made this journey with her and how excited to be able to continue on the journey with Luca.

2. National and Provincial Medalists

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

Mr. McLean introduced principals, teachers and coaches who presented background information on the students who were recognized.

The students were congratulated for their success and presented with Niagara Catholic "Excellence in Athletics" pins.

C. COMMITTEE AND STAFF REPORTS

1. Niagara Catholic EcoSchools Certification 2018-2019

Scott Whitwell, Controller of Facilities Services presented the Niagara Catholic EcoSchools Certification 2018-2019 for information. Controller Whitwell recognized Elizabeth Davies, Administrative Assistant to Controller of Facilities Services, students and staff for the prestigious recognition of being recognized as the only Board in the Province of Ontario to achieve 100% Eco Schools Certified for ten consecutive school years.

Controller Whitwell answered questions of Trustees.

2. Executive Council Power – July & August 2019

Director Crocco highlighted the Executive Council Power for July and August 2019 report.

Moved by Trustee Huibers
Seconded by Trustee Prince

THAT the Niagara Catholic District School Board empower Executive Council to approve any actions, of an emergency nature only, as recommended by the Director of Education, only if a quorum cannot be achieved after a Special Meeting of the Board is called as per Board By-Laws, during the months of July and August 2019.

CARRIED

3. Financial Report as at May 31, 2019

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

D. TRUSTEE ITEMS, OPEN QUESTION PERIOD & OTHER BUSINESS

1. Correspondence

Director Crocco noted the letter requested by the Board congratulating their vision and endorsing their recommendations has been sent to OSTA-AECO.

Director Crocco highlighted information contained in the following correspondence received by the Board:

1.1 E-mail from Ben Smith, Chief Executive Office of OSTA-AECO

1.2 E-mail from Paula Scott, President of CCSTA

2. Report on Trustee Conferences Attended

Trustee Burkholder highlighted the empowered presentation from Maggie MacDonnell, 2017 Global Teacher Prize Award winner on “Lessons for Life” from the OCSTA Annual General Meeting and Conference held in April, 2019.

Trustees Prince, Sicoli and Turner all noted the large focus at the CCSTA 2019 AGM held in June was on forgiveness, reconciliation and moving forward. Dr. Robert Murray on the “Politics of Catholic Education in Canada” noted that the biggest threat to Catholic Education is internal fighting.

3. General Discussion to Plan for Future Action

Director Crocco indicated that in preparation for September 2019, staff will be focused on the System Priority 2018-2019 Achievement Report, policies for the cyclical revision and an initial report of proposed Attendance Area Reviews in addition to preparing for the start of a new school year.

4. Trustee Information

4.1 Spotlight on Niagara Catholic – June 11, 2019

Director Crocco highlighted the June 11, 2019 Spotlight on Niagara Catholic.

4.2 Calendar of Events – September 2019

Director Crocco reviewed the Calendar of Events – September 2019.

Director Crocco highlighted the Catholic Education Centre summer hours for Trustees information and noted that all school marquee signs across the system will have the Board office phone number as well as the on-line registration web address for families who wish to register for September 2019. Calls received will be routed to the appropriate Family of Schools Administrative Assistant who will e-mail the information to the schools to register new families to Niagara Catholic.

Controller Whitwell provided a brief update of the meeting, as requested by the Board, with the region that took place Friday, June 14, 2019.

5. Open Question Period

None Submitted

E. NOTICES OF MOTION

F. BUSINESS IN CAMERA

Moved by Trustee Prince

Seconded by Trustee Moody

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 7:58 p.m. and reconvened at 9:39 p.m.

G. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Prince

Seconded by Trustee Moody

THAT the Niagara Catholic District School Board report the motions from the In Camera Session of the Board Meeting of June 18, 2019.

CARRIED

SECTION A: STUDENT TRUSTEES PRESENT

Moved by Trustee Huibers

Seconded by Trustee Prince

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 May 28, 2019, as presented.

CARRIED (Item F1)

Moved by Trustee Huibers

Seconded by Trustee Prince

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 June 11, 2019, as presented.

CARRIED (Item F2)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Huibers
Seconded by Trustee Prince

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 May 28, 2019, as presented.

CARRIED (Item F4)

Moved by Trustee Huibers
Seconded by Trustee Prince

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 June 11, 2019, as presented.

CARRIED (Item F5)

The following motions were reported from the In Camera Session of the Committee of the Whole Meeting - SECTION B: Student Trustees Excluded of June 11, 2019:

Moved by Trustee Huibers
Seconded by Trustee Prince

THAT the Niagara Catholic District School Board approve the motion from the In Camera Session of the Board Meeting – SECTION B: Student Trustees Excluded of F5.1.

CARRIED (Item F5.1)

Moved by Trustee Huibers
Seconded by Trustee Burtnik

THAT the Niagara Catholic District School Board approve the recommendation as outlined in Item F9 of the In Camera Agenda.

CARRIED (Item F9)

H. FUTURE MEETINGS AND EVENTS

I. MOMENT OF SILENT REFLECTION FOR LIFE

J. ADJOURNMENT

Moved by Trustee Sicoli
Seconded by Trustee Huibers

THAT the June 18, 2019 meeting of the Niagara Catholic District School Board be adjourned.

CARRIED

This meeting was adjourned at 9:40 p.m.

Minutes of the Meeting of the Niagara Catholic District School Board held on **June 18, 2019**.

Approved on **September 24, 2019**.

Frank Fera
Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE COMMITTEE OF THE
WHOLE MEETING OF SEPTEMBER 10, 2019**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the unapproved Minutes of the Committee of the Whole Meeting of September 10, 2019, as presented.

The following recommendation is being presented for the Board’s consideration from the Committee of the Whole Meeting of September 10, 2019:

6.1.1 *Naming or Renaming of a Board Facility in Whole – St. Charles Catholic/Monsignor Clancy Catholic Elementary Schools*

THAT the Niagara Catholic District School Board approve the St. Charles Catholic / Monsignor Clancy Catholic Elementary School Renaming Ad Hoc Committee, the terms of reference and membership, as presented.

THAT the Niagara Catholic District School Board approve that the Chapel in the consolidated school be named St. Charles Chapel and that the Library Information Centre in the consolidated school be named the Monsignor Clancy Library Information Centre.

6.1.2 *Update on Long Term Accommodation Plan 2016-2021 – Planning Principles*

THAT the Niagara Catholic District School Board approve the Update to Planning Principles identified in the revised Long Term Accommodation Plan 2016-2021 to include “to consider restructuring, by the Family of Schools, the current school structure to include Kindergarten to Grade 6 in an elementary setting and Grades 7-12 in a secondary setting in specific Family of Schools”, as amended.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, SEPTEMBER 10, 2019

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, September 10, 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 6:30 p.m. by Vice-Chair Sicoli.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Student Trustees Jade Bilodeau and Luca DiPietro

2. Roll Call

Vice-Chair Sicoli noted that Trustee Prince will be late and that Superintendent Forsyth-Sells was excused.

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

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **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

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of September 10, 2019, as presented.

CARRIED

4. Declaration of Conflict of Interest

Trustee Fera noted a conflict of interest was overlooked at the June Board meeting and would like to declare a Conflict of Interest with Item F10.3 of the In Camera Agenda of the June 18, 2019 Board meeting.

Declaration of Conflict of Interest was declared by Trustees Fera, Moody and Huibers with Items F4.1 and F4.3 of the In Camera Agenda. These trustees have family members who are teachers, or employees of the Board. They left the meeting during discussion of these items.

5. Approval of Minutes of the Committee of the Whole Meeting of June 11, 2019

Moved by Trustee Burkholder

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of June 11, 2019, as presented.

CARRIED

6. Consent Agenda Items

6.1 Naming or Renaming of a Board Facility in Whole – St. Charles Catholic/Monsignor Clancy Catholic Elementary Schools

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the St. Charles Catholic / Monsignor Clancy Catholic Elementary School Renaming Ad Hoc Committee, the terms of reference and membership as presented.

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board that the Chapel in the consolidated school be named St. Charles Chapel and that the Library Information Centre in the consolidated school be named the Monsignor Clancy Library Information Centre.

6.2 Summer Learning Camp 2019

Presented for information

6.3 Staff Development Department Professional Development Opportunities

Presented for information.

6.4 Capital Projects Progress Report Update

Presented for information.

6.5 In Camera Items F1 and F3

Moved by Trustee Burtnik

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Director of Education and Senior Staff Introduction to the 2019-2020 School Year

John Crocco, Director of Education and Senior Administrative Council welcomed the Board to the new school year and presented an annual report. The report provided information and updates on summer activities, the beginning of the new school year, Ministry of Education updates, System Priorities, program innovation, student support, equity and inclusion, alternative programs and planning, enrolment, staffing, budget, facilities and system updates to begin a new school year.

Director Crocco and Senior Administrative Council answered questions of Trustees.

2. Niagara Catholic District School Board Information Technology Services

Giancarlo Vetrone, Superintendent of Business & Financial Services provided background information on Niagara Catholic District School Board's Information Technology Services and introduced Grant Frost, Chief Information Officer.

Mr. Frost presented the Niagara Catholic District School Board Information Technology Services report for Trustee information.

Mr. Frost answered questions of Trustees.

3. Update to Long Term Accommodation Plan 2016-2021 – Planning Principles

Ted Farrell, Superintendent of Education provided background information on the Long Term Accommodation Plan 2016-2021 – Planning Principles and introduced Kathy Levinski, Administrator of Facilities Services.

Superintendent Farrell and Ms. Levinski presented the Update to Long Term Accommodation Plan 2016-2021 – Planning Principles report.

Superintendent Farrell, Ms. Levinski and members of Senior Administrative Council answered questions of Trustees.

Moved by Trustee Fera

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the Update to Planning Principles identified in the revised Long Term Accommodation Plan 2016-2021 to include “*to consider restructuring, by the Family of Schools, the current school structure to include Kindergarten to Grade 6 in an elementary setting and Grades 7-12 in a secondary setting in specific Family of Schools*”, as amended.

CARRIED

4. Accountability Financial Report 2018-2019 – as of August 31, 2019

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2018-2019 – as of August 31, 2019.

5. Monthly Updates

5.1 Student Trustees’ Update

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

5.2 Senior Staff Good News Update

Senior Staff highlights included:

Superintendent Farrell

- Secondary Vice-Principal Mary-Ann McKinley competed in the 2019 International Triathlon Union World Triathlon Grand Final in Lausanne, Switzerland and placed 22 out of 72 participants.

Superintendent Rocca

- The Niagara region sent 10 athletes as part of Team Canada to the Dance World Cup to Braga, Portugal. Lola Incaviglia, a Grade 8 student at Assumption Catholic Elementary School was among the 4 participants from Niagara and earned a silver and bronze medal.

D. INFORMATION

1. Trustee Information

Director Crocco confirmed the presentation of items D1.4 to D1.9 for the information or questions of Trustees and highlighted for discussion items D1.5, D1.7, D1.8 and D1.9.

1.1 Spotlight on Niagara Catholic – June 18, 2019

1.2 Calendar of Events – September

1.3 OCSTA Memorandum – Climate Action Incentive Fund for Schools

1.4 OCSTA Memorandum – Launch of Capital Priorities Program, Child Care Capital Funding and Review of School Construction Standards

1.5 OCSTA Memorandum – Expulsions Being Overturned

Director Crocco highlighted information contained in the OCSTA Memorandum – Expulsions Being Overturned, and noted that OCSTA was asking for any other comments. Trustees were asked to submit comments to Director Crocco by Friday, September 13, 2019.

1.6 OCSTA Memorandum – Education Development Charges: Regulations Regarding Land Acquisition

1.7 Niagara Foundation for Catholic Education Golf Tournament – September 18, 2019

Director Crocco presented the Agenda and Registration form for the Niagara Foundation for Catholic Education Golf Tournament – September 18, 2019.

Trustees were asked to confirm their attendance for golf or dinner with Anna Pisano.

1.8 OCSTA 2019 Fall Regional Meeting – September 16, 18, 21 or 24, 2019

Director Crocco presented the Agenda and Registration form for the OCSTA 2019 Fall Regional Meeting – September 16, 18, 21 or 24, 2019.

Director Crocco noted that the Central meeting for Niagara Catholic is scheduled to take place on the same date as the Board's Policy and Board meetings, and Trustees wishing to attend the Regional meeting may register for the Western meeting on Monday, September 16, 2019 in Guelph.

Trustees were asked to confirm their attendance with Anna Pisano.

Feedback was requested by Trustees to be submitted to OCSTA prior to the meeting.

1.9 Niagara Wine Festival Grande Parade – September 28, 2019

Director Crocco informed the Board that Niagara Catholic will once again participate in the Niagara Wine Festival Grande Parade on September 28, 2019.

All Trustees were invited to walk in the annual parade with the Board.

E. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Director Crocco informed the Board that Senior Staff continues to work on the System Priorities final achievement report for the 2018-2019 school year to be presented at the September Board meeting.
- 1.2 Senior Staff is working on commencing the implementation of the System Priorities for the 2019-2020 school year.

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 8:44 p.m. and reconvened at 10:25 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 September 10, 2019.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Burtnik

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 June 11, 2019, as presented.

CARRIED (Item F1)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Burtnik

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 June 11, 2019, as presented.

CARRIED (Item F3)

Moved by Trustee

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F7.1 of the In Camera Agenda.

CARRIED (Item F7.1)

H. ADJOURNMENT

Moved by Trustee Sicoli

THAT the September 10, 2019 Committee of the Whole Meeting be adjourned.

CARRIED

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

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **September 10, 2019.**

Approved on **October 8, 2019.**

Dino Sicoli
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: NAMING OR RENAMING OF A BOARD FACILITY IN
WHOLE – ST. CHARLES CATHOLIC / MONSIGNOR
CLANCY CATHOLIC ELEMENTARY SCHOOLS**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the St. Charles Catholic / Monsignor Clancy Catholic Elementary School Renaming Ad Hoc Committee, the terms of reference and membership, as presented.

THAT the Niagara Catholic District School Board approve that the Chapel in the consolidated school be named St. Charles Chapel and that the Library Information Centre in the consolidated school be named the Monsignor Clancy Library Information Centre.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Lee Ann Forsyth-Sells, Family of Schools' Superintendent of Education

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

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

Date: September 24, 2019



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE SEPTEMBER 10, 2019

NAMING OR RENAMING OF A BOARD FACILITY IN WHOLE – ST. CHARLES CATHOLIC / MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOLS

BACKGROUND INFORMATION

At the June 20th, 2017 meeting of the Niagara Catholic District School Board, the Board approved the following motion:

THAT the Niagara Catholic District School Board approve the consolidation of Monsignor Clancy Catholic Elementary School and St. Charles Catholic Elementary School, subject to funding approval by the Ministry of Education for renovations and/or an addition to Monsignor Clancy Catholic Elementary School.

On May 23rd, 2019, Director Crocco received a letter from Principal Trainor of Monsignor Clancy Catholic Elementary School and Principal Walsh of St. Charles Catholic Elementary School on behalf of their Catholic School Councils. (Appendix A) The letter requested that the Director of Education initiate the Naming of a Board Facility, Designated Area or Chapel Policy (#100.15) for the consolidated schools of St. Charles Catholic and Monsignor Clancy Catholic Elementary Schools. The joint Catholic School Councils requested that the Board consider the name – Our Lady of the Holy Rosary Catholic Elementary School – as the name for the consolidated school. The letter also requested that the Chapel in the consolidated school be named St. Charles Chapel and the Library Information Centre be named the Monsignor Clancy Library Information Centre.

In accordance with the Naming of a Board Facility, Designated Area or Chapel Policy (Appendix B), the Director of Education will initiate an Ad Hoc Committee of the Board for the renaming of a Board facility: including the Terms of Reference and criteria as noted within the Board Policy and Administrative Procedures, the Committee membership and the timeline for a recommendation of the Ad Hoc Committee for the consideration of the Board.

The St. Charles Catholic / Monsignor Clancy Catholic Elementary School Renaming Ad Hoc Committee will include the following:

Terms of Reference

1. In compliance with the Niagara Catholic Naming of a Board Facility, Designated Area or Chapel Policy, the Ad Hoc Committee will design a consultative process to present recommended names for the consolidated school to the Ad Hoc Committee by December 6th, 2019.

2. Consultation of potential and final recommended name(s) will occur with:
 - a) the Bishop of the Diocese of St. Catharines;
 - b) the local Trustee(s);
 - c) the Chair and Vice-Chair of the Board;
 - d) the Director of Education;
 - e) the Board Chaplaincy Leader;
 - f) where possible, staff of the facility;
 - g) where possible, the local Student Council(s);
 - h) where possible, the local Catholic School Council(s);
 - i) where possible, the local Catholic school community.

3. The Ad Hoc Committee will ensure that all requests to rename a Board facility must be:
 - a. Named after a Saint, a Pope, one of the mysteries of the Catholic Church or an exemplary Catholic individual or group of individuals;
 - b. Designated as “Catholic” in the name of the whole facility;
 - c. Used in full and not abbreviated;
 - d. Named in the possessive form;
 - e. Unique within the names approved for Board facilities;
 - f. Prominently displayed on the exterior of the facility or designated area along with the Board logo for the naming of an entire facility; or,
 - g. Prominently displayed in the interior of the facility identifying the named designated area.
 - h. Excluded from the above process is the renaming of an existing Board facility if the individual is canonized by the Holy Father. In this circumstance, following consultation with the Family of Schools’ Superintendent of Education, the school Principal, the Student Council President, where it is in place, and the Chair of the Catholic School Council, the Director of Education will bring a report to the Board of Trustees for consideration.

4. The Ad Hoc Committee will review the names submitted and determine a recommended name to be submitted to the January 14th, 2020 Committee of the Whole Meeting for consideration and recommendation to the January 28th, 2020 Board Meeting.

Ad Hoc Committee Membership

It is recommended that the membership of the St. Charles Catholic / Monsignor Clancy Catholic Elementary School Renaming Ad Hoc Committee consist of:

- Chair and/or Vice-Chair of the Board
- Local Trustee
- Board Chaplaincy Leader
- Principal of the consolidated schools
- Student Council or Student Representative of the consolidated schools
- Catholic School Council Chair of the consolidated schools
- Staff representative of the consolidated schools

Resource to the Committee:

Director of Education
 Family of Schools’ Superintendent of Education

The selected name for the consolidated school of St. Charles Catholic / Monsignor Clancy Catholic Elementary will be communicated to the school, system and community once approved by the Board. Following approval, the school community will then begin to design a new school logo, mascot and motto in accordance with Board Policy and administrative procedures.

As of the writing of this report, the Board is awaiting Ministry of Education approval to proceed with the design of the consolidated school and will then submit an approval to proceed to tender request for Ministry approval.

RECOMMENDATION

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the St. Charles Catholic / Monsignor Clancy Catholic Elementary School Renaming Ad Hoc Committee, the terms of reference and membership as presented.

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board that the Chapel in the consolidated school be named St. Charles Chapel and that the Library Information Centre in the consolidated school be named the Monsignor Clancy Library Information Centre.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
 Lee Ann Forsyth-Sells, Family of Schools' Superintendent of Education

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

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

Date: September 10, 2019



St. Charles and Monsignor Clancy Catholic Elementary Schools



25 Whyte Ave. North
Thorold, ON L2V 2T4
905.227.3522

Principals: Mrs. S. Walsh & Mr. D. Trainor

Superintendent: Mrs. L. A. Forsyth-Sells

41 Collier Rd. South
Thorold, ON L2V 3S
905.227.4910

May 23, 2019

Dear Mr. Crocco, Director of Education,

This letter has been written as an action from our joint Catholic School Council meeting on March 20, 2019 to formally request an interest in having the school policy/procedure be initiated for the consolidated school.

We have had the request from our joint CSC to consider Our Lady of the Holy Rosary as a name for the consolidated school. The conversation is recorded in our minutes. They are keen for the chapel to be named St. Charles and the library information centre to be named Monsignor Clancy.

There is a record of this item in our agendas for the January 16th, and March 20th 2019 meetings. Below is a copy from the minutes of the meeting on March 20th, 2019. The procedures for renaming a school/board site were explained to all members of the CSC.

Below is the section from the March 20th, 2019 minutes.

Consolidation Update: Name of the new school procedure

At our last CSC meeting on January 16th, 2019, a request was made for the name of the consolidated school at our MC site be reviewed and discussed. The general feeling within the greater community is to return the first school name and our parish name back to our Catholic school. It was suggested that the community would celebrate and see joy in the school being called "Our Lady of the Holy Rosary Catholic Elementary", with the chapel being dedicated to St. Charles and the Library Information Centre being dedicated to Monsignor Clancy. The principals reviewed the procedures for naming a school or renaming a school or board site. Mr. Trainor shared the procedure with CSC members. Mr. Trainor shared the steps of the procedure and outlined that names must be of a Catholic origin and reference for all school and board sites. The procedure allows for names to be connected to the history of the area.

If we want John Crocco, Director of NCDSB to initiate the process, we need to communicate our interest in changing the name of the consolidated building to the board.

A motion was put forward for the renaming of the school policy/procedure to be initiated by NCDSB by Jenn Hamm, seconded by Angela Coleman; all were in favour.

Mr. Trainor will communicate the above motion with Mr. Crocco.

Thank you for your consideration,

D. Trainor
Principal

S. Walsh
Principal



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.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: UPDATE TO LONG TERM ACCOMMODATION PLAN 2016-
2021 – PLANNING PRINCIPLES**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the Update to Planning Principles identified in the revised Long Term Accommodation Plan 2016-2021 to include *“to consider restructuring, by the Family of Schools, the current school structure to include Kindergarten to Grade 6 in an elementary setting and Grades 7-12 in a secondary setting in specific Family of Schools”*, as amended.

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

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

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

Date: September 24, 2019



REPORT TO THE COMMITTEE OF THE WHOLE SEPTEMBER 10, 2019

UPDATE TO LONG-TERM ACCOMMODATION PLAN 2016-2021 – PLANNING PRINCIPLES

BACKGROUND INFORMATION

The Long-Term Accommodation Plan 2016-2021 was approved by the Board of Trustees in May 2016. The Plan provides data, guiding principles and strategies to assist the Board in managing resources effectively and to make decisions about the best accommodation and program options to deliver the highest quality Catholic education for students within the Board budget.

The Long-Term Accommodation Plan 2016-2021 identified opportunities to maximize the effective use of school space in the short term (2016-2018), medium term (2018-2020) and long term (2020-2021+). As a strategy was considered and implemented, updated demographic information was used consistent with Board policies and the most current Ministry of Education guidelines.

CURRENT STATUS

The Pupil Accommodation Review Policy (701.2) and the Community Planning and Partnerships Policy, (800.6) were updated and approved in February 2016. The Pupil Accommodation Review Guidelines attempted to streamline and clarify the process for school boards to be able to close underutilized schools. The Community Planning and Partnership Guidelines were introduced to ensure that school boards were consulting regularly with community agencies in an effort to facilitate partnerships to minimize underutilized space within schools.

On June 28, 2017 the Ministry of Education issued a moratorium on school consolidations until new Pupil Accommodation Guidelines were issued. The Guidelines were issued on April 27, 2018; the moratorium, however, was extended in June 2018. Templates to assist school boards with accommodation reviews have yet to be released.

There were several recommendations made in the Long-Term Accommodation Plan 2016-2021 for the short and medium terms (from 2016-2021). Appendix A includes the status of recommendations and actions to date. Appendix B includes overview of school enrolment and utilization using data as of September 5, 2019.

AVAILABLE STRATEGIES TO DEAL WITH ENROLMENT PRESSURES

The Board is committed to maximizing the use of its facilities through pupil enrolment and through the engagement of community partners. Boards have a number of tools available to maximize the utilization of facilities, address accommodation issues and effectively manage capital assets. They include:

- Temporary Accommodations (portables)
- Additions
- Construction of new schools

- Attendance Area Reviews
- Leasing Facilities for Programs
- Partnerships
- School restructuring away from the current elementary school (K-8)/secondary school (9-12) model to elementary (K-6)/secondary (7-12)
- Pupil Accommodation Reviews (Consolidation/Closures)

PROPOSED UPDATE TO LONG-TERM ACCOMMODATION PLAN PLANNING PRINCIPLES

Many of the current Planning Principles identified in the current Long-Term Accommodation Plan 2016-2021 are still relevant and helpful in guiding decision making. The following Long-Term Accommodation Planning Principles are recommended to assist the Board in making decisions about school facilities, consistent with effective stewardship of Board resources. It is recommended that the Principles be updated to include the possibility of restructuring the current grade offering within schools (2ii).

LONG-TERM ACCOMMODATION PLAN GUIDING PRINCIPLES

1. Ensure viable and sustainable Catholic schools and programs for all students:
 - i. that students are accommodated in safe, healthy and appropriate facilities that support the highest quality Catholic education to meet their needs, while advancing student achievement and well-being nurturing the distinctiveness of Catholic education in local communities.
 - ii. that schools should be of a sufficient size to support equity of educational opportunities for all students from a resource perspective, including technology, to ensure effective and efficient stewardship of Board resources from fiscal and environmental perspectives.
 - iii. that each school plays an important part to the long-term health and sustainability of the Board and that schools are sustainable over the long term.
2. Minimize the use of temporary accommodation/ facilities to address short, medium and long term enrolment pressures:
 - i. that the use of portables be minimized in terms of number and duration.
 - ii. *consider restructuring, by the Family of Schools, the current school structure to include Kindergarten to Grade 6 in an elementary setting and Grades 7-12 in a secondary setting in specific Family of Schools.*
 - iii. that new programs support the Board's Vision and be fiscally responsible.
 - iv. that boundary changes may be required to ensure a viable distribution of pupils across school communities as per the Attendance Areas Policy, 301.3.
 - v. that the Pupil Accommodation Review Policy, 701.2 will be used to guide the process for arriving at accommodation decisions.
 - vi. that when addressing enrolment pressures, current projections and planning techniques will be used to make decisions.
 - vii. that all capital projects are 100% dependent on approval and funding from the Ministry of Education.
3. The Long Term Accommodation Plan will be in compliance with legislation such as the *Accessibility for Ontarians with Disabilities Act*, and will consider Daily Physical Activity, Child Care Centres with Before and After School Programs available at the school, the locations of Child Care Centres, Community Partnerships, and the community use of schools.
4. The Long-Term Accommodation Plan will promote facility partnerships to market schools as a community resource within the Region, municipalities and not for profit agencies.

CURRENT UNKNOWNNS

There are currently a number of unknown variables that impact the ability of the Board to effectively plan to maximize school facility utilization.

- Ministry Proposed mandatory e-learning courses
- The impact of negotiations on current class size requirements and On-the-Ground (OTG) capacity
- When the current moratorium on pupil accommodation reviews will be lifted and potential updates to Ministry Guidelines for school boards
- Ministry funding for capital projects
- The impact of potential municipal restructuring on child-care/partnership opportunities

NEXT STEPS

Staff has engaged Watson and Associates to provide updated projections to school enrolments through to 2030-2031 based on September 30th, 2019 enrolment data. Staff will analyze the data and prepare a report for the Board.

Staff will update the Pupil Accommodation Review Policy, Attendance Area Review Policy and the Community Planning and Partnerships Policy at the earliest opportunity following decisions and direction by the Ministry of Education.

Staff will continue to monitor the unknowns through the evaluation of Ministry of Education Guidelines as they are released, update recommendations accordingly and provide Trustees with updated information.

Following the enrolment report, staff will suggest strategies including Attendance Area Reviews, by Family of Schools, to deal with enrolment pressures, and prepare a report for upcoming Committee of the Whole meetings for the consideration of the Board.

Appendix A – Status of Recommendations and Actions to Date

Appendix B - Overview of School enrolment and Utilization

RECOMMENDATION

THAT the Committee of the Whole recommend to the Niagara Catholic District School Board the approval of the Update to Planning Principles identified in the revised Long Term Accommodation Plan 2016-2021 to include “*to consider restructuring, by the Family of Schools, the current school structure to include Kindergarten to Grade 6 in an elementary setting and Grades 7-12 in a secondary setting in specific Family of Schools*”, as amended.

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

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

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

Date: September 10, 2019

APPENDIX A

FAMILY OF SCHOOLS	SHORT TERM RECOMMENDATION 2016-2018	STATUS	MEDIUM TERM RECOMMENDATION 2018-2020	STATUS
Blessed Trinity	St. Mark, St. John (French Immersion Program Relocation)	Completed – program moved to St. John	New Grimsby/Lincoln Elementary School	In progress
Denis Morris	Monsignor Clancy/St. Charles Pupil Accommodation Review	Completed – funding approved for addition/renovation	St. Nicholas, St. Christopher, St. Theresa Pupil Accommodation Review	Unable to proceed due to moratorium
Holy Cross			Our Lady of Fatima, Assumption French Immersion Relocation	
Lakeshore Catholic	St. Elizabeth and St. Joseph Snyder partnerships	Capital business plan being submitted for Joint Use Wainfleet School Partnership search for St. Joseph Snyder ongoing		
Notre Dame College School	St. Mary, Andrew, St. Augustine Pupil Accommodation Review	On hold due to moratorium		
	Holy Name, Alexander Kuska French Immersion Relocation	Completed – program moved to Alexander Kuska		
	St. Kevin Partnerships	Not required, attendance area review with St. Alexander completed		
Saint Francis				
Saint Michael	Father Hennepin, Loretto Catholic, Our Lady of Mount Carmel Attendance Area Review	Completed – boundary changes in place	New South Niagara Falls Elementary School	In progress
Saint Paul	Notre Dame, Our Lady of Mount Carmel French Immersion Program Relocation	Community consultation completed, relocation decision rescinded	St. Vincent de Paul, Cardinal Newman Attendance Area Review	Partnership for St. Vincent de Paul has increased utilization
SECONDARY SCHOOLS				
		Holy Cross and Saint Francis Attendance Area Review completed to align elementary and secondary schools	Denis Morris, Holy Cross, Saint Francis Pupil Accommodation Review	Unable to proceed due to moratorium

APPENDIX B

NO. OF STUDENTS	NO. OF SCHOOLS	UTILIZATION	NO. OF SCHOOLS
Elementary Schools			
0-100	2	Below 65%	12
101-200	12	Between 65% - 80%	7
201-300	17	81% - 100%	21
301-400	6	Over 100%	9
401-500	7		
Over 500	5		
Secondary Schools			
Under 600	2	Under 80%	2
601 to 1000	4	Between 81% and 100%	2
Over 1000	2	Over 100%	4

Data from Radar as of September 5, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: MINUTES OF THE NIAGARA CATHOLIC PARENT
INVOLVEMENT COMMITTEE (NCPIC) MEETING OF
MARCH 7, 2019**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Minutes of the Niagara Catholic Parent Involvement Committee (NCPIC) Meeting of March 7, 2019, as presented for information.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Recommended by: John Crocco, Director of Education/Secretary-Treasurer
Date: September 24, 2019



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE NIAGARA CATHOLIC PARENT INVOLVEMENT COMMITTEE MEETING MARCH 7, 2019

Minutes of the Meeting of the Niagara Catholic Parent Involvement Committee, held on Thursday, March 7, 2019 at 7:00 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland, ON.

In Chair Daly's absence, Superintendent Forsyth-Sells called the meeting to order at 7:05 p.m. and chaired the meeting.

A. ROUTINE MATTERS

1. **Opening Prayer**

Superintendent Forsyth-Sells led opening prayer with a Lenten reflection.

2. **Roll Call:** Guest John Crocco, Director of Education

Parent Members	Affiliations	Present	Excused	Absent
Shonna Daly	Fort Erie/Port Colborne/Wainfleet		√	
Andrea MacKay	Grimsby/Lincoln/West Lincoln/Pelham		√	
Rebecca Williams	Grimsby/Lincoln/West Lincoln/Pelham	√		
Kim Hedden	Merritton/Thorold	√		
Heather McCluckie	Merritton/Thorold	√		
Chris Kouroushis	Niagara Falls/Niagara-on-the-Lake	√		
Rita Colling	Niagara Falls/Niagara-on-the-Lake	√		
Marilyn Fabiano	Niagara Falls/Niagara-on-the-Lake	√		
Josephine Muraca-Lettieri	Niagara Falls/Niagara-on-the-Lake	√		
Marion Battersby	St. Catharines	√		
Kate Hingston	St. Catharines		√	
Angela Lorenzo	St. Catharines		√	
Carrie Vernelli	Welland	√		
AJ McLaughlin	Welland	√		
Leone Strilec	Development and Peace	√		
Shelley Gilbert	Society of St. Vincent de Paul	√		
Anna Racine	SEAC Representative	√		
Fr. Peter Rowe	Bishop/Diocesan Representative		√	
Camille Peddle	Secondary Student Senate Representative		√	
Trustees				
Leanne Prince	Trustee	√		
Dino Sicoli	Vice-Chair of the Board		√	

The following staff was in attendance:

Superintendent Forsyth-Sells, Kim Kuchar, Elementary Principal, Brad Johnstone, Secondary Principal, and Yvonne Anderson, Recording Secretary.

Regrets sent: Shonna Daly, Kate Hingston, Angela Lorenzo, Andrea MacKay, Fr. Peter Rowe and Dino Sicoli

3. Approval of the Agenda

Moved by: Rebecca Williams

Seconded by: Heather McCluckie

THAT the Niagara Catholic Parent Involvement Committee approve the agenda of the Niagara Catholic Parent Involvement Committee Meeting of March 7, 2019 as presented.

CARRIED

4. Declaration of Conflict of Interest

No disclosures of conflict of interest were declared with any item on the agenda.

5. Approval of the Niagara Catholic Parent Involvement Committee Meeting Minutes of January 10, 2019

Moved by: Kim Hedden

Seconded by: AJ McLaughlin

THAT the Niagara Catholic Parent Involvement Committee approve the minutes of the Niagara Catholic Parent Involvement Committee Meeting of January 10, 2019 as amended.

CARRIED

B. PRESENTATIONS

Niagara Catholic 2019-2020 System Priorities and Budget-*John Crocco, Director of Education*
John Crocco presented and reviewed the design of the Board's 2019-2020 System Priorities and Budget. The 2019-2020 balanced budget is designed to align with and to achieve the Board approved System Priorities 2019-2020 and accomplish the expectations of Niagara Catholic's Vision 2020 Strategic Plan. John Crocco invited NCPIC members to provide feedback and/or submit a measurable action verb System Priority to Superintendent Forsyth-Sells no later than April 23, 2019.

C. 2018-2019 NCPIC GOALS

No recommendations were received-deferred to the May 2, 2019 meeting.

D. SUBCOMMITTEE REPORTS

FAITH FORMATION-*Josie Rocca*

Josie thanked all those who attended at the NCPIC/Catholic School Council Chairs/Co-Chairs and Members Faith Formation on Thursday, February 28, 2019. Josie reported that all those in attendance provided positive feedback.

E. POLICY

Superintendent Forsyth-Sells reported that policy feedback templates were provided to all members prior to the meeting to support the policies being vetted. Open discussion occurred and feedback was provided for the policies currently being vetted. NCPIC members were asked to forward any additional feedback one day prior to the due date to Yvonne Anderson for submission on behalf of the Niagara Catholic Parent Involvement Committee.

Feedback due March 19, 2019

- Employee Hiring and Selection (Teachers) Policy (203.1)
- French Immersion Policy – Admission of Elementary and Secondary Students Policy (301.1)

Feedback due April 11, 2019

- Safe Schools Policy (302.6)
- Student Suspension – Safe Schools Policy (302.6.4)
- Student Expulsion – Safe Schools Policy (302.6.5)
- Financial Investment Policy (NEW)
- Corporate Cards, Purchasing Cards and Petty Cash Policy (600.4)

F. CHAIR'S REPORT

- Regrets sent

G. DIRECTOR'S DESIGNATE SUPERINTENDENT OF EDUCATION REPORT

1. Ontario Association for Parents in Catholic Education (OAPCE) Update
Superintendent Forsyth-Sells shared that an email was received from Annalisa Crudo-Perri, OAPCE President on March 6, 2019 stating that membership invoices will be distributed to participating school boards in the next few weeks for the 2019-2020 OAPCE membership. OAPCE would like Niagara Catholic to continue their membership and support of OAPCE. Further discussion will take place once the invoice has been received.
2. Niagara Foundation Annual Benefit Gala-Saturday, March 30, 2019
Superintendent Forsyth-Sells encouraged the NCPIC members to attend the Niagara Foundation Annual Benefit Gala on Saturday, March 30, 2019 at Club Roma at 6:00 p.m. Tickets are available on the Niagara Catholic website.
3. NCPIC Financial Report
Superintendent Forsyth-Sells reported on the NCPIC finances for information.

H. COMMUNITY REPORTS

1. Development and Peace-Leone Strilec

Leone reported that:

- in the absence of Rebecca Rathbone, Elena Luna acting SW Animator led the Share Lent Launch on held Saturday, February 23, 2019. Ten parishes sent representatives.

- the Ontario Regional Assembly will take place May 3-5, 2019 at Niagara College in Welland. Notre Dame College School will host a dinner and entertainment evening on Saturday, May 4, 2019. If anyone is interested in volunteering at, or attending this event please contact Leone at iltld220@gmail.com.
- she presented at the Niagara Catholic Professional Activity Day on February 15, 2019. As a result of the presentation, several teachers showed interest in Development and Peace social justice activities.

2. Society of St. Vincent de Paul-Shelley Gilbert

Shelley reported that:

- the St. Vincent de Paul Trivia Night will be held on May 31, 2019 at St. Alfred Church and that the proceeds will support sending kids to summer camp. Tickets are \$20.00 each.
- St. Vincent de Paul will be hosting a meet and greet with the Regional President for all members, volunteers and spiritual advisors on April 27, 2019.
- St. Vincent de Paul will once again support the filling of two containers to be sent to Naujaat Nunavut.
- she and a student from Blessed Trinity Paige Nevestuk, participated in the first Niagara Region sitting volleyball tournament at the Parasport games and that her team won the silver medal.

I. SEAC REPORT-Anna Racine

Anna reported that:

- the February 6, 2019 SEAC meeting in partnership with the Pathways event Club Italia was rescheduled to May 1, 2019 due to inclement weather.
- at the February 19, 2019 Committee of the Whole Meeting, Pat Rocca, Superintendent of Education presented the Student Support Services report for information. Superintendent Rocca introduced Anna Racine and Kristin Baker, Niagara Catholic parent representatives. Ms. Racine and Ms. Baker highlighted Student Support Services from the perspective of a parent of a special needs child.
- John Crocco, Director of Education presented the Niagara Catholic 2019-2020 System Priorities and Budget presentation at the SEAC Meeting on March 6, 2019.

J. BISHOP/DIOCESAN REPORT-Fr. Peter Rowe

- Nil Report-regrets sent.

K. STUDENT SENATE REPORT-Camille Peddle

- Student Senate is currently preparing for the annual Catholic Youth Day in Ottawa.
- Ten members of the Student Senate will be attending a conference on May 7 and 8, 2019 organized by Development and Peace with the theme “*Share the Story of Refugees*”.
- Student Senate have been receiving applications for the 2018-2019 Student Senate Scholarships with a focus on leadership and student involvement. Two \$500.00 scholarships will be presented to the 2018-2019 graduating class. Applications for consideration must be received no later than March 29, 2019.

L. STAFF REPORTS-*Kim Kuchar and Brad Johnstone*

Good news and updates from the elementary and secondary schools were provided for information.

M. TRUSTEE REPORTS- *Leanne Prince*

- Trustee Prince thanked Trustee Burtnik for her many years of service and support on the Niagara Catholic Parent Involvement Committee as the Trustee representative.
- Trustee Prince reported that the many talents of Niagara Catholic students were demonstrated at the 16th Annual Niagara Catholic Technological Skills Completion held on March 7, 2019. This event highlighted a variety of job options for students after secondary school.
- Trustee Prince stated that, with the uncertainty of the current government, parents/guardians need to stay strong and stand together to continue to support Catholic education and the future of Catholic education.

AGENDA ITEMS-DISCUSSION FOR FUTURE MEETINGS

- Mental Health Presentation
- Meeting Start Time-6:30 p.m.

O. NEXT MEETING: May 2, 2019 at 7:00 p.m. at the Catholic Education Centre

P. CLOSING PRAYER: Superintendent Forsyth-Sells led the closing prayer.

Q. ADJOURNMENT

Moved by: Shelley Gilbert

Seconded by: Kim Hedden

THAT the March 7, 2019 meeting of the Niagara Catholic Parent Involvement Committee be adjourned.

CARRIED

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: APPOINTMENT OF COMMUNITY REPRESENTATIVE(S)
TO THE NIAGARA CATHOLIC PARENT INVOLVEMENT
COMMITTEE 2019-2020**

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the appointment of the following community members to serve as Community Representatives on the NCPIC for the 2019-2020 term:

Leone Strilec-St. Catharines Diocesan Council for Development and Peace (Appendix A)
Shelley Gilbert-St. Vincent de Paul Society (Appendix B)

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

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

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

Date: September 24, 2019



**REPORT TO THE BOARD
SEPTEMBER 24, 2019**

**APPOINTMENT OF COMMUNITY REPRESENTATIVE(S) TO THE NIAGARA
CATHOLIC PARENT INVOLVEMENT COMMITTEE
2019-2020**

BACKGROUND INFORMATION

The composition of the Niagara Catholic Parent Involvement Committee membership includes Community Representatives.

In the Education Act O.Reg. 330/10 School Councils and Parent Involvement Committees Part III, Composition of Committees, Transition S. 32 (3) subsection 4 states that in regards to community representatives that the Board shall appoint the following people to the committee:

“The number of community representatives, up to three (3), the board determines appropriate.”

The Niagara Catholic Parent Involvement Committee Policy No. 800.7 states that the composition of the Niagara Catholic Parent Involvement Committee shall include the following:

- The number of Community Representatives as specified in the By-Laws of the Niagara Catholic Parent Involvement Committee.

The Niagara Catholic Parent Involvement Committee By-Laws state that the membership will include:

- Up to three (3) community representatives will be appointed to the committee who are voting members.

The following letters of reference have been received for the position of Community Representative on the Niagara Catholic Parent Involvement Committee.

Leone Strilec-St. Catharines Diocesan Council for Development and Peace-Appendix A

Shelley Gilbert-St. Vincent de Paul Society-Appendix B

RECOMMENDATION

THAT the Niagara Catholic District School Board approve the appointment of the following community members to serve as Community Representatives on the NCPIC for the 2019-2020 term:

Leone Strilec-St. Catharines Diocesan Council For Development and Peace (Appendix A)

Shelley Gilbert –St. Vincent de Paul Society (Appendix B)

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

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

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

Date: September 24, 2019



Application for Community Representative
Niagara Catholic Parent Involvement Committee 2019-2020



Date: September 12, 2019

Name: Leone Strilec

Address: 4-6753 O'Neil St., Niagara Falls, ON, L2J 1N3

Phone No.: 905 325 8824

Agency/Organization: Canadian Catholic Organization for Development and Peace

Brief Biography:

Retired teacher, last 20 years at Saint Michael Catholic High School
Previously a teacher rep for the NCPIC/Regional Council
Currently the Chair of the St. Catharines Diocesan Council for Development and Peace
Community Representative for NCPIC since 2015

A letter of recommendation from the community agency, association, or organization has been attached.

September 16, 2019

To Whom It May Concern:

Leone Strilec has represented the St Catharines Diocesan Council for Development and Peace as a community representative on the Niagara Catholic Parent Involvement Committee for the past three years. She is also currently the chair of the Diocesan Council for Development and Peace. Leone works closely with the high school chaplains and students on our annual education campaign. I am confident that you have found her to be a valuable asset on the committee, and Development and Peace values the input into the NCPIC.

Sincerely,

Frank Fohr,
South-West Ontario Representative
National Council of Development and Peace
ffohr@cogeco.ca



Application for Community Representative
Niagara Catholic Parent Involvement Committee 2019-2020



Date: July 23, 2019

Name: Shelley Gilbert

Address: 39 Leaside Drive, Apt. 302
St. Catharines, ON

Phone No.: 905.329.8558

Agency/Organization: Society of St. Vincent de Paul

Brief Biography:

I have been with St. Vincent de Paul for 25 years. I am on the board for our soup kitchen here in St. Catharines. I have organized trivia night fundraiser with proceeds going to send underprivileged kids from the Catholic Schools. Also organized sending two sea containers Nuajaat Nunavut. This summer I had the opportunity to volunteer with Children Centre helping with challenger baseball. When I am not volunteering with St. Vincent de Paul you can find me at the South Niagara Canoe Club where I compete in the 200 meter sprint and with the Brock Penguins where I sitting volleyball and wheelchair basketball. I am hoping to be part of NCPIC again this year representing St. Vincent de Paul as a community representative.

A letter of recommendation from the community agency, association, or organization has been attached.

September 4, 2019

To Whom It May Concern

Shelley Gilbert, a close friend and fellow Vincentian has expressed to me her desire to once again be a member of the Niagara Parent Involvement Committee.

The Society of St. Vincent de Paul as well as other organizations throughout the region is blessed to have Shelley continue to offer her assistance with various projects and fundraising that are vital to their existence. Shelley works tirelessly to ensure that all the community groups she works with are successful in carrying out their special works. She is always willing to pitch in and offer assistance whenever and wherever needed and she does so with dedication, knowledge and a desire to see change. Shelley is a team player and works well with others who share a common goal. In her role as Central Council President for the Society of St. Vincent de Paul she has worked with youth and people well into their senior years and is respected by all. Shelley continually works on projects aimed to benefit people in her community as well as individuals and groups beyond the Niagara Region. Her willingness to help coupled with her volunteer experience would certainly be an asset to your organization.

Should you wish to speak with me further please feel free to contact me at 905-684-4784 or 289-241-2004.

Sincerely,

Louise Librock

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: MINUTES OF THE SPECIAL EDUCATION ADVISORY
COMMITTEE (SEAC) MEETING OF JUNE 5, 2019**

RECOMMENDATION

THAT the Niagara Catholic District School Board receive the Minutes of the Special Education Advisory Committee (SEAC) Meeting of June 5, 2019, as presented for information.

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

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

Date: September 24, 2019



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING WEDNESDAY, JUNE 5, 2019

Minutes of the Meeting of the Special Education Advisory Committee, held on Wednesday, June 5, 2019 at 6:30 p.m. in the Father Kenneth Burns csc Board Room, at the Catholic Education Centre, 427 Rice Road, Welland, ON.

Chair Racine called to order at 6:30 p.m.

A. ROUTINE MATTERS

1. Opening Prayer

Chair Racine led the Opening Prayer.

2. Roll Call

Members	Affiliations	Present	Excused	Absent
Anna Racine	The Tourette Syndrome Association of Ontario	✓		
Pina Palumbo	Down Syndrome Caring Parents (Niagara)	✓		
Ted Nangle	Learning Disabilities Association – Niagara	✓		
Bill Helmeczi	Pathstone Mental Health	✓		
Andrew Howcroft	Community Living Welland Pelham	✓		
Karen Murphy	Autism Ontario Niagara Region	✓		
Dorothy Harvey	Niagara Children’s Centre	✓		
Lorraine Smith	Mainstream	✓		
Rita Smith	Community Living Port Colborne/Wainfleet	✓		
Trustees				
Rhiannon Burkholder		✓		
Kathy Burtnik			✓	
Student Senate Representative				
Donald Hingston			✓	

The following staff were in attendance:

Yolanda Baldasaro, Superintendent of Education; **David O'Rourke**, Coordinator–Special Education; **Adele Filice**, Vice-Principal, Secondary; **Chris Kerho**, Principal, Elementary, **Yvonne Anderson**, Recording Secretary

The following staff were excused:

Tina DiFrancesco, Recording Secretary

3. Approval of the Agenda

Moved by Bill Helmeczi

Seconded by Andrew Howcroft

THAT the Special Education Advisory Committee approve the Agenda of the Special Education Advisory Committee Meeting of June 5, 2019 as amended.

CARRIED

4. Disclosure of Interest

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

5. Approval of Minutes of the Special Education Advisory Committee Meeting of May 1, 2019

Moved by Andrew Howcroft

Seconded by Karen Murphy

THAT the Special Education Advisory Committee approve the Minutes of the Special Education Advisory Committee Meeting of May 1, 2019 as amended.

CARRIED

B. PRESENTATIONS

Terri Pauco, Family and Youth Office of the Diocese of St. Catharines.

Terri Pauco proposed a partnership between the Family and Youth Office and SEAC to:

1. gain access to families with children with special needs to facilitate listening sessions to better understand their relationship to the Church and their parish experiences related to welcome, hospitality, participation in prayer and liturgy, and sacramental preparation, thereby identifying best practices and needs.
2. share what is learned, especially the personal narratives, with the bishop, pastors, pastoral teams and catechists, and collaboratively, with all stakeholders, developing better ways to respond in pastoral care for these families.
3. create awareness and help educate *'those in the pews'* in their understanding of both the visible and invisible disabilities/special needs to better facilitate welcome and inclusion for all people in the mission of the Church.
4. be open to the work of Holy Spirit in this evangelizing effort to strengthen the home-school-parish relationship.

C. AGENDA ITEMS

1. Review of Goals and Vision for 2018-2019
 1. To hold a SEAC Meeting at a school: SEAC held their May 5, 2019 meeting at Club Italia to support the Niagara Catholic Pathways Event and engage and welcome new parents to attend a SEAC meeting.
 2. Presentation by Shelia Bennett: Carried over to the 2019-2020 school year.
 - Action: David O'Rourke will follow-up on Shelia Bennett's availability.
 3. Creation of a Transition Survey: Carried over to the 2019-2020 school year.

2. Parent Outreach
 - Nil Report

3. Other Related Items

- 3.1 Goals and Vision for 2019-2020

1. Presentation by Shelia Bennett
 2. Creation of a Transition Survey
 3. Partner with Terri Pauco, Family and Youth Office

- 3.2 SEAC letter to Ministry re: cuts to Autism Programming

Chair Racine provided and reviewed a draft letter to the Ministry re: cuts to the Autism Programming. Open discussion occurred on the purpose, content and strength of the letter.

Action: for further review and discussion the letter will be added as an agenda item on the September 2019 SEAC meeting.

4. Policy Review

Action: Karen Murphy and Pina Palombo will review and provided feedback on the following policies:

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

Feedback is due to Jennifer Pellegrini by September 9, 2019

Action: Ted Nangle will review and provided feedback on the following policies:

- Employee Meals and Hospitality Policy (201.14)
- Employee Conferences, Workshops and Meetings Policy (201.15)

Action: Andrew Howcroft will review and provided feedback on the following policies:

- Opening or Closing Exercises – Safe Schools Policy (302.6.1)
- Acceleration/Retention (Elementary) Policy (400.5)

Feedback is due to Jennifer Pellegrini by October 4, 2019

D. SEAC REPORT

1. Review and Approval of SEAC Insert for Catholic School Council Agenda and School Newsletter
 - Deferred to September 2019
2. The Provisions of Special Education Programs and Services-Special Education Plan-Revisions David O'Rourke, Coordinator of Special Education provided and reviewed the Special Education Plan 2019-2020 Executive Summary of Revisions that will be included Special Education Plan, *Building Bridges and Services 2019 and Beyond*. The approved plan will be submitted to the Ministry of Education no later than July 30, 2019.

MOTION

Moved by Bill Helmeczi

Seconded by Lorraine Smith

THAT the Special Education Advisory Committee approve the revisions to the Provisions of Special Education Programs and Services to be included in the Special Education Plan, *Building Bridges and Services 2019 and Beyond*.

CARRIED

E. COMMITTEE AND STAFF REPORTS

1. Autism Ontario Niagara Region-Karen Murphy
 - Nil Report
2. Community Living Port Colborne/Wainfleet-Rita Smith
 - Nil Report
3. Community Living, Welland Pelham-Andrew Howcroft
 - Nil Report
4. Down Syndrome Caring Parents (Niagara)-Pina Palombo

President's Report

- Rebranding our group is under way and a new logo and name change are currently being developed.
- DS website is being rebuilt and our group is looking to hire a web site developer to manage and build a new site. Some updates will allow for an events page and a donate button along with membership forms where they can submit and pay online membership fees.
- Membership fees will be going up to \$25.00 per family in 2020

EVENTS:

- DS group attended the FamJam Wellness event at Saint Michael Catholic High School
- Our DS group participated once again in the Plasma Car Races for the Niagara Children Centre
- DS group registered for Pathways to Success Day but unfortunately had to back out last minute due our volunteers that day were unwell and unable to attend.

UPCOMING EVENTS:

- Annual summer picnic is to be held on August 25, 2019 at Vineridge.
- GO21 date booked for September 29, 2019 at Heartland Forest.
- Posters for GO 21 have been distributed throughout Niagara and to both school boards
- Registration is now open for the Meridian Smiles Walk with the GMC foundation for a second year on June 14/19 at Brock University and members of our DS group are encouraged to participate, as this is a day to promote inclusion for all persons with disabilities.
- Speaker Series is being organized - dates TBA (2nd Saturday of the month is the proposed time) and location to be at Club Italia, our first speaker will be an LRT to present IEP's.
- GMC Foundation has a fun filled jammed packed weekend for our group, this Saturday June 8th the foundation booked an entire movie theatre at the Landmark theatre at Pen Centre for all individuals with DS to attend free of charge to watch the "Secret Life of

Pets 2 in 3D” Free to all individuals with DS and for one caregiver/parent/sibling to attend with them.

- Sunday is the Cross Fit program that is running every two weeks at Cross Fit St. Catharines this continues to be a popular and well-attended fitness program free of charge to individuals with DS.
 - Big Shout out to the GMC Foundation for their generous and ongoing support to our DS group and due to their fundraising efforts the foundation announced at their annual golf tournament held at Pen Lakes this past May that they are able to offer a scholarship to an individual to attend the CICE Program at Niagara College. This announcement was made during presentations at the golf tournament where representatives from Niagara College were in attendance to receive and accept the scholarship grant, presented by Blair Stayzer co-founder of the GMC Foundation (GMC- Homies with Chromies Foundation).
5. Learning Disabilities Association Niagara Region-Ted Nangle
 - Nil Report
 6. Mainstream-Lorraine Smith
 - Nil Report
 7. Niagara Children’s Centre-Dorothy Harvey
 - Dorothy thanked David O’Rourke and the Niagara Catholic Special Education Team for their hard work, dedication and commitment to the successful transitioning of students.
 8. Pathstone Mental Health-Bill Helmeczi
 - Pathstone’s 10th Annual Hope Gala takes place on June 7, 2019.
 - Beginning in June 2019, Pathstone will open three more Walk-in sites, one in Welland, Port Colborne, and Fort Erie. Each will be open one day per week from 11:00 a.m. to 6 p.m. as the last appointment.
 9. The Tourette Syndrome Association of Ontario – Anna Racine
 - Anna will be making a presentation to students in a Niagara Catholic elementary school next week to support a child with Tourette’s syndrome and to increase awareness among students.
 10. Staff Report-David O’Rourke
 - The Special Education Plan Executive Summary of Revisions
The following amendment to the Summary:
 - Specialized Health Support Services in Schools will be sent to our local Children’s Treatment Centre for their review of terminology and services related to School Based Rehabilitation Services for Occupational Therapy, Physiotherapy and Speech & Language Pathology (p. 92-96)
 - Specialized Health Support Services in Schools will be sent to our local Localized Health Integration Network (LHIN) (p. 92)
 - Student Support Services continue to work with all schools to help students and staff transition into the summer break and prepare for the start of the next school year

F. TRUSTEE REPORTS

- Nil Report

G. STUDENT REPORT

- Nil Report

H. NCPIC REPORT

- Chair Racine reported that the Niagara Catholic Parent Involvement Committee held their May 2, 2019 meeting at Saint Michael Catholic High School in support of the Niagara Catholic FAMJAM event and parent engagement. Guest speaker, Dr. Jean Clinton presented information on mental health and well-being. The evening was well attended and enjoyed by all in attendance.

I. NOTICES OF MOTION

J. FUTURE MEETINGS/INFORMATION ITEMS

1. Correspondence

Correspondence was received and provided for information from various District School Board's Special Education Advisory Committees that were sent to the Honourable Lisa M. Thompson addressing concerns regarding the changes to the provincial funding model for Autism Services, Class Sizes, and the mandatory e-learning and the impact it will have on children, families and schools. A letter was also submitted to the Honourable Lisa M. Thompson to address such concerns on behalf of the Niagara Catholic Special Education Advisory Committee.

2. Sheila Bennett-Presentation-Set as a 2019-2020 SEAC goal.

K. NEXT MEETING: Wednesday, September 4, 2019 at 6:30 p.m. at the Catholic Education Centre

L. ADJOURNMENT

Moved by Andrew Howcroft

Seconded by Rita Smith

THAT the June 5, 2019 meeting of the Special Education Advisory Committee be adjourned.

CARRIED

This meeting was adjourned at 8:23 p.m.

In closing, Superintendent Baldasaro thanked all members of the Special Education Advisory Committee for their hard work, continued support and representation on behalf of their individual community agencies and for building strong relationships within the Niagara Catholic District School Board.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: KIDS HELPING KIDS – CELEBRATING 21 YEARS OF
CONTRIBUTIONS**

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

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

Date: September 24, 2019



PRESENTATION BACKGROUND

**Board Meeting
September 24, 2019**

KIDS HELPING KIDS – CELEBRATING 21 YEARS OF CONTRIBUTIONS

All students of the Niagara Catholic District School Board are to be congratulated for their participation in the “KIDS HELPING KIDS” project in support of the Niagara Children’s Centre. At the Board Meeting on September 24, a cheque for \$16,161.79 will be presented to Marla Smith, Director of Development of the Niagara Children’s Centre.

This year marks 21 years of contributions from all our schools in the Niagara Catholic District School Board. Our students in the Niagara Catholic District School Board gathered together in an outpouring of generosity.

A resource package of materials and poster was sent to each elementary and secondary school. Personnel from the Centre made visits to classrooms and school assemblies throughout the Board, providing opportunities for students and staff to learn more about the facility and its many services. Students made visits to the Centre for job shadowing, video presentations and general awareness.

The Niagara Catholic District School Board’s schools, students, staff and parent community have, once again, demonstrated in a concrete way, commitment to their Faith and a willingness to help with the success of this year’s campaign.

Prepared by: Pat Rocca, Superintendent of Education
Presented by: Pat Rocca, Superintendent of Education
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: September 24, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TITLE: NIAGARA CATHOLIC SYSTEM PRIORITIES 2018-2019
ACHIEVEMENT REPORT**

The Niagara Catholic System Priorities 2018-2019 Achievement Report is presented for information.

Prepared by: Senior Administrative Council

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

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

Date: September 24, 2019



REPORT TO THE BOARD MEETING SEPTEMBER 24, 2019

NIAGARA CATHOLIC SYSTEM PRIORITIES 2018-2019 ACHIEVEMENT REPORT

BACKGROUND INFORMATION

At the May 25, 2018 meeting of the Niagara Catholic District School Board, the following motion was approved;

THAT the Niagara Catholic District School Board approve the Niagara Catholic System Priorities 2018-2019, as amended. (Appendix A)

The Niagara Catholic System Priorities 2018-2019 were designed to provide the annual focus for the system towards achieving the outcomes of the Niagara Catholic Vision 2020 Strategic Plan. Within the two (2) Strategic Directions and the seven (7) Enabling Strategies are the approved system priorities which provide the specific framework to measure the achievement of each direction and strategy within a specific school year.

The Board approved System Priorities 2018-2019 were posted on the Niagara Catholic website and copies were provided to all Principals, Vice-Principals, staff, Bishop Bergie, Alliance Committee (NCAC), Special Education Advisory Committee (SEAC), Catholic School Council Chairs and the Niagara Catholic Parent Involvement Committee (NCPIC). In addition, a poster size copy of the Niagara Catholic System Priorities 2018-2019 were placed in public locations in all schools, Board sites and the Catholic Education Centre for review by students, staff, parents and guests to Niagara Catholic.

With the conclusion of the 2018-2019 academic year, members of Senior Administrative Council and Board staff collated, analyzed and reviewed all measurements and data gathered for the 2018-2019 school year and completed its review of the progress in achieving the System Priorities within each Strategic Direction and Enabling Strategy of the Board 's Vision 2020 Strategic Plan.

Attached to this report (Appendix B) is an electronic copy of the Niagara Catholic System Priorities 2018-2019 Achievement Report. A hard copy of the report will be provided at the meeting. Within each Strategic Direction and Enabling Strategy is the indicator of success and comments on the measurables within the action plan working document and the monitoring of the evidence to determine the achievement of either "Completed" or "Continued Progress 2019-2020". A copy of this final report will be provided to all Principals, Vice-Principals, Bishop Bergie, Alliance Committee (NCAC), Special Education Advisory Committee (SEAC), Catholic School Council Chairs, Niagara Catholic Parent Involvement Committee (NCPIC) and posted on our Board website.

Senior Administrative Council is proud of the overall achievement of the 2018-2019 System Priorities as approved by the Board. Senior Staff complements Niagara Catholic students and staff for the high level of achievement and continued improvement throughout the 2018-2019 school year.

As we begin a new school year, the Niagara Catholic Vision 2020 Strategic Plan, the Board approved Strategic Directions System Priorities and Annual Budget for 2019-2020 along with the Board and School Improvement Plans are aligned to continue our focus on achieving the Vision Statements and Strategic Directions in the final school year of the Niagara Catholic Vision 2020 Strategic Plan.

Senior Administrative Council will provide a mid-year review of the achievement of the System Priorities for the 2019-2020 academic year at the January 2019 Board Meeting and a final report for the 2019-2020 academic year at the September 2019 Board Meeting.

Attached

Appendix A Niagara Catholic Strategic Directions System Priorities 2018-2019

Appendix B Niagara Catholic Strategic Directions System Priorities 2018-2019 Achievement Report

The Niagara Catholic Strategic Direction System Priorities 2018-2019 Achievement Report
is presented for information.

Prepared by: Senior Administrative Council

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

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

Date: September 24, 2019



NIAGARA CATHOLIC SYSTEM PRIORITIES 2018-2019

Mission Statement

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



Vision 2020

NURTURING SOULS AND BUILDING MINDS

MINISTRY GOALS

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

BOARD STRATEGIC DIRECTIONS

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

ENABLING STRATEGIES

Provide Supports for Success

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

Enhance Technology for Optimal Learning

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

Building Partnerships and Schools as Hubs

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



Strengthen Human Resource Practices and Develop Transformational Leadership

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

Create Equity and Accessibility of Resources

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

Ensure Responsible Fiscal and Operational Management

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

Address Changing Demographics

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



Niagara Catholic System Priorities Achievement Report 2018-2019

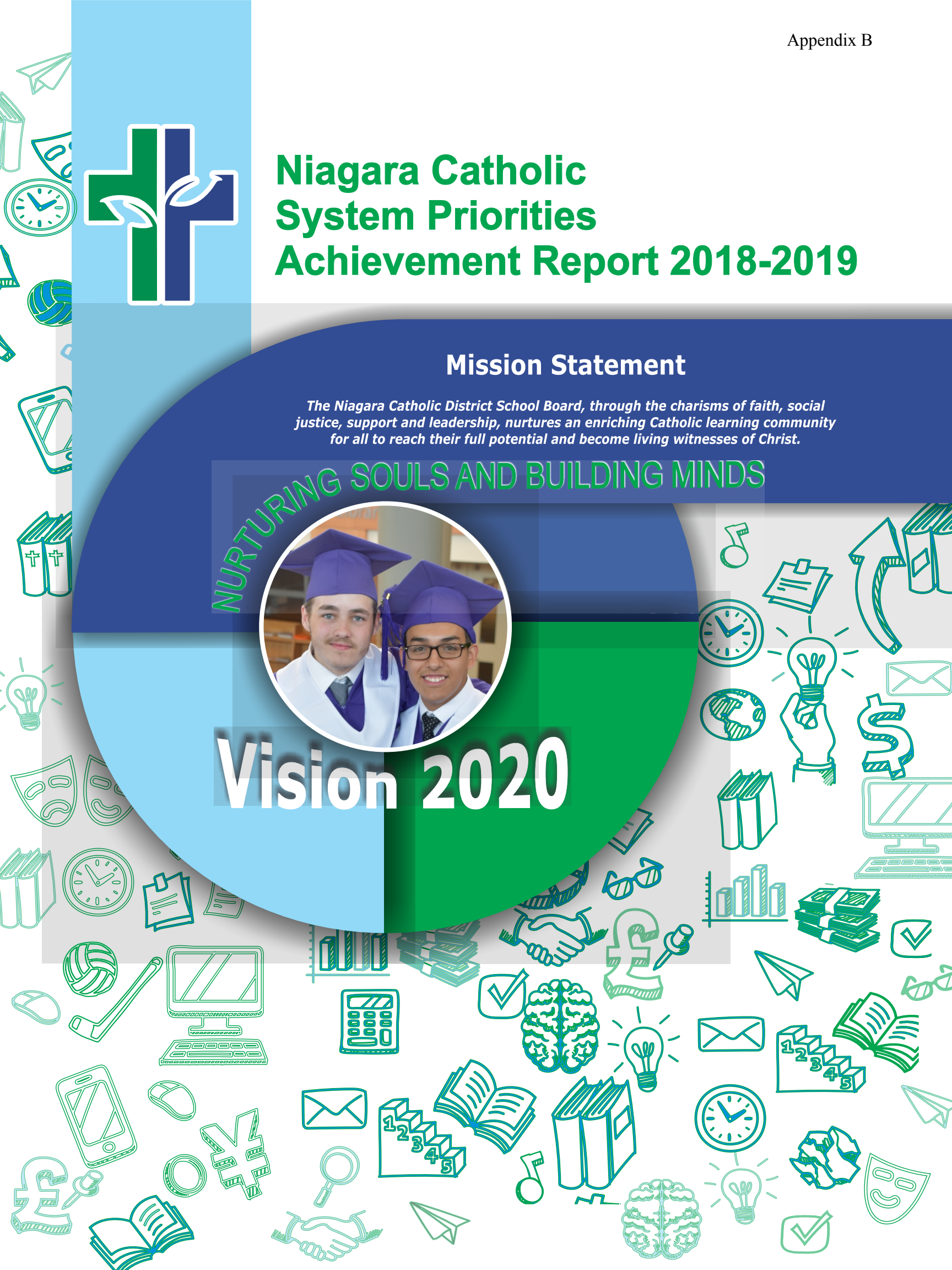
Mission Statement

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

NURTURING SOULS AND BUILDING MINDS



Vision 2020





NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD



SEEDS OF FAITH
MASS · MERCY · MISSION
2018-2021



NIAGARA CATHOLIC SYSTEM PRIORITIES 2018-2019

Mission Statement

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



Vision 2020
NURTURING SOULS AND BUILDING MINDS

MINISTRY GOALS

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

BOARD STRATEGIC DIRECTIONS

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

ENABLING STRATEGIES

Provide Supports for Success

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

Enhance Technology for Optimal Learning

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

Building Partnerships and Schools as Hubs

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



Strengthen Human Resource Practices and Develop Transformational Leadership

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

Create Equity and Accessibility of Resources

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

Ensure Responsible Fiscal and Operational Management

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

Address Changing Demographics

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

System Priorities Achievement Report 2018-2019

Contents

Provide Supports for Success	2
Enhance Technology for Optimal Learning	5
Building Partnerships and Schools as Hubs	6
Strengthen Human Resource Practices and Develop Transformational Leadership	9
Create Equity and Accessibility of Resources	11
Ensure Responsible Fiscal and Operational Management	12
Address Changing Demographics	13



System Priorities Achievement Report 2018-2019



1. Enabling Strategy - Provide Supports for Success

1.1 Enhance student and parent engagement and voice in student achievement, equity, well-being and mental health for all students

COMPLETED:

- Developed and delivered the Ontario Catholic Student Leadership Conference, facilitated by the Secondary Student Senate, to engage students and provide them with Catholic themed sessions focusing on their unlimited potential as young leaders.
- Facilitated a Student Senate Retreat to support strong Catholic student voice and leadership skills through prayer, reflection, and discipleship activities focused on *Renewing the Promise*.
- Delivered the annual *Lead Out Loud* student voice conference to elementary senators, centered around *Renewing the Promise*, and how to bring the messages in this document to their schools and communities.
- Developed, posted and provided the *2018-2019 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW)*, based on Enabling Strategies and System Priorities, to the system, and submitted to the Ministry of Education on November 30, 2018.
- Provided results of the *2018 Grade 8 Transition Student Survey* and *Grade 12 Graduation Survey* to principals/vice-principals to inform *School Improvement Plans for Student Achievement and Well-Being (SIPSAW)*; presented highlights at the November Committee of Whole meeting, and at Elementary and Secondary School Senate meetings.

- Administered the 2019 *Grade 8 Transition* and *Grade 12 Graduation* surveys.
- Provided training to elementary principals to promote the implementation of strategies that support trauma-sensitive schools and classrooms.
- Provided *Creating and Sustaining Mentally Healthy Classrooms* resources for classroom and subject teachers to enhance mental health literacy in schools.
- Updated referral, admission and discharge procedures for mental health supports for students.
- Provided professional development training for School Mental Health Champions on the revised *Compassionate Care Response Guide* and *Suicide Prevention, Intervention and Postvention Protocol*.
- Developed a plan administered online school climate surveys for elementary students, staff and parents/guardians in Spring 2019.
- Participated in the COMPASS study and the second administration of the Grades 9-12 COMPASS questionnaires as part of school climate surveys.

CONTINUED PROGRESS:

- Review and revise *Safe and Accepting Schools* and *Equity and Inclusive Education* policies to reflect current legislation.
- Continue to collaborate with universities and community agencies to engage in research projects, focusing on improvements in student learning and achievement, engagement, student voice and physical and mental well-being.

- Continue to review the implementation of the *Secondary Assessment, Evaluation and Reporting Guide*.

- Continue to implement the *Equity Critically Conscious Practitioner Inquiry* with secondary schools.

1.2 Improve equitable and inclusive outcomes for students

1.3 Explore next generation career pathway programs for students

COMPLETED:

COMPLETED:

- Provided resources and the OISE *Equity Continuum* to principals and school staff to support school improvement planning for the October 5, 2018 PA Day, to incorporate equity goals in 2018-2019 school improvement plans.
- Implemented a partnership between the Board and the Rick Hansen Foundation School Program to provide resources to schools that promote accessibility and inclusion.
- Provided resources to promote the theme of inclusion and student engagement to be a “difference maker” as part of *Bullying Awareness and Prevention Week 2018*.
- Posted *Niagara Catholic Multi-Year Accessibility Plan 2018-2021* on the Board website.
- Participated in the Ministry of Education *Culturally Relevant and Responsive Pedagogy Institute* to deliver a workshop for secondary teachers at the February 15, 2019 PA Day.
- Created a music contest opportunity for schools to support the implementation of the inclusive lyrics to *O Canada*.

- Focused November 16 Secondary PA Day on career pathways, providing support to help students understand the connections to mathematics in various careers, potential pathways and experiences to support students within and outside of the classroom.

CONTINUED PROGRESS:

CONTINUED PROGRESS:

- Continue to organize experiential learning events, e.g. reach-ahead initiatives at Niagara College and Brock University campuses; ENG3C Independent Study pilot with Niagara College.
- Continue to organize Career Fairs at Catholic secondary schools.
- Continue to promote a variety of co-operative education options to support credit accumulation, e.g. single-credit, after-school and summer school co-op.
- Continue to create evolving dual-credit offerings based on local economic indicators, e.g. *Connecting to College - Healthcare Focus*.

- Continue to implement the Ministry of Education’s three-year *Ontario Education Equity Action Plan* and the *Niagara Catholic Equity in Action Plan (2017-2020)*.
- Continue to collaborate with members of Knowledge Network for Applied Education Research to support issues surrounding suspension, expulsion and exclusion.

1.4 Continue to address the special needs of students on the margin

COMPLETED:

- Completed KTEA-3 assessment as our academic achievement test, and provided recommendations for student programming.
- Considered specific students to access our Learning Strategies Social Skills Class (LSSSC).
- Met with Guidance & Special Education



Program Chairs to review Special Education classroom guidelines and services.

- Continued collaboration between Itinerant Program Resource Teachers – Deaf/Hard of Hearing (IPRT-D/HH) and the Educational Audiologist to meet with parents and school staff to discuss the auditory needs of their child with hearing loss or auditory processing delay (APD).
- Special Needs Facilitators – Information Technology (SNF-IT) Team Members continued to monitor and support the use of the Individual Education Plan (IEP) Engine for users. Troubleshooting and training occurs on a regular basis in schools.
- Implemented the new service model provided by our Speech and Language Pathologists that supports early language intervention and communication and delivery of Speech/Language Assessments.
- Held Student Support and Discipline Team meetings to continue to establish process and set direction for addressing the needs of students.
- Continued collaboration and problem-solving between Program Resource Teachers

and staff concerning programming goals for students diagnosed with learning disabilities and mild intellectual disabilities, and provide recommendations that would support the development of the IEP.

CONTINUED PROGRESS:

- Implement *e-Lite* as a technology tool to manage all school referrals and information provided by the student support team.
- Continue to implement the new *Request for Student Support* form by schools to the Student Support Team. The new form allows schools to target student goals in order to increase independence. Specific goals will assist Student Support with observations, recommendations and determining an action plan.
- Ongoing independent completion of error analysis and online scoring of the KTEA-3 by our Education Resource Teachers.
- Reviewing the current model of our LSSSC and the need for alternative learning opportunities that could be made available to students who may require this intensive programming.

2. Enabling Strategy - Enhance Technology for Optimal Learning



2.1 Implement a system-wide electronic platform to facilitate communication between staff and parents

COMPLETED:

- Endorsed *School Messenger* communication application for classroom teachers and parents. Classroom teachers, administrators and parents/guardians will no longer need to download multiple apps to stay connected to the school community because this new app will bring together all school communications into one powerful app.

2.2 Improve the learning experience of students through access and use of technology

COMPLETED:

- Completed deployment and implementation of Technology Special Education Amount (SEA) equipment, including desktops, laptops, Chromebooks and iPads. Special Needs Facilitators - Information Technology personnel support the use of SEA technology and software with staff and students. Itinerant program resource teachers – deaf/hard of hearing (IPRT-DHH) work collaboratively with

the educational audiologist to provide state of the art technology for students who are deaf/hard of hearing.

- Purchased classroom amplification systems (FM systems) through SEA to meet the needs of deaf/hard of hearing students. Teachers and parents fully understand the need for the equipment, how the equipment is used and what the typical expected outcomes would be after a child has been supported with hearing technology.

CONTINUED PROGRESS:

- Continued support of Student Support team to implement iPad applications to support student specific goals, such as communication and self-regulation.
- Continued support from Digital Learning team for the use of *Niagara Catholic Virtual Learning Environment (VLE)* through one-on-one job embedded training, after-school workshops and provision of virtual resources to school staff. This platform houses resources to support educators on how to use digital tools and integrate these into the classroom.
- Continued progress by Information Technology on a comprehensive multi-year plan to improve the experience for both elementary and secondary students.
- Continue to implement *Boardmaker Online* as a tool to support students with a variety of communication needs. Professional development opportunities for staff to learn and implement *Boardmaker Online* will be provided.
- Continued effort to streamline Student Support SEA process, so it will be similar to all other school requests.
- Continued implementation of Google to manage files, collaborate with staff and increase efficiencies.



3. Enabling Strategy - Building Partnerships and Schools as Hubs

3.1 Continue to nurture community partnerships to achieve strategic priorities

COMPLETED:

- Created new Specialist High Skills Major in Aviation and Aerospace, and signed Memorandum of Understanding between the Board and the Niagara District Airport.
- Held Community Partnerships Meeting at CEC on December 6th, 2018.
- Signed Memorandum of Understanding with Soochow Foreign Language School in China, which will begin in 2019.
- Ongoing project work with a Youth Strategies Task Group through the *Niagara Poverty Reduction Network* to bring awareness to teachers, students and parents about the *Ontario 211 Community Social Services Helpline*.

3.2 Strengthen relationships and support between schools, parishes and families

COMPLETED:

- Board Chaplaincy Leader and Religion and Family Life Consultant attended Deanery meetings to inform and support parish priests with the new Grade 4 Religion Program, *Growing in Faith Growing in Christ*. Parish priests were provided with resource information links that may be of interest to them as they interact with teachers, students and parents.
- Revised the templates for agendas and minutes of Niagara Catholic Parent Involvement Committee and Catholic School Council meetings to include a standing item

of *Policies for Vetting* to support feedback from parents/ guardians on Board policies.

- Facilitated various sessions to reflect upon and discuss *Renewing the Promise* and the important role of the triad in supporting and strengthening Catholic Education: Student Senate Retreat – September 14, 2018; Faith Ambassador Workshops – November 1, 2, 14 & 23, 2018; Administrator, Clergy, Trustee & Chaplaincy Advent Faith Formation – December 13, 2018.
- Facilitated various sessions to reflect upon and discuss *Renewing the Promise* and the important role of the triad in supporting and strengthening Catholic Education: Monthly Staff Meeting Faith Formation, NCPIC Faith Formation, Catholic School Council Faith Formation.
- Supported the development of classroom lessons addressing Vocations - one lesson each for Primary, Junior and Intermediate students - through a working committee comprised of Serra Club members and Niagara Catholic staff.

CONTINUED PROGRESS:

- Continued dialogue with Niagara Catholic Alliance Committee members, to enhance relationships and support. Targeted actions for Alliance Committee leadership in 2019-2020.



3.3 Enhance communication opportunities with parents and community partners to increase pathway opportunities for students

COMPLETED:

- Hosted the *Pathways Speaker Summit*, an evening community event targeting students in Grades 6 through 10 and their parents in May 2019 - deferred from February due to inclement weather.
- Continued support of the psychological services we provide to students by Pryor, Linder and Associates.
- Considered assigning specific students to our Learning Strategies Social Skills Class (LSSSC).
- Continued our partnership with the *Niagara Children's Centre*, so that student transitions in and out of the NCC school continue to be a positive experience for students and families in Niagara.
- Distributed *Pathways* promotional booklet to all secondary school students via report cards.
- Facilitated involvement at annual *Technological Skills Competition* in March, 2019, e.g. sponsors, judges, industry personnel, post-secondary staff.
- Received and implemented new application forms for new School-Based Rehab Services, which provides Occupational Therapy, Physical Therapy and speech services to students.
- Liaised with community agencies (*Contact Niagara, Pathstone Mental Health & Bethesda*) to gather student-specific information, program planning and goal setting for current students.
- Continued to dialogue with secondary staff concerning the *Transitional Aged Youth*

(TAY) process (a.k.a - *Integrated Transition Planning*) that will allow our youth community connections and support as they transition to post-secondary or workplace opportunities.

- Collaborated with George Brown College and Niagara College to secure practicum placements for student intervenors and student educational assistants, to gain experience in our schools supporting students who are deaf/blind or deaf/hard of hearing.

CONTINUED PROGRESS:

- Staff membership in *Niagara Industrial Association*; attendance at regular meetings and events.
- Continued implementation of *Ontario's Special Needs Strategy*: working with





community partners (*Local Health Integration Network (LHIN)* and *Niagara Children's Centre*) to ensure service to students requiring various levels of support to attend school and/or curriculum access. Access to programs, service and support continues to be established and communicated.

- Continue to work with *Contact Niagara* regarding the continued implementation of the TAY process.
- Continued involvement with the *Transition to School* process that involves NCC to support students/families entering Kindergarten Yr. 1 in Niagara Catholic. We continue to refine the process to improve the transition experience for students with special education needs.
- Continue to engage with *Community Living* and *Niagara Support Services/NTECH* to discuss common goals and direction of

students in their care.

- Continue to review the necessity for our LSSSC and other classroom placements that could be made available to students who require this intensive programming.
- Continue to offer gifted modules to identified students. We continue to explore community partners and post-secondary institutions to provide engaging and authentic opportunities for students in the program.



4. Enabling Strategy - Strengthen Human Resource Practices and Develop Transformational Leadership

4.1 Enhance staff wellness supports and programs to ensure consistency in delivering programs and supports for students

COMPLETED:

- Held, and will continue to offer workshops/sessions after school for all staff to attend, targeting mind/body/spirit.

CONTINUED PROGRESS:

- Continue to engage employees to volunteer as a Staff Wellness site representative to assist with promoting wellness workshops/session at their site.
- Continue to meet regularly with Staff Wellness Committee to review long-term goals.
- Continue to update Staff Wellness website to provide current information for all staff to access; e.g.: Staff supports/benefits; community events; wellness events.

4.2 Diversify the delivery of professional development opportunities through collaborative planning with a variety of stakeholders

COMPLETED:

- Established a cross-functional Board *Professional Development Committee* to discuss, design and implement professional development programs for all Niagara Catholic employee groups.
- Continued collaboration between Board, Cupe, OECTA-E, and OECTA-S on the *Joint Professional Development Committee* to design impactful PA Days to meet the needs of all employee groups.

- Delivered an October 2018 PA Day focusing on the development and implementation of an effective *School Improvement Plan*.
- Delivered an elementary PA Day program in November 2018, focusing on the fundamentals of math, mathematics learning trajectories, number talks, spatial reasoning, assessment and fractions. The mode of delivery was a combination of pre-recorded workshops, discussions and hands-on activities.
- Delivered a secondary PA Day program in November 2018, focusing on the fundamentals of math and the relationship between mathematics and career pathways with a connection to SHSM.
- Provided professional learning sessions on cannabis legislation to administrators and teachers, in partnership with Niagara Region Public Health.

CONTINUED PROGRESS:

- Continue to provide both job-embedded and after school professional development training opportunities to meet the needs of all employee groups. Board departments utilizing Skype, Google Hangouts and pre-recorded video technology to deliver professional development.
- Establish a new *Leadership Identification Program* and committee to meet the professional development needs of aspiring leaders in the Board.
- Establish a new *Administrators Mentorship Program* and committee to address the mentoring needs and explore the professional development goals of our newly appointed administrators.
- Continue to fostering a partnership between Student Support ABA Supervisors and Bethesda, to deliver PD for Educational Assistants.

- Continue to provide in-service to secondary staff who work with the students who may access the TAY process.
- Continued implementation of Tier 1 model of intervention that focuses on *Universal Design and Differentiated Instruction*, and captures a variety of topics related to meeting the needs and achieving the goals of students. Specific topics can be addressed with staff including behaviour, ABA strategies, speech, assistive technology, IEP, IPRC, and Psych-Ed assessments.
- Continue to use the *Virtual Learning Environment (VLE)* to deliver Special Education Resources to teachers and other school staff.

4.3 Implement health and safety awareness and training initiatives focused on employee safety

COMPLETED:

- Provided Health and Safety Training – Annual WHMIS Training for all staff at October Professional Activity Day.
- Created poster campaign for slips, trips and falls.
- Developed Health and Safety portal for one-stop shop of all things related to safety. This portal contains information for use by all staff, and centralizes information.
- Implemented Health and Safety awareness and training initiatives.
- Implemented *Safe Schools* online absence reporting system.
- WHMIS 2015 implemented across Niagara Catholic including update to Safety Data Sheet.
- Implementing the recommended use of PPE by Special Needs Facilitators and Applied Behaviour Analysis Supervisors as a safe tool to protect against student aggression.

CONTINUED PROGRESS:

- Drafting an online safety plan template through *E-Base* to standardize use and sharing of information electronically.
- Reviewing our *Behaviour Assessment Reports, Behaviour Support Plans and Safety Plans* in order to provide standardization among schools.
- Reviewing our Safe Management process, to establish best practice.
- Reviewing our Behaviour Therapist, contracted through PLA to provide more in-depth and targeted Tier 3 student intervention.
- Utilizing Behaviour Resource Teachers as a support mechanism in schools to address the safety concerns of students who present with such.
- Receiving training from Occupational Therapists/Physical Therapists and nurses to provide appropriate training in areas that may be related to Health and Safety for specific students (e.g.: lifting, positioning, transfers, oral medication, and catheterization).
- Evaluating the current practices related to assessing behaviour needs and how to develop succinct and consistent plans between Board-level staff, and ultimately how these procedures address the needs of the students and their dignity.

4.4 Design a Workplace Violence Awareness Program

COMPLETED:

- Utilized CUPE EPO grant to deliver a *Workplace Violence and Harassment* program to all Educational Assistants on the November 2018 PA Day.
- Trained principals and vice-principals on *Workplace Violence and Harassment* on January 17, 2019.



5. Enabling Strategy - Create Equity and Accessibility of Resources

5.1 Explore a predictive data analytic model and strategy to enable school and system staff to make more precise, evidence-based decision

CONTINUED PROGRESS:

- Completed a comprehensive review of this priority, and the initial phase of moving to a predictive data analytical model is as follows:
- Creating a dedicated Database Engineer position responsible for the following:
 - Establishing a comprehensive data integration plan that will manage complexity, streamline connections, and make it easy to deliver data to any system.
 - Establishing a relational database management system.
 - Establishing up-to-date accessible data with easier collaboration.
 - Integrating data through a transparent process and a better understanding of the information.
 - Cleansing and validating the information passing through the database.
 - Customizing management reporting to a user-friendly platform.

5.2 Implement and review differentiated resource allocation to individual schools based on specified indicators

COMPLETED:

- Use of the *Independence* rubric.
- Incorporation of the SEA-IT program.
- Continued initiatives to more closely align Ministry of Education funding to elementary and secondary resource allocations.
- Reviewed our Needs Assessment process and form, and the mechanism by which Educational Assistants are deployed.

CONTINUED PROGRESS:

- Referencing socio-economic, academic performance and special education indicators to determine resource allocations to individual schools.
- Continued implementation of the *Independence* rubric so that schools can determine the independence level of specific students throughout the year and to also capture a more accurate profile of their school community.





6. Enabling Strategy - Ensure Responsible Fiscal and Operational Management

6.1 Maintain financial stability through a balanced budget 2018-2019

COMPLETED:

- Submitted revised estimates to the Ministry of Education in December 2018, which reported a projected balanced budget for August 31, 2019.

6.2 Increase economies of scale in the allocation of financial resources

COMPLETED:

- Invested in and implemented third-party vendor software to assist in elementary class size configuration and compliance targets.
- Continued to allocate shared resource personnel for smaller schools.





7. Enabling Strategy - Address Changing Demographics

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

COMPLETED:

- Completed Attendance Area Review, and revised boundaries were created for St. Kevin and St. Alexander Catholic Elementary Schools.
- Completed the consultation process, and adopted the recommendation to move the French Immersion program from Holy Name Catholic Elementary School to Alexander Kuska Catholic Elementary School for September 2019.

CONTINUED PROGRESS:

- Ongoing consolidation of Monsignor Clancy/ St. Charles Catholic Elementary Schools.
- Actively investigating a joint-use school opportunity in Wainfleet.
- Consideration of potential school sites in growth areas.

7.2 Enhance strategies to optimize enrolment and retention of students

COMPLETED:

- Integrated Google Analytics and Google Ad Words strategy to optimize enrolment and retention of students.
- Scheduled workshop with secondary principals, vice-principals and Guidance staff.
- Enhanced use of social media to promote schools, Board and enrolment for 2019-2020.
- Reviewed strategies and activities to enhance student enrolment during Family of Schools meetings with elementary and secondary principals.

CONTINUED PROGRESS:

- Continuing to promote Grade 11 and 12 Specialist High Skills Major reach-ahead experiences and opportunities.
- Ongoing promotion of *Niagara Launch Centre* to engage students and increase enrollment.
- Ongoing immersion of Student Success Teacher in community hubs, (*John Howard, Strive Niagara, YMCA*) to re-engage students.
- *Continuation of School Within a College* program (LINK) on campus at Niagara College to re-engage/retain at-risk/in-risk students.
- Continue to use report card promotional inserts to promote and value all pathways, showcasing strong connections to industry and community, featuring student testimonials with careers/success in all pathways.





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.

A Niagara Catholic



graduate is...

A DISCERNING BELIEVER

formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

AN EFFECTIVE COMMUNICATOR

who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.

A REFLECTIVE, CREATIVE and HOLISTIC THINKER

who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER

who develops and demonstrates their God-given potential.

A COLLABORATIVE CONTRIBUTOR

who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

A CARING FAMILY MEMBER

who attends to family, school, parish, and the wider community.

A RESPONSIBLE CITIZEN

who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



Nurturing Souls



niagaracatholic.ca

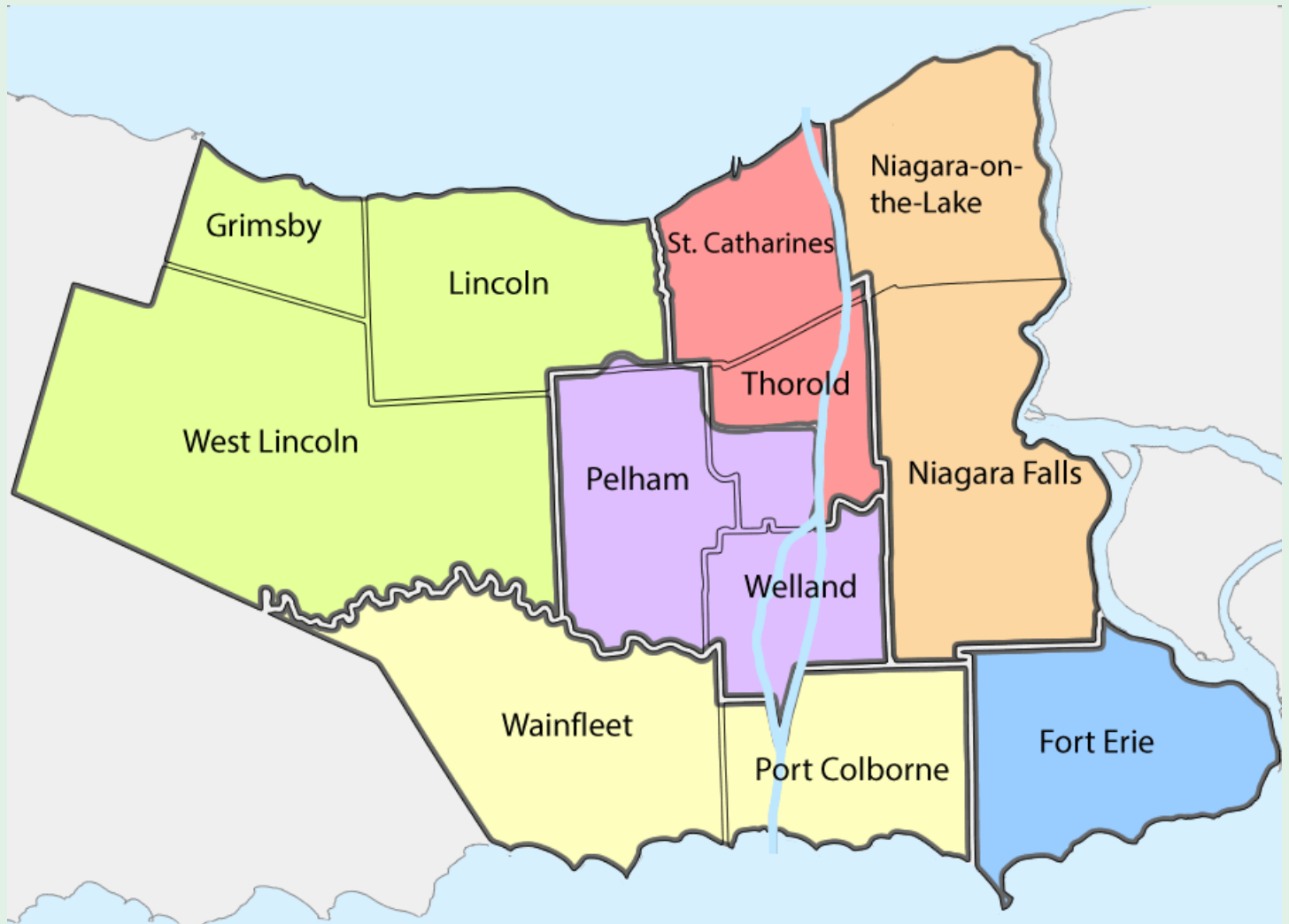


Building Minds



Partners in the vocation of Catholic education





Size of Region..... 1,868 sq km
Population..... 427,421

Annual Budget 2017-2018 \$268,814,938

School Facilities

Number of elementary schools 49
 Number of secondary schools 8
 Number of Continuing Education schools 4

Student Enrolment

Elementary (ADE) 14,380
 Secondary (ADE) 6,817
 Continuing Education 7,500

School Staff

Elementary Teachers 858
 Secondary Teachers 438

Support Staff

EA's, ECE's, Library Technicians & Secretaries 538
 Principals & Vice-Principals 73

Administrative Staff

Director & Superintendents 7
 Controller of Facilities Services 1

Governance

Elected Trustees 8
 Student Trustees 2



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

TOPIC: 2019-2020 BUDGET BOOKLET

The 2019-2020 Budget Booklet is presented for information.

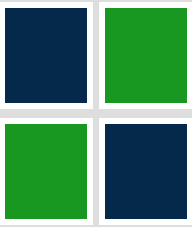
Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: September 24, 2019



**REPORT TO THE BOARD
SEPTEMBER 10, 2019
2019-2020 BUDGET BOOKLET**

The 2019-2020 Budget Booklet 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:	September 24, 2019



Annual Budget

2019-2020



Niagara Catholic District School Board

Nurturing Souls and Building Minds.

June 2019



Table of Contents

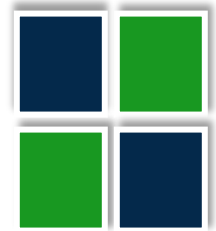


Table of Contents.....	2
Board Of Trustees.....	4
Senior Administration.....	4
Strategic Directions.....	5
System Priorities.....	6
Grants for Student Needs Highlights.....	7-8
Key Statistics.....	9
Day School Enrolment.....	10
Enrolment Projections.....	11
Capacity and Utilization.....	12
Grants for Student Needs.....	13
Grants for Student Needs Funds.....	14
Revenue Budget.....	15
Expenditure Budget.....	16
Expenditure Chart.....	17
Annual Staffing.....	18
Special Education.....	19
Board Administration.....	20
Transportation.....	21

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

NIAGARA REGION

Fort Erie-Grimsby-Lincoln-Niagara on-the-Lake-Niagara Falls-Pelham



Port Colborne-St. Catharines-Thorold-Wainfleet-Welland- West Lincoln



2019-2020 ANNUAL BUDGET

Niagara Catholic District School Board
427 Rice Road.
Welland, ON L3C 7C1
niagaracatholic.ca



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

2019-2020 TRUSTEES AND SENIOR ADMINISTRATION

TRUSTEES

Frank Fera, Board Chair	Niagara Falls, Niagara-on-the-Lake
Dino Sicoli, Vice-Chair	Fort Erie, Port Colborne, Wainfleet
Rhianon Burkholder	Thorold, Merritton
Kathy Burtnik	St. Catharines
Larry Huibers	St. Catharines
Daniel Moody	Niagara Falls, Niagara-on-the-Lake
Leanne Prince	Grimsby, Lincoln, West Lincoln, Pelham
Paul Turner	Welland

STUDENT TRUSTEES

Jade Bilodeau	Saint Paul Catholic High School
Luca DiPietro	Blessed Trinity Catholic Secondary School

SENIOR STAFF

John Crocco	CEO/Director of Education & Secretary-Treasurer
Yolanda Baldasaro	Superintendent of Education
Ted Farrell	Superintendent of Education
Lee Ann Forsyth-Sells	Superintendent of Education
Frank Iannantuono	Superintendent of Education
Pat Rocca	Superintendent of Education
Giancarlo Vetrone	Superintendent of Business and Financial Services
Scott Whitwell	Controller of Facilities Services

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

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

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

ENABLING STRATEGIES

- Provide supports for success
- Enhance technology for optimal learning
- Build partnerships and schools as hubs
- Strengthen human resources practices and develop transformational leadership
- Create equity and accessibility of resources
- Ensure responsible fiscal and operational management



2019-2020 SYSTEM PRIORITIES

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.



BACKGROUND

Grants for Student Needs (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 Government of Ontario 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.

The 2019–2020 GSN also reflects funding for increased enrolment, ongoing investments to meet labour agreements, and regular updates to the GSN.

ATTRITION PROTECTION

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

SPECIAL EDUCATION

The Ministry is investing \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–2019. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA) and to double the training opportunities that will build school board capacity in ABA.

This investment will increase the:

- ABA Expertise Professionals Amount to a total of \$24.4 million; and the
- ABA Training Amount to a total of \$6.0 million.



LOCAL PRIORITIES FUND (LPF)

The LPF, first established in 2017–2018 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The investments related to adult day school teachers will be transferred to the Continuing Education and Other Programs Grant.

CAPITAL

For the 2019–2020 school year, the Ministry continues to invest \$1.4 billion in funding to support the repair and renewal of school facilities. This includes:

- School Condition Improvement (SCI): \$1 billion in funding towards SCI, which will allow boards to revitalize and renew aged building components that have exceeded or will exceed their useful life.
- School Renewal Allocation (SRA): An additional \$40 million in capital funding towards SRA, which will allow boards to address the renewal needs of their schools and undertake capital improvements to older buildings.

Investments in school renewal will allow school boards to continue to address facility condition, provide healthy and safe learning environments, and address energy efficiency and accessibility requirements of their school facilities.

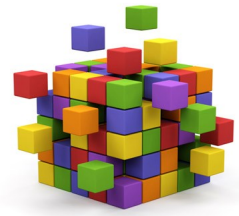
MODERNIZATION OF SCHOOL BOARDS

The Government is committed to ensuring that every dollar spent in the classroom is having the greatest impact on student achievement. This involves looking at all aspects of the education system, including school board operations, while respecting the four publicly funded education systems in Ontario. The Ministry of Education will be undertaking a thorough review of how boards can conduct their operations in the most efficient manner to best serve students and parents while ensuring their long-term sustainability. This process will be kicked off by the creation of a Minister’s task force.

The Government looks forward to engaging with experts and education partners in this important conversation.



2019-2020 KEY STATISTICS



ENROLMENT (A.D.E. Regular day school)

20,504

TOTAL STAFF (FTEs)

2,204

TRUSTEES (includes Student Trustees)

10

ELEMENTARY SCHOOLS

49

SECONDARY SCHOOLS

8

GROUND CAPACITY

85%

CONTINUING EDUCATION (A.D.E)

395



DAY SCHOOL ENROLMENT

Enrolment is the main driver for Board funding. For this reason, the Board employs a conservative approach to determining enrolment and annually continues to refine projection methodologies.

ALLOCATION	Estimate October 31, 2019	Estimate March 31, 2020	Average Daily Enrolment (A.D.E.)	2018-2019 A.D.E	% CHG
Junior Kindergarten (JK)	1,104	1,104	1,104	1,271	-13.1%
Senior Kindergarten (SK)	1,324	1,324	1,324	1,331	-0.5%
Grade 1— Grade 3	4,186	4,186	4,186	4,198	-0.2%
Grade 4— Grade 8	7,472	7,472	7,472	7,580	-1.4%
Secondary (Grade 9 to 12)	6,533	6,304	6,418	6,477	-0.9%
TOTAL ESTIMATED ENROLMENT	21,001	20,710	20,504	20,857	-1.7%

Highlights of Changes

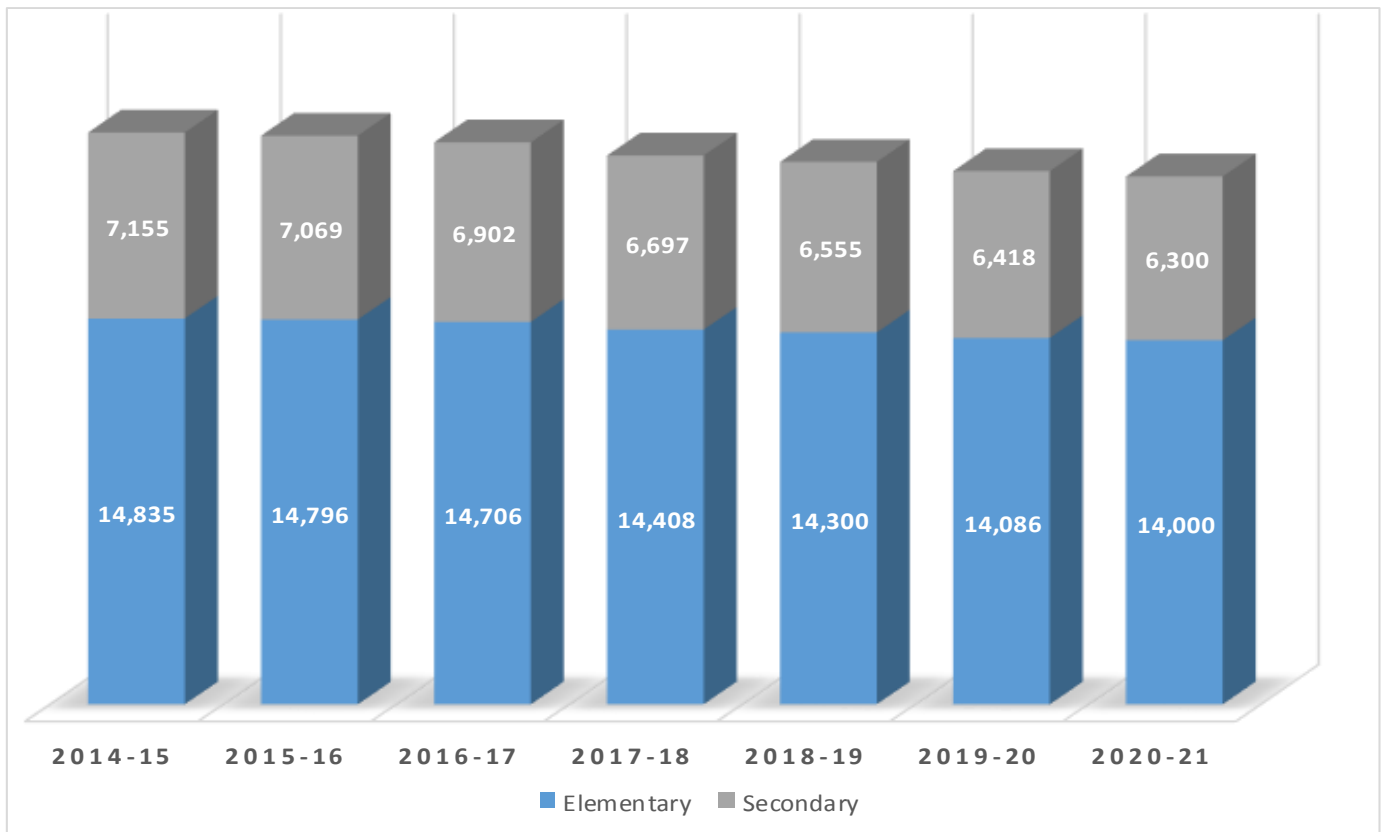
- An estimated reduction of 294 (2.0%) full-time elementary students
- An estimated reduction of 59 (0.9%) full-time secondary students

Rationale

Between 2011 and 2031 seniors 65 years and older will account for 60 per cent of the population growth in Niagara. At the same time the population between birth and 25 years of age will only account for seven per cent of the overall population growth. The increase in seniors population is the result of an aging baby boomer population and the migration of individuals 55+ from surrounding regions as they retire in Niagara (The Regional Municipality of Niagara: *Growth Management Strategy*).

DAY SCHOOL ENROLMENT PROJECTIONS

ELEMENTARY PANEL	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Kindergarten	2,396	2,620	2,533	2,494	2,428
Grade 1— Grade 3	4,447	4,342	4,238	4,215	4,186
Grade 4— Grade 8	7,645	7,706	7,637	7,591	7,472
Secondary Grade 9 to 12	7,098	6,812	6,697	6,555	6,418
TOTAL	21,586	21,480	21,105	20,855	20,504



CAPACITY AND UTILIZATION

Increasing the utilization of existing school buildings is an effective method of reducing the demand for new student places. Innovative measures to increase school utilization are already in place in many school districts across the province. Niagara Catholic continues to explore alternative uses for empty space in our facilities. A school board can typically pay approximately \$400 per pupil place annually for cleaning, utilities and minor maintenance. Any increase in utilization would produce significant savings in capital cost.

ELEMENTARY PANEL	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Schools	49	49	49	49	49
Average Daily Enrolment	14,796	14,706	14,408	14,300	14,086
Utilization	88.30%	87.91%	88.25%	84.76%	83.49%

SECONDARY PANEL	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Schools	8	8	8	8	8
Average Daily Enrolment	7,164	6,940	6,697	6,555	6,300
Utilization	98.19%	95.39%	92.05%	89.84%	86.34%

TOTOAL PANEL	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Schools	57	57	57	57	57
Average Daily Enrolment	21,960	21,646	21,105	20,855	20,386
Total Ground Capacity	24,054	24,054	24,054	24,163	24,076
Utilization	91.29%	89.98%	87.74%	86.38%	84.67%

MINISTRY GRANTS FOR STUDENT NEEDS

Provincial grants to school boards are provided through Grants for Student Needs (GSN) and are generated primarily by student enrolment. Since funding reflects enrolment, the Board must adapt its programs and organizational structure to reflect enrolment changes. The provincial GSN model is comprised of the following components:

Foundation Grant

- Provides base per-pupil funding for the delivery of core educational programs and services
- Provides funding for regular classroom teachers, textbooks and learning materials, computers, regular program educational assistants, professionals and paraprofessionals, library and guidance

School Foundation Grant

- Provides a base level of funding for school office administration

Special-Purpose Grants

- Include Special Education grants, grants for English as a Second Language, French and Native language grants, and the Learning Opportunities Grant
- Provides additional funding for programs and students with special needs

Grants for School Operations

- Fund caretaking, utilities and general maintenance in Niagara Catholic facilities

Ministry Specific Grants

- Fund Ministry targeted initiatives and are usually one-time only grants

2019-2020 GRANTS FOR STUDENT NEEDS FUNDING

The Board is financially dependent upon the Ministry of Education for funding through the Grants for Student Needs (GSN). GSN funding is made up of individual grants that each serve a distinct purpose toward carrying out Ministry goals and mandates for the education system. Other revenue sources, such as international visa students, rental revenue, interest, extended day program fees, solar leases and continuing education fees, are significantly smaller and not always available to support day school operations.

	BUDGET 2018-2019	BUDGET 2019-2020	BUDGET VARIANCE
Pupil Foundation	\$116,627,126	\$107,260,613	(\$9,366,513)
School Foundation	\$16,311,965	\$16,350,453	\$38,488
Special Education	\$28,969,882	\$29,443,399	\$473,517
Language Allocation	\$4,190,514	\$4,494,447	\$303,933
Rural and Northern	\$120,557	\$149,430	\$28,873
Learning Opportunities	\$5,413,500	\$2,791,062	(\$2,622,438)
Continuing Education Allocation	\$1,677,808	\$1,825,831	\$148,023
Teacher Qualification	\$25,158,824	\$30,740,957	\$5,582,133
Restraint Savings	(\$64,921)	(\$64,921)	\$0
New Teacher Induction	\$81,326	\$69,414	(\$11,912)
ECE Q&E	\$1,386,758	\$1,184,263	(\$202,495)
Transportation	\$10,379,241	\$10,964,178	\$584,937
Administration and Governance	\$7,064,823	\$7,098,551	\$33,728
School Operations & Maintenance	\$20,633,423	\$20,248,678	(\$384,745)
Community Use of Schools	\$292,242	\$285,602	(\$6,640)
Declining Enrolment	\$855,414	\$1,064,181	\$208,767
Indigenous Funding	\$453,440	\$443,457	(\$9,983)
Safe and Accepting Schools	\$393,101	\$389,772	(\$3,329)
Permanent Financing of NFP	\$117,487	\$117,487	\$0
Minor Tangible Capital Assets	\$6,001,563	\$5,871,421	(\$130,142)
Trustees' Association Fee	\$43,017	\$43,017	\$0
Total School Renewal Allocation	\$3,800,181	\$3,726,204	(\$73,977)
Capital Grants - Temporary Accommodations	\$750,000	\$363,776	(\$386,224)
Capital Debts Payments - Interest Payments	\$2,852,150	\$2,664,434	(\$187,716)
Total Allocation	\$253,509,421	\$252,712,172	(\$797,249)

2019-2020 REVENUE BUDGET

REVENUE BUDGET	BUDGET	BUDGET	BUDGET
	2018-2019	2019-2020	VARIANCE
Grants for Student Needs	\$200,862,630	\$196,408,237	(\$4,454,393)
Provincial Grants—Other EDU	\$830,000	\$1,400,000	\$570,000
Grants from Other Ministries	\$1,635,280	\$1,700,000	\$64,720
Local Taxation	\$43,181,071	\$42,300,000	(\$881,071)
School-Generated Funds	\$6,995,000	\$7,557,500	\$562,500
Amounts from Deferred Revenue	0	0	0
Federal Grants and Fees	\$482,806	\$550,000	\$67,194
Investment Income	\$200,000	\$340,000	\$140,000
Fees for Individuals	\$1,027,000	\$1,000,000	(\$27,000)
Continuing Education			
Non-student Fees	\$1,589,600	\$1,300,000	(\$289,600)
Rental Revenue	\$360,000	\$430,000	\$70,000
Other Fees and Revenues	\$350,000	\$500,000	\$140,000
Amortization Deferred Capital			
Contributions	\$14,000,396	\$15,768,133	\$1,767,717
Use of Prior Year's Accumulated Surplus	\$0	\$0	\$0
Total Revenue Budget	\$271,513,783	\$269,243,850	(\$2,269,933)

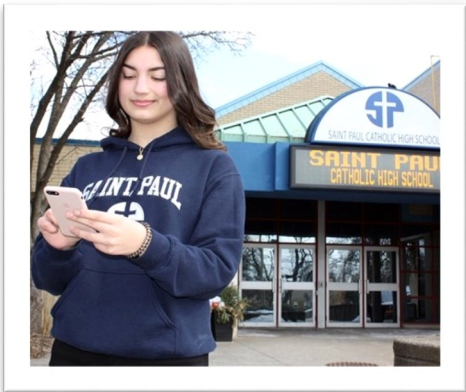
2019-2020 EXPENDITURES

The year-over-year increase in expenditures can be attributed to changes in salary benchmark costs, reduced pupil-teacher ratios and central contractual obligations. Staffing is the largest component of the budget, accounting for \$208.8M or 78% of the total expenditure budget.

The following represents expenditures summarized by specific type:

EXPENDITURE BUDGET	BUDGET	BUDGET	BUDGET
	2018-2019	2019-2020	VARIANCE
Salaries	\$182,147,598	\$179,625,136	(\$2,522,462)
Benefits	\$29,801,347	\$29,217,628	(\$583,719)
Total Salaries, Wages & Benefits	\$211,948,945	\$208,842,764	(\$3,106,181)
Staff Development	\$258,900	\$217,400	(\$41,500)
Supplies and Services	\$17,359,285	\$16,937,217	(\$422,068)
Interest Charges	\$3,469,637	\$3,408,562	(\$61,075)
Rental Expenses	\$788,520	\$788,520	\$0
Fees and Contract Services	\$13,043,680	\$13,719,721	\$676,041
Other Expenses	\$557,517	\$287,517	(\$270,000)
Amortization	\$14,393,454	\$16,103,700	\$1,710,246
Transfer to Other Boards	\$0	\$375,000	\$375,000
School Generated Funds	\$6,995,000	\$7,557,500	\$562,500
Supplies and Other Expenses	\$56,865,993	\$59,395,137	\$2,529,144
Total Expenses by Type	\$268,814,938	\$268,237,901	(\$577,037)

2018-2019 NIAGARA CATHOLIC

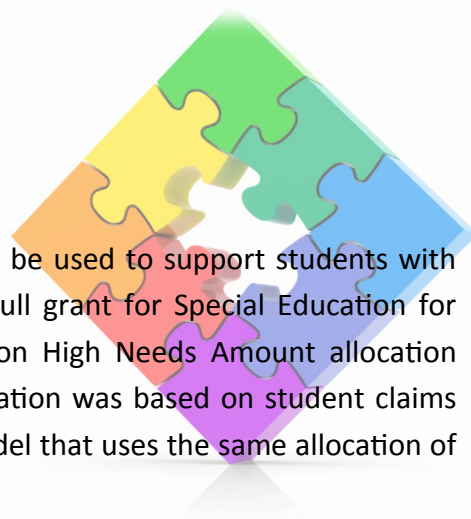


2019-2020 ANNUAL STAFFING

CATEGORY	BUDGET	BUDGET	BUDGET
	2018-2019	2019-2020	VARIANCE
CLASSROOM INSTRUCTION			
Classroom Teachers	1,252.5	1216.4	(36.1)
Coordinators and Consultants	23.5	21.5	(2.0)
Education Assistants	288.0	289.0	1.0
Early Childhood Educators	103.0	93.0	(10.0)
Paraprofessionals, and Technicians	118.6	120.2	1.6
Library & Guidance	64	64.0	0.0
TOTAL CLASSROOM INSTRUCTION FTE	1,849.6	1,804.1	(45.5)
NON-CLASSROOM INSTRUCTION			
Board Administration	45.0	43.0	(2.0)
Director and Supervisory Officers	6.0	5.0	(1.0)
Trustees	10.0	10.0	0.0
Principals and Vice-Principals	73.5	74.5	1.0
School Office	83.1	85.3	2.2
School Operations and Maintenance	189.0	182.6	(6.4)
Transportation	2.0	0.0	(2.0)
TOTAL NON-CLASSROOM FTE	408.6	400.4	(8.2)
TOTAL FULL TIME EQUIVALENT	2,258.2	2,204.5	(53.7)



SPECIAL EDUCATION FUNDING



Provincial funding for Special Education is restricted, and must be only be used to support students with special needs. Niagara Catholic has consistently spent more than its full grant for Special Education for many years. The Ministry announced changes to the Special Education High Needs Amount allocation starting in 2014-2015. In previous years, the High Needs Amount allocation was based on student claims information. In 2014-2015, funding moved to a statistical prediction model that uses the same allocation of funds to shift money among boards.

SPECIAL EDUCATION GRANT	2018-2019 Annual	2019-2020 Annual	Variance Budget
Special Education Per Pupil Allocation	\$15,687,048	\$15,856,731	(\$169,683)
SEA Per Pupil	\$1,262,904	\$1,250,563	(\$12,341)
Differential Special Education Needs	\$11,839,220	\$11,871,057	(\$31,837)
Behavioural Expertise Amount	\$180,710	\$358,252	(\$177,542)
Total Allocation	\$28,969,882	\$29,336,603	(\$391,403)

SPECIAL EDUCATION EXPENSES	2018-2019 Annual Budget	2019-2020 Annual Budget	Variance Budget
Classroom Teachers	\$6,345,162	\$6,677,038	\$331,876
Supply Staff	\$1,072,533	\$1,139,859	\$67,326
Education Assistants	\$16,997,111	\$16,709,067	(\$288,044)
Coordinators and Consultants	\$338,183	\$342,064	\$3,881
Professionals, Paraprofessionals	\$3,097,728	\$3,487,899	\$390,171
Textbooks and Supplies	\$805,000	\$775,000	(\$30,000)
Principals & Vice Principals	\$264,775	\$264,775	\$0
Computers	\$72,000	\$75,000	\$3,000
Amortization	\$200,000	\$290,000	\$90,000
Total Expenses	\$29,192,492	\$29,760,702	\$568,210

ADMINISTRATION AND GOVERNANCE

The costs provided in the chart below represent the administration and governance of the Niagara Catholic District School Board. This includes costs associated with service areas such as Human Resources, Information Technology, Facilities Administration, Finance and Board and Corporate Services. The facility costs associated with the Catholic Education Centre are allocated to Board Administration.

Over the last several years, significant reductions have been made to assist in providing a balanced budget and compliance in Administration and Governance.

Revenues listed below include interest revenue, administration fees and Grants for Student Needs funding. These revenues and grants help to offset the administrative operating costs of the Board.

BOARD ADMINISTRATION AND GOVERNANCE	2018-2019 Annual Budget	2019-2020 Annual Budget
Salaries and Wages	\$4,066,362	\$3,851,252
Benefits	\$888,623	\$860,622
Salaries, Wages & Benefits	\$4,954,985	\$4,711,874
Staff Development	\$96,500	\$88,750
Supplies and Services	\$1,170,150	\$1,253,600
Fees and Contracts	\$1,090,900	\$1,012,900
Other Expenses	\$292,517	\$272,517
Rental Expenses	\$93,000	\$93,000
Supplies and Other Expenses	\$2,743,067	\$2,720,767
Total Expenses	\$7,688,052	\$7,432,641



TRANSPORTATION nsts.ca

In 2007, Niagara Catholic and the District School Board of Niagara formed the Niagara Student Transportation Services of Niagara (NSTS) consortium. This transportation consortium is celebrating its 10th year in operation, and was formed to efficiently plan, maintain, and coordinate the operations of school bus routes across the Niagara Region.

In many urban and rural school boards transportation services is an increasing challenge. Provincial funding for transportation continues to be based on expenditure levels from 1997, with annual inflationary adjustments.

TRANSPORTATION	2018-2019 Annual Budget	2019-2020 Annual Budget	Variance Budget
Salaries and Wages	\$124,002	\$0	(\$124,002)
Benefits	\$33,976	\$0	(\$33,976)
Fees and Contracts	\$9,767,213	\$10,468,904	\$701,691
Other Expenses	\$250,000	\$0	(\$250,000)
Transfer to other Boards	\$0	\$375,000	\$375,000
Total Transportation Expenses	\$10,175,192	\$10,843,904	\$668,713



WE ARE



NIAGARA CATHOLIC

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Nurturing Souls and Building Minds



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TOPIC: CORRESPONDENCE
LETTER FROM NIAGARA CHILDREN'S CENTRE**

July 11, 2019

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



RE: Niagara Children's Centre and Kid's Helping Kids

Dear Mr. Crocco,

We wish to say thank you for the longstanding partnership and support of Niagara Children's Centre from Niagara Catholic District School Board through the Kids Helping Kids Initiative. We are looking forward to the upcoming year and respectfully request your continued support!

The Kids Helping Kids initiative has run for 21 years and has raised \$786,161 for our Centre. During the month of February students and educators raised a total \$32,322 through the Kids Helping Kids Initiative and Niagara Children's Centre was so grateful to receive \$16,161.79 from those funds. Thank you for this exceptional continued support! The Kids Helping Kids Campaign continues to be a substantial and critical campaign to help us support children and families who need our services. I trust it has also been a valuable educational experience for your students.

We sincerely look forward to our partnership with the Kids Helping Kids initiative continuing in the upcoming year. Niagara Children's Centre remains committed to working with you and your team to continue the initiative under the same name. There are a number of ways the Centre can continue to help promote the initiative and recognize the significant contribution of your efforts on an ongoing basis throughout the year, including:

- I can attend a Trustee's meeting as has occurred in the past.
- Each spring we host a donor thank you event, whereby our major supporters including NCDSB will be amongst the attendees invited to participate.
- We will include NCDSB in e-newsletter for supporters and community stakeholders. Through this communication tool, we can highlight the support the Kids Helping Kids Initiative to a broad public audience.
- We will continue to maximize exposure of the Kids Helping Kids Campaign through social media.

I would be happy to discuss any of the above with you. Thank you again for the Niagara Catholic District School Board's support of Niagara Children's Centre. I look forward to hearing from you.

Sincerely,

Oksana Fisher
Chief Executive Officer

Cc: Pat Rocca, Superintendent of Education

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TOPIC: CORRESPONDENCE
LETTER FROM MCMASTER CHILDREN'S HOSPITAL**

July 26th, 2019

Niagara Catholic District School Board
427 Rice Road,
Welland, Ontario
L3C 7C1

Dear Mr. John Crocco

Thank you very much for being such an amazing supporter of our 3F Pediatric Hematology/Oncology Outpatient Clinic and Oncology Program.

Your monetary donation will enable us to make the time our patients (ages: newborn-18) and families have to spend in our clinic much less stressful and much more enjoyable. The money donated will go towards buying items that help to make the hospital a friendlier place. Examples of some of the items we will purchase are: video games, DVDs, craft kits, treat box items, gift certificates for end-of-treatment and Birthday gifts, and rewards for completing goals such as learning to swallow pills.

Our clinic continues to get busier every year and we go through our supplies very quickly. We are so grateful for your support, and the donations will help so many children, teens and families cope through this challenging and difficult time.

On behalf of the children, their parents and staff of the Oncology Program and McMaster Children's Hospital, please accept our sincere appreciation and thanks for all your kindness and generosity.

Sincerely yours,

HAMILTON HEALTH SCIENCES



Nancy Stefin, Hons. B.A., CCLS
Certified Child Life Specialist
3F Hematology/Oncology Outpatient Clinic
McMaster Children's Hospital

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – SEPTEMBER 10, 2019**



September 10, 2019

Chapel at Consolidated Schools in Thorold to be Named for St. Charles

During the opening meeting of the 2019-2020 school year, trustees approved a recommendation to the September Board meeting to name the Chapel at the consolidated Monsignor Clancy/St. Charles Catholic Elementary School in honour of St. Charles School, which will close at the end of this school year.

The Library Information Centre will be named the Monsignor Clancy Library Information Centre.

The new names are in compliance with Niagara Catholic's Naming of a Board Facility, Designated Area or Chapel Policy 100.15.

Summer Learning Camp



Trustees were updated on the 2019 Summer Learning Camp, which took place at six sites in Niagara during the summer. From July 8 through 26, 94 students in Grades three through six participated in programs including *Home Sweet Home*, *Master Chef*, *Nuts and Bolts*, *On the Move*, *Robotics*, *General Camp Phys. Ed.*, and *SPARK Niagara Coding*.

The programs took place at Our Lady of Victory Catholic Elementary School, Blessed Trinity and Holy Cross Catholic Secondary Schools, Lakeshore Catholic and Saint Michael Catholic High Schools, and Notre Dame College School from July 8 to July 26, 2019.

These programs reinforced literacy and numeracy curriculum, introduced new concepts to students such as coding, promoted physical fitness and healthy eating and offered students valuable life skills.

The 2019 Summer Learning camps are in alignment with the Board's Continuing Education Summer School Program, were subsidized by CODE and OFIP funding, and transportation was provided. The camps also promoted our Niagara Catholic secondary schools to students.

Capital Progress Updates

Construction is now underway at the new child care centres at Our Lady of Mount Carmel Catholic Elementary School. The \$1.5-million, three-room addition will allow for 49 new childcare spaces at the school.

Construction continues for the consolidated St. Charles/Monsignor Clancy Catholic Elementary Schools and new child care centres. The \$5-million project is currently awaiting design approval from the Ministry of Education. Once completed, it will have room for a total of 677 students, and will add 49 new child care spaces at the school. Students are expected to be in the new school by September 2020.

Information Technology Services Update

Trustees were provided with an update of the Board's Information Technology Services department, its responsibility, projects and programming.

The complete report is available in Section C1 of the September 10 Committee of the Whole Meeting [agenda](#).

Long-Term Accommodation Planning Update

Niagara Catholic approved its Long-Term Accommodation Plan 2016-2021 in May 2016. The plan provides data, guiding principals and strategies to assist the Board in effectively managing resources, and in making the best possible decisions to continue to offer the highest quality of Catholic education for students, within the Board's budget.

In 2017, the Ministry of Education placed a moratorium on school consolidations until new Pupil Accommodation Guidelines were issued. These were issued in April 2017, however the moratorium was extended in June 2018, and templates to assist school boards with accommodation reviews have yet to be released.

Niagara Catholic is committed to maximizing the use of all school facilities through pupil enrollment and the engagement of community partners. To read the complete report, visit section C3 of the September 10 Committee of the Whole Meeting [agenda](#).

Good News!

Have you seen our awesome photos from the first day of school? If you haven't, you should check out the [album](#) on our Facebook page. We also have big changes coming online, so stay tuned to our website – you never know what you're going to see!

Follow us!

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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS – OCTOBER 2019**

OCTOBER 2019



Sun	Mon	Tue	Wed	Thu	Fri	Sat
Holy Childhood Walks throughout October		1	2 SEAC Meeting	3	4	5
6	7	8 SAL Meeting CW Meeting	9	10	11 Elementary and Secondary PA Day	12
13	14 Thanksgiving Day	15	16	17	18	19
20	21	22 Policy Committee Meeting Board Meeting	23	24	25	26
27 Annual Pilgrimage	28	29	30	31 Halloween		

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD MEETING
SEPTEMBER 24, 2019**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
OCSTA MEMORANDUM – EDUCATION DEVELOPMENT
CHARGES: REGULATIONS REGARDING LAND
ACQUISITION CONSULTATIONS**



Ontario Catholic School
Trustees' Association

Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

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

September 13, 2019

MEMORANDUM

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

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Education Development Charges: Regulations Regarding Land Acquisition Consultations

Further to the Memorandum dated August 26, 2019 regarding the draft regulations under the Education Act that relate to the calculation of education development charges (“EDCs”), the Ministry of Education has just announced consultations on EDCs. OCSTA will be represented by Pat Daly, Past President of OCSTA and Dan Duszczyszyn, Senior Policy Advisor, Finance at a meeting on September 20, 2019 at the Ministry of Education.

In an effort to support OCSTA’s representatives, please send your feedback to Steve Andrews as soon as possible. These regulations will have a significant impact on many of our boards and your input is a critical part of the process. For your reference, we have attached draft guidelines in respect of site acquisitions that will form part of the consultation.

Any questions may be directed to Steve Andrews at sandrews@ocsta.on.ca.

Attachment

Site Acquisition Guidelines

**Capital Programs Branch
Ministry of Education
November 1, 2019**

Table of Contents

OVERVIEW	6
LAND PRIORITIES GRANT PROGRAM	8
LOCALIZED EDUCATION DEVELOPMENT AGREEMENTS	10
EDUCATION DEVELOPMENT CHARGES	12
1. Introduction.....	12
2. Background	12
3. Imposition of an Education Development Charge	12
4. EDC Rate Increase Restrictions	13
5. Alternative Projects	13
6. Examples of Alternative Projects.....	14
7. Minister Approval.....	14
8. Development	14
9. Reporting of Alternative Projects in Background Study	15
10. Changes to Alternative Projects.....	15
Background Study and Administrative Considerations.....	16
11. Education Development Charge Background Study	16
12. Minister Approval of Background Study Submission.....	17
13. Stakeholder Participation	18
Eligibility	19
14. Eligibility	19
15. Capacity Trigger.....	20
16. Financial Obligation Trigger	20
Development of Background Study	22
17. Process and Methodology.....	22
18. Area to Which By-Law Apply	22
19. Demographic Data Sources	22
20. Review Areas	23
21. Capacity Determination.....	23

22.	Demographic Projections	25
23.	Number of New Dwelling Units.....	25
24.	New Dwelling Units Exemptions.....	26
25.	Localized Education Development Agreements.....	26
26.	Non-Residential Development.....	27
27.	Non-Residential Exemptions	27
28.	Growth-Related Pupils/Yield Factors	28
29.	Inclusion of Holding Students.....	29
30.	Net Growth-Related Pupil Places/Available Pupil Places.....	29
31.	Site Acquisition Needs	30
32.	Alternative Projects	30
33.	Maximum Site Size	30
34.	Growth-Related Net Education Land Costs	31
35.	EDC Eligible Costs/Net Education Land Costs	33
36.	Inflation and Interest Rates	33
37.	Revenue Sources.....	34
38.	Reserve Funds.....	34
39.	Determination of Education Development Charge	35
40.	Appointment of Education Land Costs Across Development	35
41.	Uniform Residential EDC	36
42.	Differentiated Residential EDC.....	36
43.	Non-Residential EDC.....	37
	Policy Statements Required by the School Board	38
44.	Policy Statement Required by the School Board.....	38
45.	Alternative Accommodation.....	38
46.	Operating Savings.....	38
	Ministry Submission	39
47.	Ministry Submission	39
48.	Ministry Forms.....	39
	Education Development Charge By-Law.....	40

49.	Education Development Charge By-Law	40
50.	Minister’s Approval Required	40
51.	Alternative Projects or Localized Development Agreements.....	40
52.	Public Meeting(s)	40
53.	Timing of Notice of Public Meeting(s).....	41
54.	Notices	41
55.	Pamphlet.....	42
56.	Statement of Treasurer	43
57.	By-Law Expiration	43
58.	Non-Statutory Exemptions	43
	Role of Municipality	43
59.	Role of Municipality	43
60.	Credits for Land-Use Conversion.....	44
	Reporting.....	44
61.	Monthly Reporting by Municipality.....	44
	Complaints and Appeals	45
62.	Complaints Regarding EDCs	45
63.	Complaint Process	45
64.	Complaint Hearing	46
65.	Appeals	46
66.	Appeal Period.....	46
67.	Notice of Appeal.....	47
68.	Appeal Process	47
69.	Powers of the Local Planning Appeal Tribunal (LPAT)	47
70.	Refunds and Interest Rates.....	48
71.	Appeals Against Amended EDC By-Laws.....	49
72.	Appeal of Municipal Decision	49
	Amendments to Existing By-Laws	50
73.	Amendments to Existing By-Law.....	50
74.	Limitation on Amendments.....	50

75. Process to Amend a By-Law	51
76. Calculation of Amended EDC.....	51
MINISTER NOTIFICATION OF SITE ACQUISTION, LEASE OR EXPROPRIATION...	52
77. Minister Notification of Site Acquisition, Lease or Expropriation	52
APPENDIX A – Request for Land Priorities Funding Form	Error! Bookmark not defined.
.....	Error! Bookmark not defined.
APPENDIX X – Request to Change an Alternative Project Form...	Error! Bookmark not defined.
APPENDIX X – Minister Notification of Site Acquisition-Expropriation-Lease Form	Error! Bookmark not defined.
.....	Error! Bookmark not defined.
Definitions.....	54

DRAFT

OVERVIEW

Under the *Education Act*, school boards are responsible for providing pupil accommodation for all students in Ontario. School boards must be able to plan for the future and have access to land to allow for the construction of new schools. The Ministry of Education provides capital funding to support the construction of all new schools and additions through the Capital Priorities Grant program. However, there are three ways school boards can fund the acquisition of land which include:

1. **Land Priorities Grant** – This government program provides funding to support the purchase of land and site preparation costs where the site is not eligible to be funded through Education Development Charges (EDCs).
2. **Localized Education Development Agreements (LEDAs)** – A LEDA is a Minister approved alternative to the traditional EDC revenue supported purchase of land for pupil accommodation. This agreement provides more flexibility to EDC eligible school boards where a developer may provide sites and;
3. **Education Development Charges (EDCs)** - Eligible school boards can impose EDCs on residential and non-residential development. The revenue collected can be used to support site acquisitions, lower cost alternatives to site acquisition (Alternative Projects) and site preparation costs.

These guidelines outline the methodology and processes school boards are required to follow when securing sites for the construction of future schools.

Please Note: These guidelines are provided solely for purposes of facilitating the administration of the EDC Program. These guidelines are not intended as a legal interpretation of, or opinion on, the *Education Act*, regulations, or any other relevant legislation.

This guidelines package may be updated regularly. Please ensure you have obtained the most recent copy.

This document provides legislative, regulatory, or other references for your convenience. Regulatory references listed refer to the consolidated and amended version of Ontario Regulation 20/98. A copy is available for download from the Ontario Government e-laws website at: <http://www.e-laws.gov.on.ca>.

On any matter involving the legal interpretation of the legislation governing EDCs, the reader is encouraged to consult their legal advisor.

Content Overview

Land Priorities Grant Program

The Ministry's Land Priorities Grant program allows school boards to request funding to support the purchase of land and site preparation costs where the site is not eligible to be supported with Education Development Charges.

Localized Education Development Charges

A Localized Education Development Agreement (LEDA) is a Minister approved alternative to the traditional EDC revenue supported purchase of land for pupil accommodation. This agreement provides more flexibility to EDC eligible school boards where a developer may provide sites. This section provides guidance on LEDAs.

Education Development Charges – Introduction

Education Development Charges and Alternative Projects are defined in this section along with the rate restrictions that were implemented in 2019.

Education Development Charges – Background Study and Administrative Considerations

Outlined in this section are those elements of the background study which require Minister's approval, as well as information on stakeholder participation in the development of EDC submissions.

Education Development Charges – Eligibility

To be eligible to collect EDC revenue school boards are required to meet either the capacity or financial obligation trigger. Details are provided in this section.

Education Development Charges – Process and Methodology

This section provides information on the calculation of the EDC rate.

Education Development Charges – Policy Statements Required by School Boards

This section provides information on school board policy statements, alternative accommodations and operating savings.

Education Development Charges – Role of Municipality

This section outlines the role of the municipality with respect to the collection EDCs on behalf of school boards.

Education Development Charges – Reporting

The *Education Act* requires municipalities which collect EDCs to prepare monthly reports. This section outlines the requirements.

LAND PRIORITIES GRANT PROGRAM

Through the ministry's Land Priorities Grant program, funding is available for all school boards to support the acquisition of land and site preparation costs where the site is not eligible to be funded by Education Development Charges revenues.

School boards may request Land Priorities funding from the ministry at any time during the year.

To submit a request for Land Priorities funding, school boards are required to complete the ministry's Site Acquisition Support Form (See Appendix A – Request for Land Priorities Funding (RLPF) Form). Please contact your Capital Analyst at the Ministry of Education for a copy of this form.

In order for the ministry to complete its review of the funding request, school boards are also asked to include additional documentation where available as follows:

- Justification for the need to purchase a site such as an approved capital project through the ministry's Capital Priorities program or through an EDC background study;
- Location and full legal description of property;
- Agreement of Purchase and Sale;
- A completed Request for Land Priorities Funding Form (RLPF); and
 - Allows school boards to identify costs associated with the purchase along with any potential unique site costs.
- Appraisal by an independent third-party certified appraiser.
 - If the school board has decided to offer a higher purchase price than the appraised value, a rationale is required.

If available submit the following studies which may identify extraordinary costs:

- Applicable Municipal Zoning By-Laws:
 - Identify issues which could potentially impact the site development and construction costs and provide zoning by-law maps for the target site.
 - Documentation must provide clear evidence that the zoning by-law allows for the construction of a school and/or child care services or that a zoning change will be permitted.
- Applicable Municipal Planning By-Law:
 - Identify issues which could potentially impact site development and building design.
 - Identify all offsite requirements such as roadway modifications, sidewalks, street lighting, street access and availability of municipal services and utilities.
- Municipal Service Assessment:

- Identify availability of municipal services and adequacy for servicing the planned school, while considering servicing for any future additions.
- Environmental Study (Phase 1 & 2):
 - Identify the historical land use of the target site and neighbouring properties.
 - A Phase 3 study may be required given the results of the Phase 1 & 2 report.
- Hazardous Materials Assessment:
 - Identify hazardous materials and remediation strategy.
- Geotechnical Study:
 - Identify soil types, bearing capacity, chemical composition and ground water levels.
- Topographic Survey:
 - Identify the amount of cut and fill required on the site.

The studies listed above are not exhaustive and school boards may be asked to provide additional studies in some situations (For example, provide a building condition assessment report when purchasing an existing building).

LOCALIZED EDUCATION DEVELOPMENT AGREEMENTS

1. Introduction

A Localized Education Development Agreement (LEDA) is a Minister approved alternative to the traditional EDC revenue supported purchase of land for pupil accommodation. This agreement provides more flexibility to EDC eligible school boards where a developer may provide sites and;

A LEDA is an agreement between a school board and an owner, such as a developer, in which the owner provides a means for pupil accommodation or other benefit to be used to provide pupil accommodation. In exchange, the geographical area that the LEDA will service will be exempt from the collection of EDCs.

School boards are expected to consult with co-terminus boards when developing a LEDA to determine if a joint project is feasible.

Under the *Education Act* school boards are required to seek Minister approval before finalizing a LEDA.

2. Examples of Localized Education Development Agreements

Examples of LEDAs include but are not limited to:

- Providing access to land (either through a long-term lease or gift);
- Owner constructs and provides facilities (e.g. podium builds).
 - This could result in many different types of agreements including:
 - Owner provides podium space only in a condo building. Ministry provides funding through the Capital Priorities Grant program to build out the space. Any cost over and above the benchmark would be provided by owner.
 - Owner provides podium space and funds the build out space.

3. Minister Approval

In order to obtain the Minister's approval of a LEDA, the following information is required:

- **Description of the LEDA:**
 - Description of the project, specifically what the owner/developer will provide;
 - List of any external partners (including municipalities);

- Ownership agreement;
 - Who will be responsible for construction;
 - How pupil accommodation will be supported;
 - Parents/community reactions;
 - Risks and liability concerns;
 - Advantages/disadvantages;
 - Exit Conditions;
 - Timing of the project; and
 - Impact on EDC charge.
- **Define region to which the LEDA will apply:**
 - Provide catchment area specifics for the proposed school and geographic area that will be exempt.
- **Cost/Benefit Analysis:**
 - Cost of LEDA to a school board including capital and operating cost;
 - Contingencies to address liabilities and risks;
 - Any accounting implications such as amortization period;
 - Savings realized due to avoiding site acquisition.
- **Enrolment Projections (if a new school is to be constructed):**
 - 15-year enrolment projections for surrounding schools along with the impact a new school will have on enrolment projections.

School boards are required to submit a Localized Education Development Agreement form when requesting Minister approval (See Appendix X – Request to Enter into a Localized Development Agreement).

The ministry recognizes that these types of agreements can be very complex, as such, school boards are encouraged to inform the ministry as negotiations proceed.

The ministry has developed a summary to help guide school boards in their conversations with developers, Trustees and the public (See Appendix X – Localized Education Development Charges).

EDUCATION DEVELOPMENT CHARGES

1. Introduction

Education Development Charges (EDCs) are a revenue source for eligible school boards that need to purchase land for new schools, in order to accommodate students coming from new housing development. EDCs can also support costs related to site preparation and starting in 2019, lower-cost alternatives to land purchase.

EDC rates are set out in school board by-laws and may last up to five years. Before passing by-laws, school boards are required to submit background studies to the Ministry of Education which outline, among other things, anticipated enrollment growth from development, the number of school sites required, planned Alternative Projects, LEDAs and any capacity exemption requests.

School boards are provided with the general authority to impose EDCs for new school sites in Division E of Part IX of the *Education Act*. Ontario Regulation 20/98 (Education Development Charges – General), as amended, provides requirements for determining a school board's eligibility to impose EDCs on new development, and the calculation of the charges.

2. Background

In response to concerns raised by stakeholders, including developers and school boards, the Ministry of Education announced its intention to review the Education Development Charge framework in October 2018.

Through the Housing Supply Action Plan, the Ministry of Education worked with the Ministry of Municipal Affairs and Housing (MMAH) to consult with representatives from the education and municipal sectors, as well as the housing development industry, on opportunities to improve the EDC framework.

In June 2019, the government amended the *Education Act* through Bill 108 – *More Homes, More Choice Act 2019*. This legislation provided school boards with more flexibility to apply EDC revenue to support lower-cost alternatives to site acquisition and provided EDC eligible school boards the option to enter into a Localized Education Development Agreement (LEDA).

In November 2019, Ontario Regulation 20/98 (Education Development Charges – General) was amended to operationalize legislative changes made earlier in 2019.

3. Imposition of an Education Development Charge

Before passing an EDC by-law, a school board is required to:

- Demonstrate that the school board's projected 5-year average elementary or secondary enrolment within its jurisdiction exceeds the school board's elementary or secondary capacity; or the school board's current EDC financial obligations exceeds the revenues reported in the EDC Reserve Fund;
- Prepare an EDC background study (which includes details on the calculation of the EDC rate, Alternative Projects and LEDAs);
- Hold at least one public meeting identifying the means to which land owners can submit Alternative Projects or LEDAs for consideration;
- Receive written approval from the Minister of Education of the estimated enrolment projections, number of new school sites required, Alternative Projects, LEDAs and the exclusion of any available capacity.

Ontario Regulation 20/98 Section 10

4. EDC Rate Increase Restrictions

In 2019, the government amended Ontario Regulation 20/98 (Education Development Charges – General) to impose annual EDC rate restrictions to the following:

- A maximum yearly increase of the greater of 5% or \$300 per residential unit; and;
- A maximum yearly increase of the greater of 5% or \$0.10 per square foot where applicable for non-residential units, where applicable.

The above does not restrict the ability of school boards to pass by-laws for the full five-year term as set out in the *Education Act*.

Ontario Regulation 20/98 Section 7(9) (9.1) (10) (11) (12)

5. Alternative Projects

Starting in 2019, the *Education Act* was amended to provide school boards the flexibility to allocate EDC revenue to other means of pupil accommodation beyond the traditional purchase and preparation of land. Thus, school boards may allocate revenue raised by charges imposed by EDC's towards a lower cost alternative to site acquisition (Alternative Project).

An Alternative Project means a project, lease or other measure, approved by the Minister, that would address the school boards pupil accommodation needs and would reduce the cost of acquiring land.

Education Act Section 257.53.1

In order for an Alternative Project to be considered for Minister approval, it must have an associated cost that is less than the cost to acquire the associated site. When determining the cost of Alternative Projects, school boards should consider any on-going operating and renewal costs, associated with the Alternative Project. School boards should consider non-financial implications such as student achievement, safety and programming opportunities.

Alternative Projects are not to replace costs that are supported by ministry funding (e.g. Capital Priorities, School Renewal Grant or School Condition Improvement Grant) and thus, do not include:

- Construction of new pupil places (e.g. additions to existing schools); and
- Repair of existing schools.

6. Examples of Alternative Projects

The following provides examples of Alternative Projects a school board could consider as a solution to pupil accommodation needs:

- Alternative parking arrangements such as underground parking garages or off-site parking;
- Additional construction costs attributed to vertical construction;
- Purpose built space within a larger development;
- Alternative play area enhancements; and
- Pedestrian access improvements.

7. Minister Approval

All Alternative Projects require Minister's approval. This will be provided at the same time the Minister provides approval of other elements of the background study.

8. Development

School boards are to consider the acquisition of land as the board's primary means to address pupil accommodation needs; however, for sites expected to be acquired during the term of the proposed by-law, boards should also identify potential Alternative Projects.

School Boards are also encouraged to hold on-going conversations with developers regarding any potential Alternative Projects. This could be part of a school board's annual meeting held with community partners. As a best practice, school boards are encouraged to inform the ministry of any proposed Alternative Projects early in their development.

School boards may receive numerous suggestions for Alternative Projects from the public. They are not required to consider all submissions but are encouraged to develop internal policies that outlines what criteria/parameters will be used to evaluate submitted Alternative Projects. These policies should be included in the background study.

In addition, school boards are also encouraged to develop internal policies regarding the implementation of Alternative Projects as school boards have the authority to determine the best solution to pupil accommodation.

9. Reporting of Alternative Projects in Background Study

As part of the background study, school boards are required to undertake the following for any alternative project that the school board is proposing to implement:

- **Provide a Description of Alternative Project:**
 - Description of the project;
 - Advantages/disadvantages of Alternative Projects;
 - List of any external partners;
 - Ownership of Alternative Project;
 - Who will be responsible for construction;
 - Anticipated Parent/community reactions;
 - Risks and liability concerns;
 - Timelines;
 - Impact on EDC charge.

- **Demonstrate that the Alternative Project has a lower cost to site acquisition:**
 - Cost of alternative project including capital, renewal and operating costs;
 - Contingencies to address liabilities and risks;
 - Any accounting implications such as amortization period;
 - Savings realized due to avoiding site acquisition.

School boards are encouraged to include appropriate contingencies in their costing of alternative projects.

10. Changes to Alternative Projects

School boards are encouraged to identify a variety of potential Alternative Projects in the background study to allow for future changes as circumstances require.

A school board may make a change to a previously approved Alternative Project. For example, a school board may have planned implement underground parking lot and then decided to purchase a larger site, this would constitute a change.

Minister's approval is required to change a previously approved Alternative Project. School boards are required to notify the Minister at least 60 days prior to implementing the change. If denied, the Minister will respond within this timeframe.

Education Act Section 257.53.1(3)

School Board are required to complete and submit to the ministry a "Request to Change an Alternative Project" form along with providing any necessary supporting documentation. (See Appendix C – Request to Change an Alternative Project). The completed form should be submitted to the Capital Program Branch at the Ministry of Education.

School boards have the option to amend their EDC rates up to once per year to reflect any changes to Alternative Projects.

A school board is not permitted to implement an Alternative Project which was not included in the board's background study and, thus, does not have Minister's approval.

Background Study and Administrative Considerations

11. Education Development Charge Background Study

EDC by-laws are in force for a maximum of five years; however, to better reflect the timing of the need for pupil accommodation resulting from new residential development (as well as minimizing the fluctuation of EDCs over time), the calculation of the charge is based on projected enrolment arising out of new development over a fifteen-year period.

In order to pass an EDC by-law, a school board must first complete a background study. This study provides information on the methodology used by the school board in determining the calculation of the charge, as well as the assumptions and logic employed in determining development projections, enrolment projections, site requirements, evaluation of Alternative Projects, Localized Education Development Agreements and estimated education land cost.

In addition, all background studies are to include a complete set of Ministry forms related to the calculation of the EDC. These forms provide Ministry of Education staff and the public with specific calculation-related information required for the analysis of EDC background studies, along with information on Alternative Projects and LEDAs.

Please see the section of this document dealing with Ministry forms for additional information. The forms are available for download at:

<https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>.

These guidelines are not designed to constrain school boards in the preparation of a background study. School boards may include additional information as necessary or relevant to their specific circumstances. However, these guidelines provide an outline of the minimum amount detail that is to be included based on the provisions of Ontario Regulation 20/98, as amended.

12. Minister Approval of Background Study Submission

School boards are to submit a copy of the EDC background study and Ministry forms to the Ministry of Education, Capital Program Branch at the following address:

Capital Program Branch
315 Front Street West, 15th Floor
Toronto, Ontario
M7A 0B8

The Minister of Education's approval of the estimated enrolment projections, estimated number of new sites, Alternative Projects, LEDAs and capacity exclusions are required prior to by-law passage.

Ontario Regulation 20/98 Section 10

As a best practice, school boards are encouraged to inform the ministry of any unique circumstances expected to be included in their background study such as Alternative Projects, LEDAs and capacity exclusions.

In order to complete the necessary work to issue this approval, the Ministry requires the final version of the background study at least 60 days prior to the anticipated by-law passage date. Failure to supply the Ministry with the background study at least 60 days in advance may result in the school board not receiving the necessary approval in time, and, consequently, a possible delay in by-law passage. As a best practice, school boards are encouraged to provide an alternative date for the adoption of the by-law.

Ontario Regulation 20/98 Section 10

Ministry staff would be pleased to review draft background studies in order to assist school boards with identifying potential issues or concerns that could delay ministerial approval. In many cases, ministry staff identify issues that require clarification before approval can be issued. It is recommended that school boards provide the ministry with

the names and contact information of staff directly involved in the preparation of the background study.

13. Stakeholder Participation

School boards are also encouraged to include stakeholders in their discussions regarding the imposition of EDCs in their jurisdiction, specifically regarding any potential Alternative Projects or LEDAs.

Local developers (or developer associations) should be contacted prior to the commencement of the EDC process to ensure they are made aware of the school boards intent to pass an EDC by-law in the jurisdiction of the school board.

As a best practice, school boards are encouraged to engage local developers in a conversation regarding potential Alternative Projects or LEDAs well in advance of preparing the background study. As these types of transactions can be complex, early engagement will allow all parties to participate in the development Alternative Projects or LEDAs. During the development of these agreements, school boards should inform the ministry to ensure a more timely approval of the background study.

This practice will help ensure that all stakeholders are well informed when a background study is released, which may assist the school board in a smooth passage of its by-law. School boards are encouraged to meet with developers (or developer associations) to outline the basis for the EDC by-law, and to listen to the concerns of the development industry.

Other potential interested parties may include (but are not limited to):

- Ratepayer groups;
- Agricultural organizations;
- Business improvement commissions;
- Chambers of commerce;
- Retirement homes', and
- Hospitals.

School boards are advised to meet with as many community partners and stakeholders as possible regarding a potential EDC by-law. This could be done through a school board's annual process to engage community partners.

The Ministry recommends that school boards work closely with coterminous school boards when developing an EDC submission. Coterminous school boards imposing charges in the same area should agree upon the data and assumptions used in the

calculation of the respective charges. Also, if a school board intends on entering into a LEDA, coterminous schools are to be contacted to determine whether a joint project is feasible.

In addition, municipalities should be contacted and advised that the school board is considering an EDC. While municipalities do not have the authority to approve or veto EDC by-laws, they are responsible for collecting EDCs when issuing building permits. In some cases, this means that municipal staff will require additional information on how to calculate and collect the EDC on behalf of the school board (See Section 55). Providing municipalities with as much advance notice as possible of the potential EDC will help the municipality plan their collection and accounting procedures.

Municipalities can supply information on growth projections, official plans, plans of subdivisions, as well as information and policies relating to the imposition of municipal development charges. Consultation with municipalities may also alert a school board to each municipal council's plans for development. This will assist the school board in developing a by-law that is sensitive to municipalities' circumstances and priorities.

The *Education Act* requires school boards to provide the public with a copy of the EDC background study at least two weeks prior to the public meeting; however, school boards are strongly encouraged to make background studies public at least eight weeks before the first public meeting. This will allow all interested parties sufficient time to analyze complex background studies in order to fully participate in the public meeting process.

Eligibility

14. Eligibility

EDCs may be collected on new residential or non-residential development and are to be used to support the following costs required to provide accommodation for students resulting from new residential development in the area to which the by-law applies through the following:

- Site acquisition;
- Lower-cost alternatives to site acquisition (Alternative Projects); and
- Site Preparation costs

If a school board has chosen to implement a Localized Education Development Agreement, the area to which this agreement applies would be exempt from the collection of EDC revenue on new residential or non-residential development.

In order to be eligible to pass an EDC by-law, a school board must submit its background study to the Minister and to its coterminous boards and meet one of the two eligibility criteria outlined below.

Ontario Regulation 20/98 Section 10(2)

15. Capacity Trigger

A school board becomes eligible to pass an EDC by-law if the projected average elementary or secondary enrolment within its jurisdiction, over the five years following the date of by-law passage, exceeds their elementary or secondary capacity (as of the date the by-law is passed) as agreed upon by both the school board and the Ministry.

Ontario Regulation 20/98 Section 10(2)(i) or 10(2)(ii)

Capacity for mixed schools should be split between elementary and secondary panels as reflected in the School Facility Inventory System (SFIS). In addition, school boards are to include any capacity approved through the ministry's Capital Priorities Grant program but not yet reflected SFIS.

16. Financial Obligation Trigger

A school board becomes eligible to pass an EDC by-law when its projected financial obligations that exceed the projected balance of the EDC Reserve Fund. As a result, it is possible that a school board may have sufficient capacity to accommodate enrolment over the term of the next by-law contemplated (and therefore not meet the eligibility trigger in Section 15), yet still be obligated to pay for sites purchased for new growth.

School boards are required to demonstrate in the background study that an EDC Financial Obligation exists. The following is required to demonstrate that an EDC Financial Obligation exists:

- The school board must have had a previous EDC by-law in effect after September 1, 1999.
- If the school board borrowed any funds out of the EDC Reserve Fund, the original amount of the funds borrowed plus applicable interest must be reconciled back into the EDC Reserve fund before an EDC Financial Obligation determination can be made.
- The school board is to provide a copy of the most recent Appendix D1 (Education Development Charges Report) and Appendix D2 (Supplementary Information on Site Acquisitions and Related Debt Obligations) from the School Board Financial Statement with the background study.

- The school board must include a Transaction History of all EDC-related financial activity since Appendices D1 and D2 of the most recently filed School Board Financial Statement was submitted to the ministry.
- This Transaction History is to include all activity up to the date the background study was officially submitted to the ministry. If there has been no activity since the last Financial Statement was submitted to the ministry, a statement to this effect is to be included in the background study.

The Transaction History or statement of inactivity is to be signed by the school board's independent auditor, treasurer, or director to indicate that it is free of material misstatement.

The school board is also to include a repayment schedule to demonstrate how the EDC Financial Obligation will be eliminated.

The calculation to determine if a school board qualifies under the EDC Financial Obligation eligibility criterion is as follows:

1. Determine the amount reported as Outstanding Principal from Appendix D2 of the last School Board Financial Statement.
2. Adjust the Outstanding Principal to reflect the activity reported on the Transaction History to determine the Adjusted Outstanding Principal.
3. Determine the EDC Reserve Fund Balance from line 4.0 of Appendix D1 of the most recently filed School Board Financial Statement.
4. Adjust the EDC Reserve Fund Balance to reflect the transactions that have taken place in the EDC Reserve Fund since the most recently filed School Board Financial Statement to determine the Adjusted EDC Reserve Fund Balance.
5. From the Adjusted Outstanding Principal, subtract the Adjusted EDC Reserve Fund Balance. If the result of the above calculation is a positive number (the Adjusted Outstanding Principal is greater than the Adjusted EDC Reserve Fund Balance) then the school board qualifies under this eligibility criterion.
6. From the Adjusted Outstanding Principal, subtract the Adjusted EDC Reserve Fund Balance. If the result of the above calculation is a positive number (the Adjusted Outstanding Principal is greater than the Adjusted EDC Reserve Fund Balance) then the school board qualifies under this eligibility criterion.

Development of Background Study

17. Process and Methodology

This section of the guidelines package outlines the minimum amount of information that is to be included in an EDC background study; however, school boards may design the background study in whatever manner best presents the information.

18. Area to Which By-Law Apply

The EDC Regulation has divided the jurisdictions of school boards into regions for purposes of Section 257.57 of the *Education Act*. A school board may have one EDC by-law covering an entire prescribed region in which it intends to build a school or a school board may identify sub-areas within a prescribed region and exempt one or more of these sub-areas from its EDC by-law. Similarly, a school board may have different EDC by-laws for different areas within a prescribed region. A school board, however, cannot have one by-law governing more than one prescribed region.

Ontario Regulation 20/98 Section 19

If a school board has entered into a LEDA, the corresponding geographic area should be removed from the by-law area.

Revenue collected under one EDC by-law that applies to land in a region or sub-area may not be used to meet growth-related land needs arising outside that region or sub-area. See Section 38 for more information.

All EDC background studies are to clearly outline the geographic regions in which an EDC by-law will be passed. If more than one by-law will be passed in the jurisdiction of a school board, area-specific calculations of the EDC are to be provided in the background study. Maps to scale are also to be included in the background study to clearly demarcate the area in which an EDC will be levied and to identify sites to be acquired through EDCs.

Although a separate by-law is required for different regions within the jurisdiction of the school board, one consolidated background study may be submitted to the ministry to meet the requirements of the EDC Regulation. School boards are to segregate the information pertaining to different regions into distinct chapters to ensure the study remains easily understandable.

Ontario Regulation 20/98 Section 16(2)(a) ?

19. Demographic Data Sources

Development and enrolment projections are determined using a variety of methods and sources of data. As part of the enrolment projection process, school boards are required

to provide year-by-year enrolment projections for both students from existing housing stock and those arising from new development.

The ministry recognizes that school boards require flexibility when designing enrolment-forecasting models to take into account variables unique to specific jurisdictions.

However, school boards are still encouraged to ensure that projections for growth are consistent with those of municipalities.

In the EDC background study, school boards are to outline the methodology employed in determining their growth forecasts, estimated housing starts, and enrolment projections. Detailed information is to be provided to identify/justify data sources and how the data was modelled to achieve the projections contained in the background study.

20. Review Areas

It is possible for a school board to examine its growth-related needs on a review area basis governed by board-imposed boundaries or treat the entire area upon which EDCs are to be imposed as one review area. A map, to scale, of the review area(s) and proposed school sites is to be included in the study.

Review areas are artificial constructs designed to break up the jurisdiction of a school board into smaller zones to make more accurate determinations of where school sites are needed. Typically, these review areas are established by school boards to reflect traditional catchment areas, natural dividers, or major thoroughfares. Generally, these incorporate the entire area served by a school board (within a specified EDC region). Where possible, review areas used in EDC background studies should be consistent with those found in the school board's long-term plan.

Once review areas are established, there is usually minimal need to make changes, with some exceptions (e.g. the extension of a major road or highway which bisects an existing review area, a change in attendance patterns, school openings or closures, etc.). As such, school boards are encouraged to ensure that review areas in subsequent EDC background studies are consistent with the previous study. If the school board opts to modify review areas from the previous background study, an explanation is required.

EDC background studies are to clearly outline the methodology employed by the school board in determining review areas and how the school board addressed attendance issues (e.g. pupils in holding schools, pupils from outside the jurisdiction, pupils residing in one review area but attending school in another, feeder school alignments, variations in program configuration, etc).

21. Capacity Determination

For the purpose of EDCs, school boards are required to include all existing capacity for all calculations (trigger, net new pupil places, etc.). Schools board are to include the following:

- Leased space in which the lease term is longer than the duration of the background study;
- Closed schools;
- Site declared surplus to the needs of the school board including those facilities that may have been transferred to a 3rd party; and

School boards have the option to exclude existing space from the overall capacity but require Minister approval to do so. This approval will be provided when the Minister approves elements of the background study. To exempt capacity, school boards, must provide a rationale to support the exemption as part of the background study.

If the Minister denies the exemption, the school board will need to update their background study accordingly. School boards should build into their process time to make any adjustments required, if Minister approval is not provided. If the exemption is not granted, school boards also need to revisit their eligibility calculation.

Add Reg

School boards are required to use the current capacity (as recorded in the Ministry's School Facilities Inventory System) of all capacity of the school board (also known as the "On-The-Ground" Capacity) on the day the by-law comes into force. Adjustments reflecting ministry policy are to be made in such circumstances as outlined below (in consultation with staff from the Capital Program Branch of the Ministry of Education):

- The "On-The-Ground" capacity of schools transferred between panels (e.g. an elementary school being converted into a secondary school) within 12 months of by-law passage may be attributed to the panel the school will be used for after the transfer is complete. In order to shift the "On-The-Ground" capacity between panels in these situations, the school board must have passed a resolution transferring the school from one panel to the other.
- The capacity of all schools/additions that have received ministry approval through the Capital Priorities Grant program but are not reflected in SFIS should be included in the calculation of On-The -Ground capacity.
- All purpose-built special education facilities, small adult education (e.g. storefront) facilities, or outdoor education facilities that cannot be used by the school board to provide elementary or secondary accommodation may be excluded from capacity for EDC purposes following consultation with staff from the Capital Program Branch of the Ministry of Education. These types of

facilities may be excluded because they cannot be used for elementary or secondary accommodation without extensive renovations, they are too small to be used effectively, or they are located in remote areas without typical classroom configurations.

School boards are encouraged to contact the Ministry of Education, Capital Program Branch, prior to commencement of an EDC background study to request an extract of the data contained in the School Facilities Inventory System in order to ensure consistency in the determination of capacity for EDC purposes. School boards are also encouraged to inform the Ministry of Education, Capital Program Branch, if the school board plans to exclude any capacity from the EDC calculation.

School boards are required, in the background study, to document all capacity adjustments made that are not consistent with the current information loaded in the Ministry's School Facilities Inventory System. Where applicable, school boards are to ensure that the School Facilities Inventory System has been updated to reflect the current configuration of schools in the school board's real estate portfolio.

A school board is to also include in its background study information regarding the number of temporary facilities (portables etc.) it has within the area in which it is proposing to impose EDCs. This too is to be consistent with the information contained in the Ministry's School Facilities Inventory System.

For additional information on the School Facilities Inventory System, see <http://sfis.edu.gov.on.ca>

22. Demographic Projections

In order to calculate the quantum of the EDC, the first mathematical step is to determine, for each of the next fifteen years in the area subject to the EDC by-law, the Number of New Dwelling Units projected to be constructed.

If the school board intends to levy a non-residential EDC, it must also provide estimates of either the Non-Residential Board-Determined Gross Floor Area or the Non-Residential Declared Value of development that will occur during the fifteen-year planning horizon. The area municipalities should be consulted for input on this forecast (See Section 13).

These determinations are to be consistent with the explanation of the use of demographic data sources (See Section 19).

Ontario Regulation 20/98 Section 1

23. Number of New Dwelling Units

Using demographic models (See Section 19) school boards are to determine, for each year of the fifteen years following the day the by-law comes into force, the projected number of New Dwelling Units that will be constructed in the area subject to the EDC by-law. School boards are to determine the number of Projected New Dwelling Units based on the type of development and criteria that is relevant to the school board (e.g. low, medium, and high density; condominiums/apartments, townhouses, detached houses; etc.).

The determination of the varying types of dwelling units is necessary to determine the number of new pupils that will arise from new development (See Section 28) and to calculate the Differentiated Residential EDC based on dwelling type for school boards pursuing Differentiated Residential EDCs (See Section 38).

The Education Act and the EDC Regulation, in certain situations, specify development that is exempt from Education Development Charges.

Ontario Regulation 20/98 Section 7

Education Act Section 257.54(3) and (5)

24. New Dwelling Units Exemptions

The *Education Act* and the EDC Regulation, in certain situations, specify residential development that is exempt from Education Development Charges. These situations include:

- Housing intensification (subject to the limits outlined in the EDC Regulation);
- Enlargement of an existing residential dwelling;
- Replacement dwellings that were destroyed or rendered uninhabitable by fire or demolition (within two years of the date the former dwelling was destroyed, became uninhabitable, or was demolished); and
- Dwellings built on Toronto Railway Lands subject to the terms of Section 6 of the EDC Regulation and the relevant agreement specified therein.

School boards are to ensure that the determination of the number of new units has factored out the number of units that will be excluded from the EDC by-law because of these mandatory exemptions, as applicable.

The number of new units calculated after subtracting mandatory exemptions is referred to as the Number of Net New Dwelling Units. This figure is used in subsequent calculations required by the EDC Regulation.

Ontario Regulation 20/98 Section 3, 4, 6, and 7(1)

25. Localized Education Development Agreements

If a school board enters into a LEDA, the new dwelling units associated with this geographic area should be excluded from the number of new dwelling unit's calculation.

Education Act Section 257.53.2(1)(b)

26. Non-Residential Development

School boards opting for a non-residential component to the EDC (See Section 43) are required to provide estimates of the amount of non-residential development that will occur in the area subject to the EDC by-law during the fifteen-year planning horizon. Using demographic models (See Section 19) school boards are to forecast the amount of non-residential development using either the Estimated Board-Determined Gross Floor Area that will be constructed over the fifteen-year planning horizon or the Estimated Declared Value of that development.

Ontario Regulation 20/98 Section 7(10)

The definition of Estimated Board-Determined Gross Floor Area may be determined by the school board, in which case the definition is included in the EDC by-law. In situations where school boards do not provide a definition in the EDC by-law, the default interpretation is that provided in Section 1 of the EDC Regulation.

27. Non-Residential Exemptions

The Regulation specifies certain types of non-residential development that are exempt from EDC charges and include:

- Long-term care homes;
- Retirement homes;
- Private schools;
- Universities and colleges;
- Memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion;
- Hospices; and
- Child care

Ontario Regulation 20/98 – To Be Added

Also, the *Education Act* and the EDC Regulation, in certain situations, specify other non-residential development that is exempt from Education Development Charges and include:

- Enlargement of an existing industrial building (subject to the limits outlined in the *Education Act*);

Education Act Section 257.55

- Replacement of non-residential buildings that were destroyed or rendered unusable by fire or demolition (within five years of the date the former building was destroyed, became unusable, or was demolished subject to the limits outlined in the EDC Regulation),
- Buildings built on Toronto Railway Lands subject to the terms of Section 1 of the EDC Regulation and the relevant agreement specified therein.

School boards are to ensure that in the determination of the Estimated Board-Determined Gross Floor Area or the Estimated Declared Value of new non-residential development that, the above exemptions are taken into consideration, as applicable.

In calculating the Estimated Board-Determined Gross Floor Area using municipal forecasts, school boards are to ensure that their definition of Board-Determined Gross Floor Area is consistent wherever possible with that used by the area municipalities in the proposed by-law area.

Ontario Regulation 20/98, Section 5, 6, and 7.10(vi)

28. Growth-Related Pupils/Yield Factors

The second mathematical step in determining the amount of the EDC is to determine the number of Growth-Related Pupils that will be generated from the new development described in Section 23. This is accomplished with the use of pupil yield factors that are applicable to each type of development.

Pupil yields are mathematical representations of the number of school-aged children that will be generated by a particular dwelling unit type cumulatively over the fifteen-year planning horizon, and who will attend schools of the school board in question. Elementary and secondary yield factors should be based on historical data and trends as outlined in Section 19.

Consultation between coterminous boards is strongly recommended to ensure that data and assumptions for pupil yields are justifiable and reasonable. The background study should include an explanation of how the pupil yields were determined.

In order to determine the number of Growth-Related Pupils:

1. Determine the Elementary and Secondary Yield Factor for each type of development represented in the determination of the total number of net new dwelling units.
2. For each of the fifteen years in the forecast period, and for each type of development represented, multiply the appropriate Elementary and Secondary Yield Factor by the number of Net New Dwelling Units.

3. Add together the total number of elementary pupils that will be generated over the fifteen-year period to determine the Elementary Growth-Related Pupils arising from new development.

4. Add together the total number of secondary pupils that will be generated over the fifteen-year period to determine the Secondary Growth-Related Pupils arising from new development.

For further information, see Section 48 regarding Ministry forms.

Ontario Regulation 20/98 Section 7(3)

29. Inclusion of Holding Students

Students residing in development areas identified in previous background studies and are not accommodated in permanent structures are to be identified as holding students. School boards may include these holding students in determining their Net Growth-Related Pupils.

30. Net Growth-Related Pupil Places/Available Pupil Places

School boards are required to offset the total Growth-Related Pupils described in Section 28 by any Available Pupil Places that are not required by existing pupils of the school board in year fifteen of the planning horizon. If the school board opts for a 'review area' approach in its EDC calculations, this determination is done independently for each review area of the school board.

School boards are to provide, for each existing facility, the capacity as recorded in the Ministry's School Facilities Inventory System (as adjusted in accordance with Section 21), as well as the Average Daily Enrolment for the current year (as documented in Appendix C of the last Financial Statement, Revised Estimate, or Estimate the school board filed with the Ministry) and enrolment projections for each year of the fifteen-year planning horizon when determining the availability of existing pupil places within review areas. For a definition of Average Daily Enrolment, please see the Average Daily Enrolment Regulation for the academic year in which the background study is being prepared.

Where a school board has available space in its jurisdiction to accommodate some or all Growth-Related Pupils but elects not to include the Available Pupil Places in its EDC calculation, the school board is to provide a rationale for not acknowledging these spaces in their background study. Minister approval is required for any spaces that are not included.

By subtracting Available Pupil Places from the Growth-Related Pupils, the school board has determined the Net Growth-Related Pupil Place Requirements.

For further information, see Section 48 regarding Ministry forms.

Ontario Regulation 20/98 Section 7(3)(i) and 7(3)(ii)

31. Site Acquisition Needs

Once the school board has determined its Net Growth-Related Pupil Place Requirements in accordance with Section 30, the next step is an analysis of where new schools will need to be built, what size each facility will be, when the land will be acquired for school construction, and if an Alternative Project or LEDA could be implemented.

Growth-related land needs could also include enhancements to existing school sites to accommodate additions to existing schools.

The background study is to provide detailed information on each of these components, in conjunction with the Ministry form related to site needs, Alternative Projects and LEDAs. (See Section 48 regarding Ministry forms).

Since the study encompasses 15-year planning horizon, site-specific locations may not be known at the time of background study. Nevertheless, a school board should provide the general location of all sites whose cost the school board intends to include in its EDC calculation.

Ontario Regulation 20/98 Section 7

32. Alternative Projects

School boards are now required to consider Alternative Projects where site acquisition is expected to occur within 5 years of the date of the by-law. If an Alternative Project is not the suggested solution to pupil accommodation, a rationale needs to be provided (as per Section 15).

33. Maximum Site Size

The regulation provides a table of maximum site sizes depending on the number of pupil places that will be constructed. This table is reproduced below. However, the EDC Regulation also recognizes specific situations in which a site size may exceed the sizes specified in the table.

When the area of any of the proposed sites exceeds the site designations in this table, justification as to the need for the excess land is required.

Maximum Site Sizes

Elementary Schools		Secondary Schools	
Number of Pupils	Maximum Area (acres)	Number of Pupils	Maximum Area (acres)
1 to 400	4	1 to 1000	12
401 to 500	5	1001 to 1100	13
501 to 600	6	1101 to 1200	14
601 to 700	7	1201 to 1300	15
701 or more	8	1301 to 1400	16
		1401 to 1500	17
		1501 or more	18

Situations where a site size may be greater than the maximum size outlined above include:

- Additional land required to meet a legal requirement relating to the site (municipal requirements, Ministry of the Environment's "Reasonable Use Policy" requirements, bus loops, parking requirements, etc.).
- Additional land required to meet a legal agreement entered into prior to February 1, 1998 or land acquired prior to February 1, 1998.

Ontario Regulation 20/98 Section 2(5)

34. Growth-Related Net Education Land Costs

To determine Growth-Related Net Education Land Costs:

1. Determine the number of Elementary and/or Secondary School sites or Alternative Projects required to accommodate the estimated Net Growth-Related Pupils determined in Section 30 over the fifteen-year planning horizon being considered in the background study.

Note: This may include school sites or Alternative Projects considered under a previous by-law but not yet acquired.

Ontario Regulation 20/98 Section 7(4)

2. Determine the total costs to acquire and service the land or implement an Alternative Project, adjusted by the percentage of each site that can be financed through the EDC (determined by the percentage of Net Growth-Related Pupil Places that will be accommodated in the new school (or addition) to be built on the site compared to “existing” students of the board).

3. Add to the total land and Alternative Project cost, the Total Outstanding Education Development Charge Financial Obligations (principal and interest) incurred by the school board under a previous by-law, if any, to determine the Net Education Land Cost.

Note: LEDAs should not be included in the calculation of the Total Outstanding Education Development Charge Financial Obligation.

Note: A negative balance in an existing Education Development Charges Reserve Fund, established for the area to which the proposed by-law will apply, is considered to be part of the Total Outstanding Education Development Charge Financial Obligations.

a. To arrive at the Growth-Related Net Education Land Cost, subtract from the total Net Education Land, all contributions to site costs, which the school board has received or to which it is entitled, that defray, or will defray, the Net Education Land Cost.

- Note: A school board is to report all contributions from the sale of any sites and not just the portion funded by EDCs. This applies to any site that was purchased after January 2019. Thus, the gain on any sale cannot be reported as Accumulated Surplus on the school board’s financial statements.

A positive balance in an existing Education Development Charges Reserve Fund, established for the area to which the proposed by-law will apply, is considered to be an amount that defrays the Net Education Land Cost.

5. At the calculation stage, the costs to prepare and distribute the EDC background study may also be included as an eligible cost that can be recovered through a school board’s EDC by-law. By adding the Growth-Related Net Education Land Costs and the EDC Background Study Costs the school board has determined the Total Growth-Related Net Education Land Costs.

Please Note: These instructions are in not intended to create a situation where a school board has “double-counted” education land costs and is in effect recovering monies in excess of those permitted by the *Education Act*. School boards are to ensure that a

common-sense approach to these calculations is undertaken to ensure that no ineligible amounts are factored into the determination of Total Growth-Related Net Education Land Costs. Special care is to be taken when incorporating Outstanding Education Development Charge Financial Obligations and reserve fund balances into the determination of Total Growth-Related Net Education Land Costs.

35. EDC Eligible Costs/Net Education Land Costs

In addition to the amount of money required to acquire sites or implement Alternative Projects, to accommodate new growth, there are certain other costs that a school board may include in the determination of Net Education Land Costs.

Education Act Section 257.53

Other costs may include:

- All interest and borrowing costs related to site acquisition
- Land escalation considerations used to establish future values of land
- Costs related to the preparation and distribution of EDC background studies
- Costs related to studies of land being considered for acquisition (environmental assessments, soil analysis, etc.)
- Costs to service land in preparation for construction (environmental remediation, municipal service lines, grading, etc.)

School boards are advised to use discretion when attributing items as education land costs and are only to include such costs when they are directly attributed to acquiring and servicing the land indicated in the EDC background study.

Please see the section of this document dealing with Ministry forms for further information.

36. Inflation and Interest Rates

Background studies are to include information regarding the assumed interest rates that are used in cash-flow assumptions. Interest rates are applicable to both interest earned by the school board on the balance of the EDC reserve fund and interest payable on financing used to pay for land purchases.

School boards are entitled to include in the determination of Net Education Land Costs the increased costs of acquiring land in the future. Generally termed “land escalation factors”, these accelerators factor in the effects of inflation on the cost of school sites to be purchased in the future.

Typically, school boards only apply escalation factors to site purchases in the first five years of the fifteen-year planning horizon. This ensures that short-term site cost increases will be considered and allows the school board to review the future cost of sites to be purchased beyond the first five years in a subsequent background study.

37. Revenue Sources

In some cases, school boards will need to purchase sites or construct Alternative Projects prior to collecting sufficient EDC revenue to pay for them. School boards are required to arrange their own financing in order to pay for sites, if required. School boards may arrange for short or long-term financing with financial institutions or may finance site acquisition by issuing debentures. These decisions are entirely up to the school board.

Education Act Section 241

Additionally, school boards may borrow from other reserves subject to the provisions of the *Education Act*.

38. Reserve Funds

The EDC legislation outlines the requirements regarding the establishment of an Education Development Charge Reserve Fund by a school board for the area to which an EDC by-law applies.

School boards establish EDC Reserve Funds with the initial passage of a by-law. Separate reserve funds are required for each area to which a by-law applies within a school board's jurisdiction. All EDC revenue forwarded from a municipality to a school board is to be placed in the appropriate EDC Reserve Fund. These reserve funds continue to exist as the school board passes subsequent by-laws in the same area.

Ontario Regulation 20/98 Section 16

Monies deposited into a reserve fund for one area of the school board's jurisdiction cannot be used to purchase sites in another area.

Ontario Regulation 20/98 Section 16

The *Education Act* and the EDC Regulation prescribes the only authorized expenditures from the EDC Reserve Fund:

- For growth-related net education land costs in the area in which the EDC by-law applies (See Section 35);
- For the production, distribution, and revision of the pamphlet required (See Section 44);
- To pay for bank charges related to maintaining the reserve fund;
- To reimburse building permit holders if a permit is revoked (including interest);

- For refunds.

*Ontario Regulation 20/98 Section 16
Education Act Section 225.69, 357.78, and 257.90*

In addition, school boards may borrow or invest monies from their EDC reserve fund to help cash flow other school board operations. However, interest is payable on all monies borrowed at the prescribed rate as defined in the EDC Regulation.

Education Act Section 241 and 257.99

39. Determination of Education Development Charge

The EDC Regulation prescribes that the study include the steps used in the calculation of the residential and, if employed, the non-residential charge as outlined below. A non-residential charge is optional, and at the discretion of the school board (See Section 40). The ministry has standard forms that school boards are to complete for all calculations required as part of the background study. Please see the section in this document dealing with ministry forms.

Ontario Regulation 20/98 Section 7(9) and 7(10)

The EDC regulation allows school boards to determine the type of EDC the school board will impose on new residential development. School boards are entitled to choose between a Uniform Residential EDC (where the quantum of the EDC is exactly the same regardless of the type of development) or a Differentiated Residential EDC (where there is a different EDC rate applied to different dwelling unit types). The following subsections outline the steps in calculating both types of EDCs as well as the determination of the non-residential EDC, if any.

Ontario Regulation 20/98 Section 7(9) and Section 7(9.1)

If a school board has chosen to implement a Localized Education Development Agreement the geographical area that the LEDA will service should be excluded from the EDC rate calculation.

40. Appointment of Education Land Costs Across Development

At the discretion of the school board, an EDC may be imposed on non-residential development as well as residential development. No more than 40% of the Growth-Related Net Education Land Costs may be attributed to non-residential development. Prior to proceeding with the determination of the residential EDC, school boards are to apportion the Growth-Related Net Education Land Costs across development:

1. Multiply the Growth-Related Net Education Land Costs by the percentage that will be attributed to non-residential development (no more than 40%) to determine Non-Residential Growth-Related Net Education Land Costs.
2. The balance remaining of the Growth-Related Net Education Land Costs after determining the non-residential component is termed the Residential Growth-Related Net Education Land Costs.

Ontario Regulation 20/98 Section 7(8)

41. Uniform Residential EDC

This section outlines the calculation steps in determining the Uniform Residential EDC. This type of residential charge results in a consistent EDC across the by-law area. Please review this section in conjunction with the ministry forms.

To determine the Uniform Residential EDC:

- Divide the Residential Growth-Related Net Education Land Costs (Section 34) by the Number of Net New Dwelling Units (Section 23) estimated to be built over the fifteen-year period to arrive at the Uniform Residential Education Development Charge per Dwelling Unit.

It is important to note that the annual EDC rate increase for residential units is restricted (See Section 4).

Ontario Regulation 20/98 Section 7(9)

42. Differentiated Residential EDC

A differentiated residential EDC rate results in different charges based on dwelling unit types defined by the school board and is apportioned on the basis of the distribution of pupils arising from different types of dwelling units.

School boards may define dwelling unit types based on the nature of development and criteria that is relevant to the school board (e.g. low, medium, and high density; condominiums/apartments, townhouses, detached houses; etc.). School boards are encouraged, where possible, to rely on the categories of development used by the municipalities impacted by the EDC by-law.

Please review this section in conjunction with the ministry forms.

To determine the Differentiated Residential EDC:

1. Determine the distribution of total Growth-Related Pupils (Section 28) arising from Net New Dwelling Units (this is a blending of total new elementary and

secondary needs) amongst the various dwelling unit types defined by the school board. This is known as the Distribution Factor.

2. Multiply each Distribution Factor by the Residential Growth-Related Net Education Land Costs (Section 34) to determine the Apportionment of Residential Net Education Land Costs By Development Type.

3. Divide each amount representing the Apportionment of Residential Net Education Land Cost By Development Type by the number of Net New Dwelling Units (Section 23) for the particular development type to arrive at the Differentiated Residential EDC Per Unit By Development Type.

Ontario Regulation 20/98 Section 7(9.1)

43. Non-Residential EDC

If charges are to be imposed on non-residential development, a school board shall calculate the amount of an EDC on non-residential development projected over the fifteen-year period, expressed as an amount per square foot of gross floor area or as a percentage of the declared value (See Section 41).

If the school board chooses to express the charge as an Amount Per Square Foot of Board-Determined Gross Floor Area, the following is the method used to calculate this amount:

- Divide the Non-Residential Growth-Related Education Land Cost (Section 34) by the Estimated Total Board-Determined Gross Floor Area (Section 26) of all non-residential development for which building permits will be issued during the 15-year period, other than non-residential development(s) that are exempt from EDCs under the Act or Regulation.

If the school board chooses to express the charge as a Percentage of the Declared Value, the following is the method used to calculate this amount:

1. Divide the Non-Residential Growth-Related Education Land Cost (Section 34) by the Estimated Declared Value (Section 24) of all building permits to be issued during the 15-year period, other than building permits in respect of non-residential development that is exempt from education development charges under the Act or Regulation.
2. Multiply the quotient obtained by 100.

It is important to note that the annual EDC rate increase for non-residential units is restricted (See Section 4).

Ontario Regulation 20/98 Section 7(10) and Section 8

Policy Statements Required by the School Board

44. Policy Statement Required by the School Board

The school board is required to present in the background study, copies of board-approved policy statements dealing with alternative accommodation and savings from operating budgets.

For all subsequent by-laws, school boards are required to review EDC policies in a public meeting of the school board (See Section 52). However, a policy review is not required for an initial by-law. For initial by-laws, school boards are required only to include copies of the policy statements in the background study.

Education Act, Section 257.60(3)

45. Alternative Accommodation

The school board must include in the study a statement of its policies regarding alternative arrangements to provide pupil accommodation, which could reduce the proposed EDC or eliminate the need for such a charge.

Ontario Regulation 20/98 Section 9(1)

If a previous background study was prepared, the school board is to indicate how Alternative Accommodation policies were implemented (or not implemented) in the subsequent background study. School boards are also required to provide an overview of the end result of the previous policy. Documentation of the school board's efforts to provide such arrangements is to be kept on file by the school board and is to be made available, if requested, by interested parties.

Ontario Regulation 20/98 Section 9(1)

46. Operating Savings

A statement from the school board indicating that it has also reviewed its operating budget for savings that could be applied to reduce the Growth-Related Net Education Land Costs is to be included in the study as one consideration in the school board's decision to impose EDCs. The amount of the savings, if any, is to be included in the calculation of the charge.

Ontario Regulation 20/98 Section 9(1)(8)

Ministry Submission

47. Ministry Submission

School boards are required to submit the following information for review 8 weeks prior to the adoption date of the EDC by-law:

- Background study; and
- Ministry forms.

This documentation allows ministry staff to analyze the EDC submission in a consistent manner for all school boards.

48. Ministry Forms

The ministry has prepared standardized forms that are to be included with all EDC submissions. These forms are to be completed in their entirety by school boards. The ministry will not accept any forms in any other format.

If school boards are able to provide the information earlier than 8 weeks, they are encouraged to do so.

The forms are available at <https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>. These forms are considered an integral component of this guidelines package. Readers are encouraged to download and print these forms and review them in conjunction with the sections above.

There are eight forms for completion:

Form A1 and Form A2	Eligibility to Impose an EDC: Capacity Trigger and Eligibility to Impose an EDC: EDC Financial Obligations
Form B	Net New Dwelling Units
Form C	Net New Dwelling Units – By-Law Summary
Form D	Non-Residential Development
Form E	Growth-Related Pupils
Form F	Growth-Related Pupil Place Requirements
Form G	Growth-Related Net Education Land Costs
Form H1 or Form H2	EDC Calculation - Uniform Residential and Non-Residential or EDC Calculation - Differentiated Residential and Uniform Non-Residential

EDC-related terms used in these forms are defined in this guideline document. EDC-related terms used in these forms are defined in this guideline document.

Education Development Charge By-Law

49. Education Development Charge By-Law

The passage of an Education Development Charge by-law by a school board authorizes the imposition and collection of EDCs. Each EDC by-law has a maximum term of 5 years. An EDC by-law can come into force on the fifth day after the date the school board passed the by-law. A school board may choose to specify an effective date beyond the fifth day after the by-law passage.

Education Act Section 257.56

EDC by-laws must be passed within one year of completion of the EDC background study. For clarification, the background study is considered complete once it has been received in a public session of the school board (and has been released to the public). If for some reason the school board has not received the background study in a public session, the one-year period is considered to begin the date of the last public meeting on EDCs prior to receiving Minister's approval (See Section 50).

Education Act Section 257.62

50. Minister's Approval Required

Before proceeding with the passage of an EDC by-law, the school board must be in receipt of a letter from the Minister of Education, or designate, acknowledging receipt of the background study and approving the enrolment projections, the number of sites, Alternative Projects, Localized Development Agreements and the exclusion of any capacity if applicable.

Ontario Regulation 20/98 Section 10

51. Alternative Projects or Localized Development Agreements

School boards are encouraged to engage developers in the conversation of possible Alternative Projects or Localized Education Development Agreements well in advance of preparing the background study. This will enable the school board and owners to develop and fully develop Alternative Projects or LEDAs.

52. Public Meeting(s)

Before passing an EDC by-law, the *Education Act* requires school boards to hold at least one public meeting so that input from the community can be provided and considered, and other interested parties with respect to the proposed charge, can be voiced.

However, as a best practice school boards are encouraged to hold at least two meetings. This will ensure the public have a final chance to present any Alternative Projects or LEDAs at the first meeting, and school boards will have sufficient time to review submitted proposals. School boards could also take out an ad in the local newspaper to inform owners they will receive Alternative Projects or LEDAs during a certain time period.

The public meetings are also an opportunity for the school board to address issues raised by the community. Land owners should also be invited to attend the public meeting or be given the option to submit an Alternative Project independently either in person or through email.

Education Act Section 257.63

53. Timing of Notice of Public Meeting(s)

The school board is required to provide at least 20 days notice prior to the meeting date and ensure that the EDC background study and proposed by-law are made available to the public at least 2 weeks prior to the first meeting.

However, as a best practice the ministry recommends that school boards release background studies to the public at least 60 days prior to the first public meeting to provide enough time for the public to review.

For clarification, the policy statement review required by the school board may be addressed by the school board during this public meeting.

Ontario Regulation 20/98 Section 11

As a best practice school boards are encouraged to provide an alternative date in which the by-law will be adopted.

54. Notices

The EDC Regulation requires school boards to prepare detailed notices regarding:

- Public meetings;
 - The notice of the public meeting should include:
 - Location of the meeting;
 - Time and date of the meeting and;
 - Opportunities for owners to submit Alternative Projects or LEDAs.
- Notice of the passage of the EDC by-law;
- Notice of proposed amendment to an EDC by-law; and
- Notice of passage of an amending by-law

Please refer to the Regulation for further information on what is to be included in each type of notice.

These notices are provided to various individuals depending on which section of the Regulation applies. The list of potential recipients of notices include:

- Every owner of land in the area in which the by-law will apply;
- Any person or organization that has provided the school board with a written request for information on the by-law and has provided a return address;
- The Minister of Education;
- The clerk of every municipality having jurisdiction in the area in which the by-law will apply; and
- The secretary of every school board having jurisdiction in the area in which the by-law will apply

For notices provided to every owner of land, this determination is made with reference to the last revised assessment roll, subject to any written notice of a change in ownership.

Notices provided to owners of land may be provided by email or by publishing notice in a newspaper having general circulation in the area to which the by-law will apply.

Ontario Regulation 20/98 Sections 11, 12, 14

Notices provided to other parties are to be done by either a posting to the school board's website or by publication in a newspaper. The requirements vary depending on the type of notice, and the group involved. Please refer to the text of the Regulation for further instructions.

55. Pamphlet

Once an EDC by-law has come into force, the school board is to prepare and distribute a pamphlet within 60 days outlining:

- The general purpose for which EDC by-laws are imposed; and
- The rules for determining if an EDC is payable in a particular case, and for determining the amount of the charge.

If the EDC by-law is appealed before the Ontario Municipal Board, the pamphlet is to be prepared and distributed within sixty days after the appeal decision or after the by-law is amended.

School boards are encouraged to provide copies of all published documents to municipalities administering the charge and to local developers.

Pamphlets are to be provided without charge.

Ontario Regulation 20/98 Section 21

56. Statement of Treasurer

The Treasurer of the school board is to provide an annual financial statement to the school board on a date specified by the school board, regarding the EDC Reserve Fund. A copy of the report is to be forwarded to the Minister of Education no later than 60 days from the date of the report. The statement is to include the opening and closing balances of the fund and the transactions that have taken place. In practice, this financial statement is provided to the Financial Analysis and Accountability Branch of the Ministry with the annual school board Financial Statement package.

Education Act Section 257.98

57. By-Law Expiration

School boards may specify any date for the expiration of an EDC by-law, with two exceptions:

- The maximum by-law term is five years; and
- A by-law of one school board automatically expires on the same date as an existing by-law of a coterminous school board if they are in force in any part of the same area.

Ontario Regulation 20/98 Section 17

58. Non-Statutory Exemptions

In addition to statutory exemptions, a school board may designate types of development that will be exempt from the EDC. For instance, a school board may decide to exclude senior citizens' complexes, subsidized housing, institutional, or recreational development. Non-statutory exemptions may also apply to non-residential development. These decisions are entirely at the discretion of the school board.

It should be noted that EDC revenues lost due to non-statutory exemptions cannot be recovered through revenues collected on non-exempt development. Including non-statutory exemptions in an EDC by-law may result in revenues shortfalls.

Role of Municipality

59. Role of Municipality

The role of the municipality is outlined in the EDC Regulation. It is the responsibility of municipalities to: collect EDCs on behalf of the school board, transfer EDC revenue to the school board, and to provide monthly reports to the school board regarding amounts collected and refunded.

Municipalities are not entitled to charge a school board for collection of an EDC. Remuneration to the municipality is considered to be provided in the form of interest the municipality earns on the monthly balance of the collected EDCs. In unorganized areas of Ontario, there is no municipal structure. In these cases, please refer to Section 257.92 of the *Education Act* for information on the collection process.

Education Act Section 257.80 and Section 257.81

60. Credits for Land-Use Conversion

School board by-laws may include provisions for credits for land use conversion. Typically, this situation would arise if an EDC is paid for one type of development (i.e. residential) and shortly thereafter (the period of time defined in the school board's EDC by-law), the land is rezoned, and a new building permit issued for redevelopment (i.e. non-residential). EDC by-laws may include provisions for providing credits in this situation, to take into account the EDC amount paid on the original development (generally by offsetting the EDC amount payable on the redevelopment).

Reporting

61. Monthly Reporting by Municipality

The *Education Act* requires municipalities collecting EDCs on behalf of a school board to prepare a monthly report regarding EDC-related activity.

Education Act Section 257.97

These reports are to include the following details:

- The total EDCs collected for residential development; and
- The number of building permits issued for each type of residential development;
- The location of lands to which the residential building permits were issued; and
- The number of building permits issued for residential development for which no EDC was collected.

And, if the school board has a non-residential EDC:

- The total EDCs collected for non-residential development;
- The total board-determined gross floor area of the non-residential; and development used to generate the non-residential EDCs collected OR the total declared value of the non-residential development used to generate the

non-residential EDCs collected (depending on the method the school board used to determine the non-residential EDC in the by-law).

Information regarding exemptions from industrial development (enlargement of 50 per cent or less), including:

- The total gross floor area of each existing building;
- The gross floor area of each enlargement; and
- If the EDC is based on declared value, the declared value of the development in question.

Information regarding exemptions from non-residential development (replacement buildings), including:

- The board-determined gross floor area of the part of the building being replaced;
- The board-determined gross floor area of the replacement component of the building;
- If the EDC is determined using the declared value, the declared value of the development in question; and
- The number of building permits issued for non-residential development for which no EDC was collected.

Each report begins the day after the previous report period ended (unless there was no previous report, in which case it begins the day the EDC by-law came into force) and ends on the twenty-fifth day of each month.

These reports are to be provided by the municipality to the school board by the fifth day of the following month.

Ontario Regulation 20/98 Section 20

Complaints and Appeals

62. Complaints Regarding EDCs

The process to handle complaints by either a school board or a landowner subjected to an EDC is handled by the municipality. A complaint is not an appeal of an EDC by-law – it is an objection to the application of the by-law in a particular case.

Education Act Section 257.85

63. Complaint Process

Any person subject to an EDC or a school board has the option of complaining to the council of a municipality if they believe that:

- The amount of the EDC was incorrectly determined in a particular case;
- A credit was incorrectly determined or applied in a particular case; or
- There was an error in the application of an EDC by-law.

A complaint may only be made within 90 days after the day the EDC (or any part of it) becomes payable.

A complaint must be in writing, and is to include the following information:

- Name of complainant;
- Address where notice can be given; and
- Reasons for the complaint

64. Complaint Hearing

The municipal council is to hold a hearing into the complaint and will give the parties an opportunity to make representations. The parties are considered to be the owner of land subject to the EDC and the school board. Municipal clerks are to provide written notice of a hearing at least 14 days in advance of the hearing date.

After hearing the evidence, municipal council's powers with respect to the complaint include dismissing the complaint or rectifying the incorrect determination. The decision of the council is to be mailed to the parties within 20 days after the day the decision is made.

Education Act Section 257.91 and 257.90

65. Appeals

Education Development Charge by-laws are subject to appeal by any individual or organization in accordance with the provisions of the *Education Act*. This section provides information regarding the appeal process.

66. Appeal Period

An EDC by-law is subject to appeal during the forty days immediately following the date of passage. The board is required to provide written notice that the by-law is in effect (See Section 54) not more than twenty days after by-law passage. The notice must also state how to file an appeal.

Education Act Section 257.64

67. Notice of Appeal

Any person or organization may appeal an EDC by-law to the Local Planning Appeal Tribunal (LPAT). To appeal a by-law, a Notice of Appeal setting out the objection to the by-law must be filed with the secretary of the school board that passed the by-law. Notice of Appeal must be received by the school board on or before the last day of the appeal period. The school board should make arrangements to receive an appeal of the by-law on the last day of the appeal period if the board offices would normally be closed to the public on that day.

The reasons for supporting the objection are to be included in the Notice of Appeal.

Education Act Section 257.65

68. Appeal Process

In the event of an appeal, the secretary of the school board must forward a copy of the Notice of Appeal and the following documents to the LPAT within thirty days after the last day of the appeal period:

- A copy of the by-law certified by the secretary;
- A copy of the EDC Background Study;
- An affidavit or declaration certifying that notice of the passing of the by-law was provided in accordance with the *Education Act*, and
- The original or a true copy of all written submissions and material relevant to the by-law (and received before it was passed).

Education Act Section 257.66

The determination of who qualifies as an interested party is at the discretion of the LPAT. The LPAT will also decide the manner that notices regarding the hearing will be provided to interested parties.

Education Act Section 257.67(2)

The LPAT may also dismiss an appeal without a hearing if it is of the opinion that the reasons for the objection to the by-law set out in the Notice of Appeal are insufficient. However, the OMB must first notify the appellant and give the appellant the opportunity to make representations in support of the appeal.

Education Act Section 257.67(5)

69. Powers of the Local Planning Appeal Tribunal (LPAT)

Following a hearing on the appeal of an EDC by-law, the LPAT may decide to:

- Dismiss the appeal in whole or in part;
- Order the school board to repeal or amend the by-law in accordance with the order of the LPAT; or
- Repeal or amend the by-law itself

However, the LPAT is not permitted to:

- Increase the quantum of an EDC;
- Remove or reduce the scope of a discretionary exemption; or
- Change the expiration date of an EDC by-law

Education Act Section 257.67(3) and (4)

70. Refunds and Interest Rates

If an EDC by-law is repealed (whether by the school board under an order from the LPAT or by the LPAT directly) the EDC paid shall be refunded. If the by-law is amended and the amendment results in a lower EDC, the difference between the previous EDC and the new EDC shall be refunded.

Refunds are due within 30 days if the LPAT repeals or amends a by-law itself. If the LPAT directs the school board to repeal or amend a by-law, the refund is due within 30 days of the repeal or amendment by the school board.

Education Act Section 257.69 and 257.90

Refunds are to be issued from the appropriate EDC Reserve Fund. Refunds are paid directly by the school board based on information provided by the area municipality (who the refund is payable to, the date the original EDC was paid, etc.).

Interest is payable on refunds retroactively from the time the EDC was paid until the refund was issued. The EDC Regulation specifies the manner that interest is to be calculated. If a school board is obligated to pay interest, the interest rate applicable is dependent on the period the interest is being paid for.

For all periods prior to Ontario Regulation 95/02 coming into force (March 12, 2002) the interest rate payable is determined by Ontario Regulation 20/98 Section 18(1). For all periods on or after March 12, 2002, the interest rate applicable is determined by Ontario Regulation 20/98 Section 18(2) and Section 18(3).

Ontario Regulation 20/98 Section 18

School boards obligated to provide refunds under Section 18(1) are to calculate the interest rate payable as the lowest prime rate reported to the Bank of Canada by any of the banks listed in Schedule 1 to the Bank Act (Canada) at the beginning of the period for which interest is to be paid.

School boards obligated to provide refunds under Section 18(2) and Section 18(3) are to use the Bank of Canada Rate in effect on the date the by-law comes into force (or adjusted if the school board desires in accordance with Section 18(3)(b)).

For the Bank of Canada, see <http://www.bankofcanada.ca>

71. Appeals Against Amended EDC By-Laws

Appeals to by-law amendments are subject to the same restrictions and procedures as given above for appeals to original by-laws. However, in the case of an appeal to an amended EDC by-law, the scope of the appeal is limited to the amended provisions only.

Education Act Section 257.74(2)

72. Appeal of Municipal Decision

The decision of a municipal council regarding a complaint (See Section 62) may be appealed by any of the parties to the LPAT within 40 days after the decision of council is made. An appeal to the LPAT is filed by submitting a Notice of Appeal to the clerk of the municipality on or before the last day in the appeal period.

Education Act Section 257. 87

In the event of an appeal, municipal clerks are required to compile a record that includes:

- A copy of the EDC by-law certified by the clerk;
- An original or true copy of the complaint and all materials submitted by the parties;
- A certified copy of the decision of the municipal council; and
- An affidavit or declaration certifying that the notification of the council's decision was rendered in accordance with the *Education Act*.

In addition, a complainant may also appeal to the LPAT if the municipality fails to deal with the complaint within 60 days after the complaint is made. This is also done by filing a Notice of Appeal with the municipal clerk. Upon receipt of an appeal in this situation, the municipal clerk is to compile a record that includes:

- A copy of the EDC by-law certified by the clerk; and
- An original or true copy of the complaint and all materials submitted by the parties.

In all situations where a Notice of Appeal to the LPAT is filed with the clerk of a municipality, the clerk is to forward all documents to the secretary of the LPAT within 30 days after the Notice of Appeal is received. Furthermore, the municipal clerk is to provide all information and materials requested by the LPAT.

Education Act Section 257. 88

The LPAT will hold a hearing into the matter and has the authority to do anything that the municipality could have done under the complaint process. If a refund is owed to an individual that has paid an incorrectly calculated EDC, see Section 70 for information regarding the determination of refunds and interest owing.

Education Act Section 257. 89

If an EDC increases as a result of an LAPT determination, the amount is immediately payable by the person who paid the EDC.

Education Act Section 257. 91

Amendments to Existing By-Laws

73. Amendments to Existing By-Law

School boards may need to amend an EDC by-law for various reasons. In certain situations, a school board may decide it is necessary to adjust the quantum of the EDC to reflect changes in the estimated acquisition price of land or Alternative Project Cost, to reduce or increase the scope of discretionary exemptions (See Section 23), or to effect other changes deemed appropriate by the school board.

School boards are not required to seek approval of the Ministry of Education in order to amend an EDC by-law. School boards are required, as part of the notice process (See Section 54) to ensure that the Ministry has been provided with notices regarding a proposed amendment and notice of an amended by-law. This section outlines the requirements of a school board wishing to amend an existing by-law.

74. Limitation on Amendments

Within the one-year period of a by-law coming into force, a school board may not amend a by-law more than once to effect the following changes:

- Increase the quantum of the EDC that is payable; or

- Extend the term of a by-law.

Education Act Section 257.70

75. Process to Amend a By-Law

School boards wishing to amend an existing EDC by-law do so by passing an Amending By-Law. Amending By-Laws come into force on the fifth day after by-law passage.

School boards wishing to pass an Amending By-Law are required to provide notice to the public (See Section 54). In addition, school boards are required to ensure that the original background study and any information that would allow the public to understand the proposed amendment are made available to anyone interested.

School boards are encouraged to hold at least one public meeting prior to passing an amendment. The school board is further encouraged to give at least 20 days notice of the meeting. For further information on public meetings, see Section 53.

Education Act Section 257.70 and 257.71 & Education Act 257.72

76. Calculation of Amended EDC

The EDC Regulation specifies that adjustments to the original calculation are to be made by a school board amending the quantum of the EDC. This provision requires school boards to make “necessary modifications” to the application of Section 7 of the EDC Regulation when determining an amended EDC. Estimates of the EDC Reserve fund used in the calculation are to be made as of the day before the Amending By-Law comes into force.

Ontario Regulation 20/98 Section 13

MINISTER NOTIFICATION OF SITE ACQUISITION, LEASE OR EXPROPRIATION

77. Minister Notification of Site Acquisition, Lease or Expropriation

School boards are required to notify the Minister 60 days prior to the financial close of land purchases, expropriation or before entering a lease. This is required for all transactions that are expected to close after January 1, 2020.

The Minister will provide a response within 60 days after receiving the documentation, if the school board is not to proceed with the purchase, lease agreement or expropriation.

The school board is required to submit the following information to the ministry for review along with an appraisal and other information the school board deems relevant to acquiring or expropriating land:

- **Location of Site:**
 - Legal name and address
- **Site Size:**
 - # of acres; and
 - If the proposed # of acres are higher than reported in the background study, provide a rationale.
- **Cost to Purchase & Prepare Site:**
 - Cost to purchase and prepare the site or the school board approved upper limit;
 - Copy of an appraisal; and
 - Any potential issues with the site.
- **Rationale:**
 - Reason the site is required.
- **Funding of Construction:**
 - Status of ministry funding to support the construction of the school; and
 - Estimated opening date of school.

A school board is required to submit the following information before entering a lease or renewing an existing lease along with providing a copy of the lease or any other documentation the school board deems relevant:

- **Address of Leased Facility:**
 - Legal name and address

- **Name of Lessor;**
- **Type of Facility Leased:**
 - Store front etc.
 - Sqft. leased
- **Cost of Lease:**
 - Monthly lease payment;
 - Any step-ups in rent over the lease term and;
 - Leasehold improvements.
- **Terms of Lease:**
 - New lease or renewal of existing lease; and
 - Start date of lease; and
 - Term of the lease.
- **Rationale:**
 - Reason the lease is required.
- **Funding of Construction:**
 - Approval of funding for construction received from the Ministry; and
 - Estimated opening date of school.

School boards are required to complete the Minister Notification of Site Acquisition-Expropriation-Lease Form along with providing supporting documentation. Please contact your Ministry Capital Analyst for a copy. (See Appendix X – Minister Notification of Site Acquisition–Expropriation-Lease Form).
Add Reg.

Definitions

Alternative Projects (AP): A lower-cost alternative or alternative project allows for the application of EDC for project costs that would address the needs of the board for pupil accommodation. Alternative projects are expected to lower EDC rates. Examples of alternative projects include but are not limited to:

- Underground parking garages;
- Existing facilities access;
- Purpose built space within a larger development;
- Trading options for land;
- Artificial turf which results in a smaller site size.
- Lease of land for providing parking;
- Long-term lease of land in place of site acquisition; and
- Additional construction costs to allow for the construction of 3rd floors such as deeper foundations, additional elevator costs etc.

Capacity Trigger: This is one of the two eligibility triggers to qualify for an EDC. If a school board's average elementary or secondary enrolment on a jurisdiction wide basis over the five years following proposed by-law passage is greater than the board's elementary or secondary On-The-Ground capacity than it is eligible to impose an EDC.

Demographic Projections: The demographic projections for an EDC consist of both forecasts of new housing development and projections of school enrolment. Projections of both new housing and enrolment must be provided on an annual basis for a 15-year period following by-law imposition. These projections ultimately determine eligibility, need and the final quantum of the charge.

Differentiated Residential EDC: This is the type of residential EDC which results in different charges based on dwelling unit types defined by the board. It is apportioned on the basis of the distribution of pupils arising from different types of dwelling units. Boards may define dwelling unit types based on the nature of development and criteria that is relevant to the board (e.g. low, medium, and high density; condominiums/apartments, townhouses, detached houses; etc.).

Financial Obligations: This financial obligation eligibility trigger was added to the original capacity trigger criteria with an amendment to O.Reg 20/98 and came into force on March 12th, 2002. A school board that has an existing EDC by-law in place and has outstanding financial obligations related to its existing by-law that exceed the balance of the EDC reserve fund, is eligible to impose EDCs.

Education Development Charges (EDC): EDCs are a revenue source for eligible school boards that need to purchase land for new schools, in order to accommodate students coming from new housing development. In order to pass an EDC by-law, a board must first complete a background study.

EDC Background Study: An Education Development Charge background study must be completed by a school board that wishes to pass an EDC by-law. The intention of the background study is to provide information on the process and methodology of calculating an EDC, as well as the background and assumptions that make up the estimates of the enrolment projections and site needs.

EDC Reserve Fund: The reserve fund analysis summarizes the EDC collections (both actual and estimated) as well as the EDC costs that have been expended (both actual and estimated) and the estimated EDC reserve fund balance. The EDC reserve fund must also include certain estimates respecting revenues and expenditures to account for the most recent actual balance and the balance estimated to the new EDC by-law date.

Growth Related Net Education Land costs (GRNELC): Growth Related Net Education Land costs are costs incurred or proposed to be incurred where the level of new residential development is sufficient to warrant the acquisition of a site for the construction of a new school. Any outstanding education development charge financial obligations that have been incurred by the Board under previous by-laws are added to the total land costs to determine the growth-related net education land costs for which EDCs may be collected.

Localized Education Development Agreement (LEDA): A LEDA is an agreement between a school board and an owner such as a developer in which the owner provides a lease, real property or other benefit to be used to provide pupil accommodation. In exchange the geographical area that the LEDA will service will be exempt from the collection of EDCs. School boards must consult with co-terminus boards when developing a LEDA to determine if a joint project is possible.

On-The-Ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public meeting: The purpose of the public meetings are to review the existing EDC policies of the Board and to also advise any interested stakeholders and the public at

large of the board's intentions and address the new proposed EDC by-law. The public meeting also gives the community and stakeholders the opportunity to voice any issues or concerns they have with regard to the proposed by-law.

Residential and Non-residential Rates: The regulation provides that EDCs may be collected on new residential and non-residential development and are to be used only to acquire new school sites needed to accommodate students resulting from new residential development in the school board's jurisdiction. No more than 40% of the Growth- Related Net Education Land Costs may be attributed to non-residential development. The amount determined to be borne by residential development (between 60% and 100%) is divided by the total net new units to determine a residential charge by unit. The portion of costs allocated to non-residential development is divided by the net non-residential GFA forecast to derive a non-residential EDC charge per square foot.

Review Areas: Review areas are artificial constructs intended to divide the board's jurisdiction into sub-areas in order to more accurately determine the location of new school sites. Board review areas are likely to reflect attendance boundaries for families of schools, natural dividers such as rivers, creeks etc. or man-made barriers such as major thoroughfares. The Ministry of Education's EDC Guidelines recommend that review areas are consistent with Board review areas used for capital planning purposes and that they also maintain consistency with review areas of subsequent EDC by-laws.

Total Net Education Land Costs: The total net education land costs include the site acquisition costs, the escalation of land over the term of the by-law (5 years), the site development/servicing costs, as well as associated financing costs and study costs.

Uniform Residential EDC: This is the type of residential charge which results in a consistent EDC across the by-law area. The rate of the EDC is exactly the same regardless of the type of development.